



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rescue Union School District

CDS Code: 09619780000000

School Year: 2023-24

LEA contact information:

Jim Shoemake

Superintendent

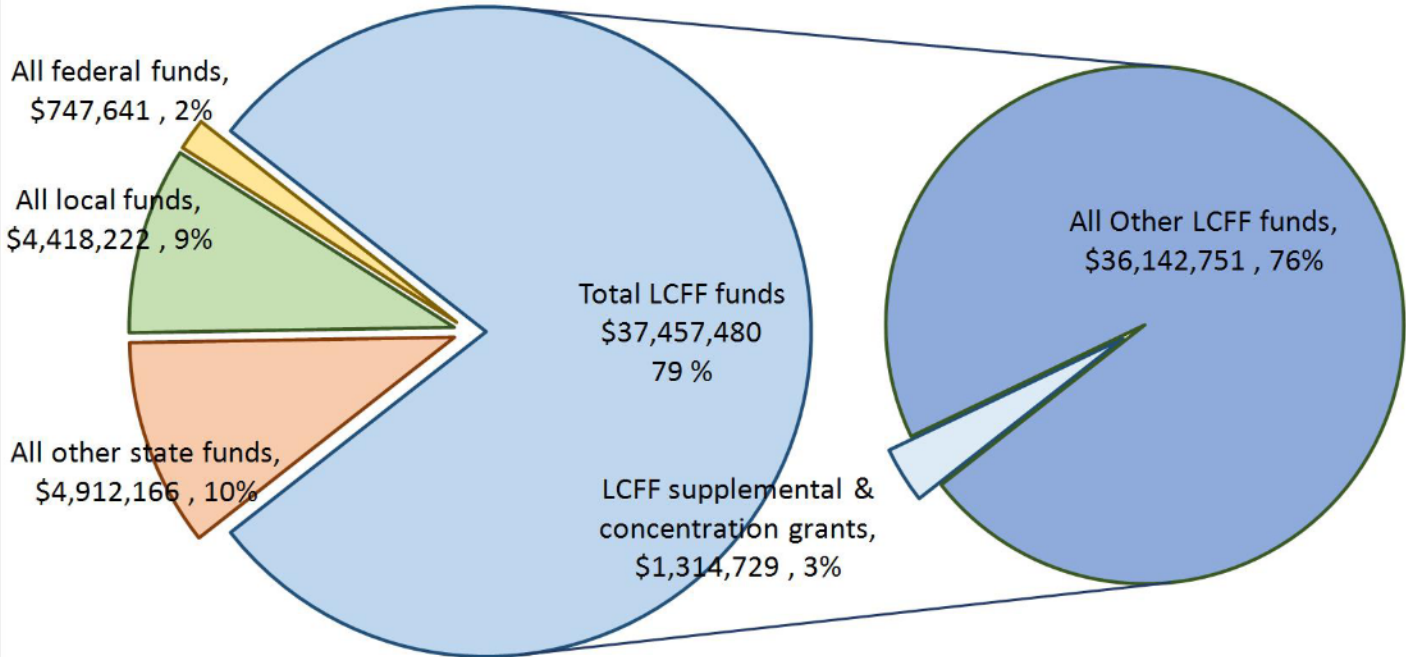
jshoemake@rescueusd.org

(530) 677-4461

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

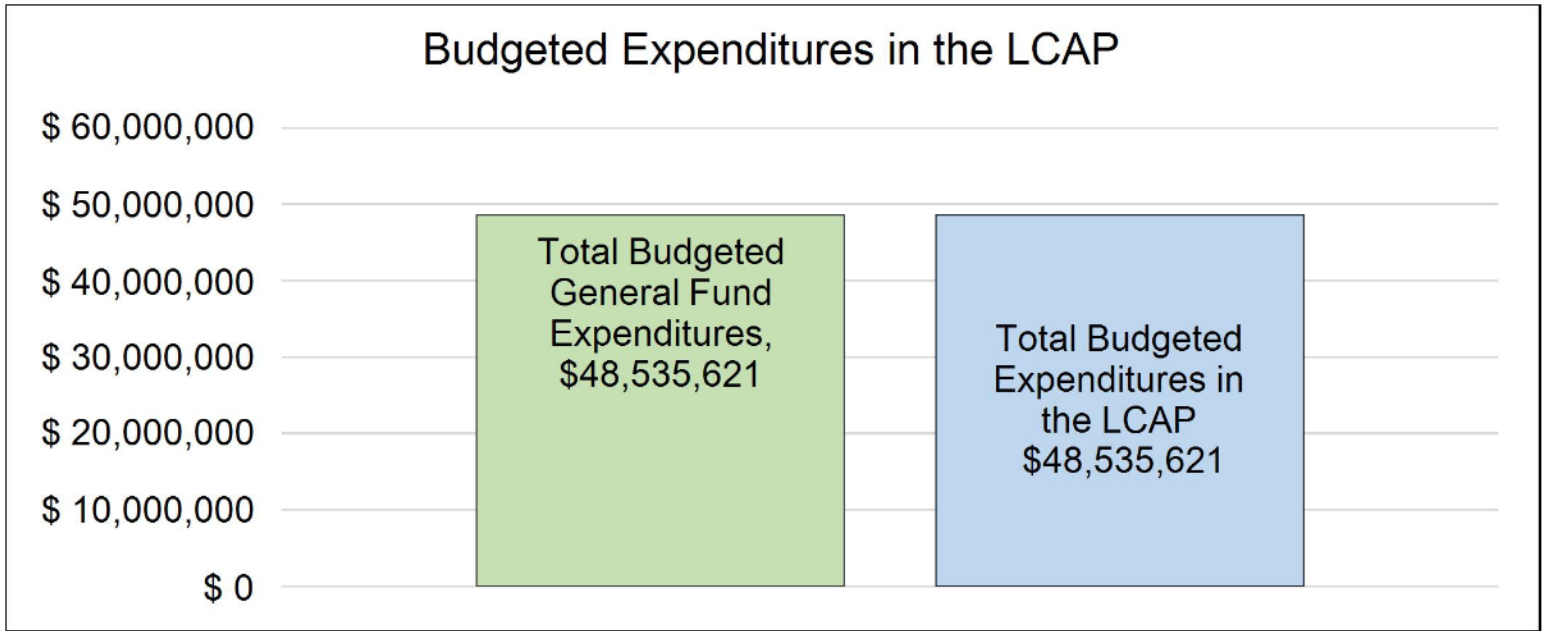


This chart shows the total general purpose revenue Rescue Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rescue Union School District is \$47,535,509, of which \$37,457,480 is Local Control Funding Formula (LCFF), \$4,912,166 is other state funds, \$4,418,222 is local funds, and \$747,641 is federal funds. Of the \$37,457,480 in LCFF Funds, \$1,314,729 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rescue Union School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rescue Union School District plans to spend \$48,535,621 for the 2023-24 school year. Of that amount, \$48,535,621 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

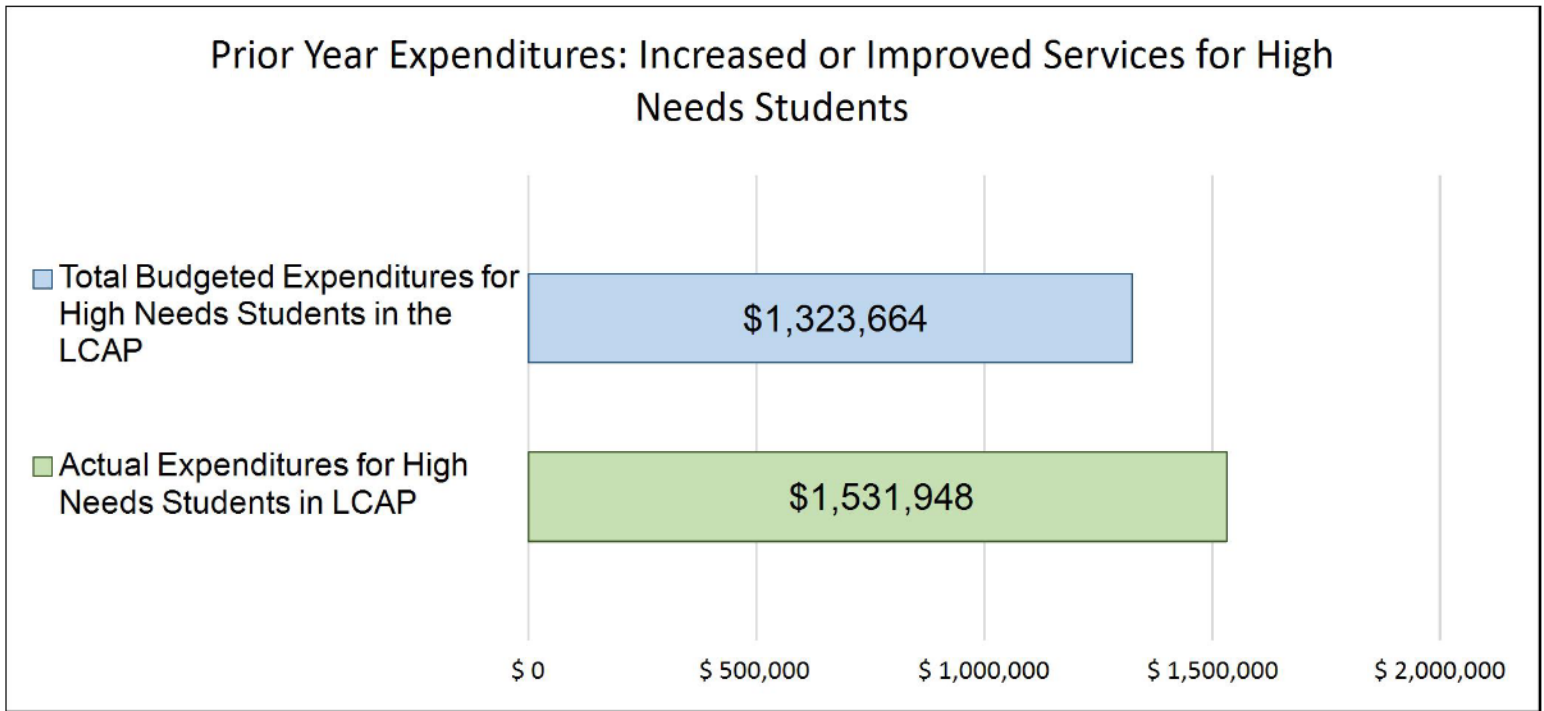
All expenditures are included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Rescue Union School District is projecting it will receive \$13,147,299 based on the enrollment of foster youth, English learner, and low-income students. Rescue Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Rescue Union School District plans to spend \$14,184,884 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Rescue Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rescue Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Rescue Union School District's LCAP budgeted \$1,323,664 for planned actions to increase or improve services for high needs students. Rescue Union School District actually spent \$1,531,948.00 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$208,284 had the following impact on Rescue Union School District's ability to increase or improve services for high needs students:

There was not impact on Rescue USD's ability to increase or improve services for high need students.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rescue Union School District	Jim Shoemake Superintendent	jshoemake@rescueusd.org (530) 677-4461

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Situated approximately 30 miles east of Sacramento and nestled in the beautiful foothills of the Sierra Nevada Mountains, the Rescue Union School District proudly serves the communities of Rescue, Shingle Springs, Cameron Park, and El Dorado Hills. The district is well known and respected for the quality educational programs it provides to students in transitional kindergarten through eighth grade. As of April 2023, student enrollment within the district is 3,447 which is lower than last year but still an improvement over projections.

The Rescue Union School District includes five elementary schools and two middle schools, and all of our schools have been recognized with either the California Distinguished School Award, National Blue Ribbon School Award, or the California Gold Ribbon School Award. All schools pride themselves on providing positive school climates, and each is committed to ensuring that all children receive a rigorous, meaningful, and stimulating academic experience that prepares them well for college and career. For the 2022-2023 school year, Rescue Union School District also offered a virtual Long Term Independent Study Program for those students who were not comfortable coming to school in person due to the pandemic. 26 of our TK-8 took advantage of that program. Rescue intends to offer this program in the 2023-2024 school year as well.

Rescue Union School District serves a demographic population that is 71.1% White, 15.6% Hispanic, 5.8% Asian, 0.9% African American, 2% Filipino, and 3.9% two or more races. 15.6% of our students are socioeconomically disadvantaged (eligible for free or reduced priced lunches or have a parent/guardian that did not receive a high school diploma), and 4.2% of our students are English learners, as noted on the CA School Dashboard at <https://www.caschooldashboard.org>

District-wide, as of the 2022 State test data, 70.37% of students in grades three through eight are meeting or exceeding English language Arts standards as measured by the Smarter Balanced Summative Assessment, while 60.01% of our students are meeting or exceeding the standard in mathematics. Performance on locally defined benchmark assessments, including DIBELS, curriculum-based math assessments, and Reading Level measurements, also indicate that a majority of our students are making progress in meeting the state's academic standards.

In addition to providing rigorous instruction aligned to the California State Standards in all core academic classes, the Rescue Union School District offers a range of enriching electives, including, but not limited to, courses in robotics, computer assisted drafting, health, aeronautics, computer science, music, and world language. The District utilizes the CTEIG grant to provide classes and instruction in technology that feed into the academic pathway of the high school district courses that are offered. The district recognizes that it takes outstanding teachers, support staff, and administrators to bring these quality educational programs to life. Rescue USD strives to hire only the very best faculty, staff, and administrators. In support of this claim, 100% of our teachers are fully and appropriately credentialed. Additionally, every site has a full-time Health Office Nurse and Counselor.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The Rescue Union School District prides itself on quality programs and practices. The students who attend our schools are making remarkable academic gains and developing the knowledge and critical thinking skills necessary to be successful in college and career. Based on a historical review of the California School Dashboard, it is clear that the majority of students were meeting or exceeding academic standards, as measured by the Smarter Balanced Summative Assessment and local metrics. The 2022 Smarter Balanced Summative Assessment results indicate that 70.37% of our third through eighth graders met or exceeded the standard for English language arts and 60.01% of students met or exceeded the standard in math. The California School Dashboard indicates that all students are performing at a "high" level in English Language Arts and mathematics and English Learner progress is at the "Very High" category. Local academic metrics, including DIBELS, Reading Level measurements, and curricular-based benchmark assessments also indicate that most students are making progress on mastering the California State Standards for English language arts and mathematics. New curricular adoptions that are aligned to the California State Standards, coupled with regular and ongoing training centered on standards aligned instruction, have aided us in achieving these results.

Positive school climate is another source of pride for the Rescue Union School District. Teachers, support staff, administrators, and the students themselves go to great lengths to ensure that children feel safe and connected to their school. Results from the 2022-2023 California Healthy Kids Survey, administered to fifth and seventh graders at all schools, indicate that 80% of elementary students and 68% of middle school students feel connected to their school most or all of the time. 82% of elementary students reported feeling safe at school most or all of the time and only 69% of middle school students reported that they feel safe or very safe. The California School Dashboard has been recalibrated to present baseline data for the state and local indicators since it has been suspended since 2019. The baseline state indicator for suspension is listed as medium for the "all students" category. However, our suspension data is much lower than the state average. Notably, all Local Indicator in the areas of Teachers, Instructional Materials, Facilities, Parent and Family Engagement, and Local Climate Survey have met the necessary standards. For the 2022-2023 school year, 100% of our teachers are appropriately credentialed and assigned.

Rescue Union School District is also proud of the technology initiatives contained in our LCAP and the progress we've made in advancing the effective use of educational technology within the classroom environment. Currently we have a student to computer ratio of 1:1 3rd - 8th

grade and we have implemented a Computer Replacement Program where we are refreshing 20% of our student and staff computers each year to ensure our technology is up to date. Courses, such as our Project Lead the Way series, have students using state of the art technology to construct and program VEX robots, develop their own functional apps using MIT App Inventor, design real world structures using professional grade computer assisted drafting software, and code with Python. We have also invested in personnel and staff development to support continued growth and the ability to most effectively use technology to enhance and even redefine the educational experience for our students.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California School Dashboard was reinstated providing results for 2022. The format was adjusted to provide a baseline score to recalibrate the Dashboard due to the three year suspension due to the pandemic. The results are as follows:

The following state indicators contain student groups that are identified in areas where improvement based on metrics on the California School Dashboard:

Chronic Absenteeism* - African American, Hispanic, Socioeconomically Disadvantaged Students, and Students with Disabilities (Very High); Asian English Learners, Filipino, Two or More Races, and White (High)
Suspension Rate - African American (Very High); English Learners and Students with Disabilities (High)
English Language Arts - English Learners and Students with Disabilities (Low)
Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities (Low)

*Chronic Absenteeism rates are indicative of California Department of Public Health (CDPH) criteria regarding attendance regarding the potential exposure of COVID-19 requiring students to miss school. These rates are much higher than our historic attendance trends.

No local performance indicators fall within the “Not Met” or “Not Met for Two Years” category on the LCFF Evaluation Rubric.

According to the California School Dashboard, the following state indicators contained student groups that performed two or more performance levels below the “all students” category:

Suspension Rate - African American (Very High)
English Language Arts - English Learners and Students with Disabilities (Low)
Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities (Low)

To address suspension rates, discussions are being held with our Multi-Tiered System of Support Coordinator, school site principals and teachers to develop better alternatives to suspension. Restorative Practices training and associated school-based programs have been

implemented at all schools to promote alternatives to suspension. The district is implementing Positive Behavioral Interventions and Supports at all seven schools, and a behaviorist and supporting team of paraeducators have been hired to work directly with students who may be engaged in behaviors that could lead to suspension. Social Emotional Learning and Trauma Informed Practices continue to be a focus this year to help school personnel better understand students' emotional states and provide appropriate responses. Full-time Counselors have been hired at all elementary sites as well as Additional Psychologists and Behaviorists have been hired to support students as well.

To further lower our chronic absenteeism rate, the district is closely monitoring absences for all students and using various means to reach out to families who have students with excessive absences. Outreach programs include in person meetings with administrators, phone conferences with principals and secretaries, letters mailed to families, and partnerships with the El Dorado County Office of Education.

To further support our socioeconomically disadvantaged students and students with disabilities, the Rescue Union School District is utilizing LCFF base and supplemental funds to address the academic achievement gaps for all students, including English learners, Socioeconomically Disadvantaged students, Homeless/McKinney Vento Students, and Students with Disabilities. Intervention funds are allocated to each of our seven schools to support programs such as before and after-school tutoring, increased support personnel, remediation curriculum, etc. School administrators, working with their school site councils, have local discretion to use these funds to best address the unique needs of their student population.

An English Learner coordinator (Coordinator of Multi-Tiered System of Support) and bilingual para-educators have been hired by the district to support English learners, coordinate effective intervention programs, and provide professional development on "integrated" and "designated" English instruction. Teams of special education and general education teachers work with administrators, students, and parents to address students with disabilities' needs through the IEP process.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Effective educational partner engagement remains a key factor in the successful creation of this year's LCAP. This year we solicited viewpoints and suggestions from our educational partners (board, parents, students, staff, and DELAC) throughout our district, as gathered from several important educational partner feedback loops:

- California Healthy Kids Survey
- California School Climate survey
- California School Parent Survey
- Our own LCAP survey with closed and open ended questions inviting parent and student input and feedback. Over 300 families responded to the survey.

- Our District English Language Advisory Committee also met and provided important perspective on the needs of our English language learners and the unique challenges many of these students face.
- Our teachers, support staff, and administrators have contributed their input via our weekly and monthly meetings with RUFT, CSEA and Management, providing recommendations on how to best serve the needs of the children they work with.
- And, perhaps most importantly, our students' voices have been heard, as they've shared valuable insights through Student Listening Circles, group meetings with their site principals, and student government/staff conversations where their ideas, suggestions, and concerns were recorded by administrators.

With the collective input from all of our educational partners we've refined our LCAP to ensure it is thorough in addressing the needs of our students, families, schools, and surrounding communities.

The LCAP supports effective, universal core instruction, while at the same time provides significant enrichment opportunities and targeted intervention and supports. The integration of effective educational technology, such as Chromebooks and G-Suite, into the classroom continues to be a stakeholder priority. In response, additional technology devices and professional development are included in our plan. The importance of school climate can never be understated, and the LCAP addresses this need through initiatives such as the addition of a Multi-Tiered System of Support (MTSS) Coordinator, increased counseling services, a team of behavior support aides, PBIS implementation, district-wide Trauma Informed Practices training, and character education programs. English learners' needs are assessed through the ELPAC and other measures, and these children receive assistance throughout the year from additional personnel such as bilingual para-educators and a Multi-Tiered Systems of Support and Special Programs (Title 1 and EL) Coordinator. The LCAP also provides intervention funds for each school so that teachers and administrators can craft an academically supportive program that is tailored to the needs of their school's population. In the LCAP, we also strive to provide professional development opportunities that align with the diverse work that our employees do. Whether it be a teacher, secretary, media clerk, bus driver, or any other employee, we've prioritized ongoing training in our plan. Educator Effectiveness Funds have been allocated over the next 4 years to support professional development and training for staff in areas where they support student development. Our goal is to hire the best and provide the professional development and support to keep staff at the cutting edge of effective instruction and Social Emotional Learning (SEL) pedagogy.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

No Rescue Union School District Schools are eligible for Comprehensive Support and Improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

No Rescue Union School District Schools are eligible for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

No Rescue Union School District Schools are eligible for Comprehensive Support and Improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Rescue Union School District considers educational partners input as critical and their voice influences each goal and corresponding action and expenditure throughout the Local Control and Accountability Plan (LCAP). Educational partners that provided input included the following: Rescue Union School Board of Trustees, Site Administrators, District Leadership Team, Parent Teacher Organizations (PTOs) and Parent Teacher Clubs (PTCs), Rescue Union Federation of Teachers (RUFT), Rescue Classified School Employees Association (CSEA), District English Language Advisory Committee (DELAC), Parent Advisory Committee (PAC), all parents (including our Special Education parents) and students from each site via various surveys and feedback loops. The timeline for meeting with each educational partner group spanned the course of the school year with continuous meetings being held with our leadership and community committees. The California Healthy Kids Survey along with the California School Parent and Climate Surveys were held during the Fall of 2022. LCAP surveys were conducted during the Spring of 2023.

As noted earlier input was collected using:

- California Healthy Kids Survey
- California School Climate survey
- California School Parent Survey
- Our own LCAP survey with closed and open ended questions inviting parent and student input and feedback. Nearly 300 families responded to the survey.
- Our District English Language Advisory Committee also met and provided important perspective on the needs of our English language learners and the unique challenges many of these students face.
- Our teachers, support staff, and administrators have contributed their input via our weekly and monthly meetings with RUFT, CSEA and Management, providing recommendations on how to best serve the needs of the children they work with.
- Discipline referrals and suspension rates
- Behavioral observations
- Attendance rates
- And, perhaps most importantly, our students' voices have been heard, as they've shared valuable insights through Student Listening Circles, group meetings with their site principals, and student government/staff conversations where their ideas, suggestions, and concerns were recorded by administrators.

Information from each survey and data point was reviewed by the district leadership teams to determine LCAP priorities and needs.

The Rescue Union School Districts has also consulted with the El Dorado County Special Education Local Plan Area (SELPA) during the 2022-2023 school year to discuss ways in which special education students could be supported in the RUSD LCAP.

A summary of the feedback provided by specific educational partners.

Student Feedback: We met with students from every school and asked the following questions:

What do you love about your school?

Do you have a trusted adult on campus?

What would be done to make your school better?

If you were the Superintendent what decision(s) would you make?

Below is a summary of student feedback for each question:

What do you love about your school?

- At every school site students reported that their teachers were nice and care about them.
- They commented on the cleanliness of our schools and that for the most part students are respectful and inclusive of one another.
- At our schools with gardens students shared that they liked an alternative recess activity and the fun things they could do in the garden.

Do you have a trusted adult on campus?

- At every site students overwhelmingly indicated they could name an adult they trust on campus.

What would be done to make your school better?

- At each site students were able to share something that needed to be fixed (wall balls, mirrors in the bathroom, restriping of courts/play surfaces, etc). In most cases it was 1-2 things per site, but the theme of deferred maintenance and repairs resonated with our team.
- Shade structures or umbrellas were also high on the list at sites.

If you were the Superintendent what decision(s) would you make?

- Almost universally students shared two themes:
 1. Purchase additional recess items for schools (balls, goals, play structures, etc.)
 2. Improve the quality and variety of the food we serve

Certificated Feedback: Certificated staff prioritized:

- continuing our implementation of a multi-tiered system of support (MTSS) to address student behaviors
- bringing back our academic intervention specialist positions
- increased special education supports including aides and certificated teachers
- Maintaining our full-time counselors
- adding prep for K teachers

Classified Feedback: Classified staff prioritized:

- additional para educator support
- training for various employees including the mechanic, library media coordinators, and paraeducators
- professional development and support for behavior issues

Parent Feedback: Parents, through the Local RUSD Parent LCAP Survey responded very positively (strongly agreed, somewhat agreed) about their child's experience:

- My child's teacher(s) provide high quality instruction: 85% (up from 83.4%)
- My child's teacher(s) utilize learning experiences that actively engage my student in learning: 89.7% (up from 80%)
- My child's teacher(s) utilize learning experiences that challenge my student in their learning: 88.7% (up from 75.6%)
- My child's average class size met my interests in 2022-2023: 81% (up from 75.1%)
- My child has access to academic supports at their school if needed: 83.6% (up from 70.1%)
- My child feels safe at their school: 92% (up from 85.5%)
- My child can name an adult at their school that cares about them: 91.7% (up from 86.7%)
- I can name an adult at my students school that cares about my child: 90% (up from 84.2%)
- My child feels connected to their school: 93% (up from 79%)
- My child's school is clean: 93.6% (up from 84.9%)
- My child's school is responsive to the social-emotional needs of my child and our family: 84.6% (up from 71.2%)
- My school communicates with parents/guardians in a timely and informative manner: 91.4% (up from 81.1%)
- The school staff promptly respond to my phone calls, messages, or emails: 90% (up from 87.8%)
- My child has access to high quality instructional materials and technology resources: 91.6% (up from 77.1%)

Below are a few quotes that generally capture the feedback we received when we asked "When you think about the 2022-2023 school year, what do you think the Rescue Union School District, your child's school (or any of the departments such as technology, food services, student services, food services, etc) are doing well?"

- I like that our school (all schools) now have a full-time school counselor that provides ongoing support to the students. I think this is so needed for today's kids and I really hope the district will always keep the funding for this type of support.
- I think my child's teacher is doing an amazing job (first year teacher) and that she truly cares about the students.
- Providing a good, safe, and clean learning environment
- Everything. We LOVE our school
- The teachers that are great are really great/fantastic/going the extra mile
- Communication is outstanding
- Thank you to our bus driver for their excellent care of my child and for being the first cheerful face my child sees in the morning!
- Facilities are well kept and clean
- I like that our kids are exposed to computers and programs like google classroom.
- I love our Garden program!

- My child has really enjoyed hot lunch at school nearly every day this year.
- Administration is visible on campus in mornings & afternoons
- I think you guys are all doing a fantastic job!

Below are a few quotes that generally capture the feedback we received when we asked "when you think about the 2022-2023 school year, what do you think the Rescue Union School District, your child's school (or any of the departments (such as technology, food services, student services, food services, etc) could improve upon?"

- Keep doing what you are doing. Thank you so much.
- I do believe food service could offer a few more healthier options.
- Enough with the free lunches for everyone
- Would love to see less processed items offered for meals
- Facilities need to be updated
- It seems trivial but the pickup and drop-off situation at this school is challenging
- The portables need maintenance.
- It would be nice if the school had options for kids who excel
- Dealing with children that have behavioral issues

Parent Feedback: Parents, through the California School Parent Survey responded very positively (very strongly agreed, strongly agreed, somewhat strongly agreed) about the following:

- Summary of Key Indicators - Elementary Parental Involvement
- Promotion of parental Involvement: 88%
- School encourages me to be an active partner: 97%
- School actively seeks input of parents: 73%
- Parents feel welcome to participate: 95%

- School Supports for Students
- Promotes academic success for all students: 94%
- School is a safe place for my child: 95%
- School has adults who really care about students: 95%
- Communication with parents about school: 90%

- Fairness, Rule Clarity, and Respect for Diversity
- School enforces rules equally: 84%
- School treats all students with respect: 95%

School promotes respect of cultural beliefs: 76%
Provides counseling or other ways to help students with social or emotional needs: 70%

Substance Use, School Disorder, and Bullying
Student alcohol and drug use (large problem or somewhat a problem): 0%
Student tobacco use (large problem or somewhat a problem): 0%
Student vaping use (large problem or somewhat a problem): 0%
Racial/ethnic conflicts (large problem or somewhat a problem): 3%
Harassment or bullying of students (large problem or somewhat a problem): 14%

Facilities
School has clean and well maintained facilities: 96%

Analysis of Data - Elementary
Bright Spots
Students are motivated to learn
Students are connected to their school
Schools have adults that really care about students
Communication with families about school is strong
Facilities are clean and well maintained

Areas of Focus
Involving parents at school and making them feel welcome to participate
Promoting awareness of the importance of self care. Students need to get plenty of sleep and eat properly.

Summary of Key Indicators - Middle School
Parental Involvement
Promotion of parental Involvement: 70%
School encourages me to be an active partner: 82%
School actively seeks input of parents: 59%
Parents feel welcome to participate: 70%

School Supports for Students
Promotes academic success for all students: 87%
School is a safe place for my child: 91%
School has adults who really care about students: 91%
Communication with parents about school: 86%

Fairness, Rule Clarity, and Respect for Diversity

School enforces rules equally: 75%

School treats all students with respect: 88%

School promotes respect of cultural beliefs: 69%

Provides counseling or other ways to help students with social or emotional needs: 53%

Analysis of Data - Middle Schools

Bright Spots

Strong Parent participation

Academic motivation and school connectedness is improving

Students are taking better care of themselves

Areas of Focus

Inappropriate behaviors at school, including bullying, and spreading rumors have increased

Emotional stress and support continue to be an area of concern

Administrators' Feedback: Principals and directors shared a desire to provide increased levels of focused professional development (MTSS, PBIS, NGSS and Continuous Improvement). Principals expressed a strong desire to resume focus on professional development activities and other initiatives that have been stalled in recent years for a variety of reasons (COVID, new staff, etc) Principals also asked for continued support through supplemental curricular programs such as IXL, Mystery Science, and the Sadlier Oxford Vocabulary program. There was also universal support for our increased counseling services.

DELCAC Feedback: The District English Language Advisory Committee met on September 20, 2022 and April 17, 2023 to discuss the Local Control Accountability Plan and provide input on ways to best meet the needs of the district's English learners. Recommendations from the group They appreciated our new Community Liaison. There was some interest in additional intervention programs, such as after school support classes and homework assistance programs. The group also recommended increased/improved communication between the general education teachers and EL support personnel to better coordinate services for students. Some parents do not know what to do or how to help from home.

Board Feedback: The Board had a variety of opportunities this year to learn more about the impact of our LCAP on our different departments, school and our student They were able to receive important data points and pose questions to staff. Additionally this LCAP reflects a commitment to the three goals and action items the Board set last year for the district. Additionally the Board held a Study Session on May 24, 2022 to look at our draft budget through the lens of our three goals.

The Rescue Union School District also consulted with the El Dorado County Special Education Local Plan Area (SELPA) to discuss ways in which special education students could be supported in the RUSD LCAP. This consultation occurred throughout the year with 1:1 meetings with SELPA staff and our Superintendent who sits on the county SELPA Executive Board. Specifically, we discussed the recruitment and

retention of certificated staff and paraeducators with the SELPA. Our Director of Special Education has also been working closely with the El Dorado County Special Education Local Plan Area (SELPA) to discuss improved services. This year we also added a Special Education Coordinator and another Behaviorist to support our efforts in this area.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

As a result of the specific educational partner input last year, the District prioritized addressing student behavior and restructured the district office staff to create a Coordinator of Multi-Tiered System of Support (MTSS) at no additional cost to the district. Social emotional support services continue to be a priority of our educational partners and this year we increased supports to sites, staff and students by adding full-time counselors at all of our sites and adding a behaviorist, psychologist, and Special Education Coordinator.

Increased intervention services for general and special education students were also identified as a priority through the educational partner engagement process and as a result, the District plans to provide instructional assistants for all kindergarten and TK classes, general and special education paraeducators to support struggling students. The District also intends to support students and staff through the purchase of additional Chromebooks and both online and physical curricular support programs such as SeeSaw, IXL, and the Sadlier Oxford Vocabulary program. The District is planning to continue providing before or after school English language support classes. We also extended our after school tutoring to a common-space area at a local apartment complex. This was well received and utilized and we are exploring expanding our footprint to other apartment complexes.

A desire for increased landscaping and custodial support at our facilities was also shared through the educational partner engagement process, and as a result, the District increased the total hours our Utility Techs can provide support to our sites each week by 15 hours. This was very well received by staff, students and our educational partners based on anecdotal feedback and our survey results. Additionally we have employed additional floating custodians to ensure that schools are clean and safe.

The District also received educational partner feedback requesting additional staff training and focus on student behavior. In response, the District prioritized such training, for all staff, last year and again for the 2023-2024 school year.

Goals and Actions

Goal

Goal #	Description
1	The District will provide quality educational services to maximize academic achievement for all individual students and student groups (Priority 1: Basic; Priority 2: State Standards; Priority 4: Pupil Achievement; Priority 5: Pupil Engagement; Priority 7: Course Access; Priority 8: Other Pupil Outcomes).

An explanation of why the LEA has developed this goal.

Parents identified educational services, including an engaging curriculum, challenging learning environments, and low class sizes as high priorities on the 2022 LCAP Parent Survey. Students identified engagement in learning as a high priority during student focus group meetings. Teachers also prioritized quality instructional programs and low class sizes during LCAP consultation meetings.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grade Span Adjustment	Estimated Grade Span adjustment of 23.67 in grades K-3.	The 2021-22 K-3 average class size was 20.77	The 2022-23 K-3 average class size was 21.77		Grade Span adjustment will remain at 24.0 or below.
Lexile Proficiency Report	Last Test in Time Period 40% Advanced 24% Proficient 30% Basic 6% Below Basic	Last Test in the Time Period 44% Advanced 24% Proficient 25% Basic 7% Below Basic	The District is retiring this metric in efforts of transitioning from the Reading Counts Program to Accelerated Reader that offers different metrics for evaluating reading progress. An Accelerated Reader Metric is listed below.		Students will continue to improve reading proficiency as measured by the SRI Lexile Assessment.
Smarter Balanced Interim Assessment (Mathematics ICA)	The most recent administration of the Smarter Balanced	The District is retiring this metric in efforts of using the Smarter			Students will continue to improve math proficiency as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	<p>Interim Assessments for Mathematics (ICA) indicated that 71.2% of assessed students in grades 3-5 were at or near standard.</p> <p>The most recent administration of the Smarter Balanced Interim Assessments for Mathematics (ICA) indicated that 63.9% of assessed students in grades 6-8 were at or near standard</p>	<p>Balanced Interim Assessment Blocks (IAB) in lieu of the Interim Comprehensive Assessment (ICA) to provide more timely feedback.</p>			<p>measured by the Smarter Balanced Interim Comprehensive Assessments for Math.</p>
Smarter Balanced Interim Assessment Blocks (Mathematics IAB)	<p>This is a new metric for 2021-2022.</p>	<p>The 2021-22 administration of the Smarter Balanced Interim Assessments for Mathematics provided a baseline indicating that 86.9% of assessed students in grades 3-5 were at or near standard.</p> <p>The 2021-22 administration of the Smarter Balanced Interim Assessments for Mathematics provided a baseline</p>	<p>The 2022-23 administration of the Smarter Balanced Interim Assessments for Mathematics indicated that 88.5% of assessed students in grades 3-5 were at or near standard</p> <p>The 2022-23 administration of the Smarter Balanced Interim Assessments for Mathematics indicated that 84% of assessed students in</p>		<p>Students will continue to improve math proficiency as measured by the Smarter Balanced Interim Assessment Blocks for Math.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
		indicating that 84.3% of assessed students in grades 6-8 were at or near standard.	grades 6-8 were at or near standard		
Smarter Balanced Interim Assessment (Reading Informational Text IAB)	The most recent administration of the Smarter Balanced Interim Assessment for Reading Informational Text indicated that 86.8% of students were at or near the standard.	The 2021-22 administration of the Smarter Balanced Interim Assessment for Reading Informational Text indicated that 93.4% of students were at or near standard.	The 2022-23 administration of the Smarter Balanced Interim Assessment for Reading Informational Text indicated that 93.8% of students were at or near standard.		Students will continue to improve reading proficiency as measured by the Smarter Balanced Interim Assessment for Reading Informational Text.
English Learner Indicator on the California School Dashboard	As reported on the 2019 California School Dashboard, 62.7% of ELs were making progress towards English language proficiency.	Due to the pandemic, the California School Dashboard is not providing specific academic indicators for English Language proficiency. However, we are using the 2021 ELPAC scores that illustrate 23% of EL students made progress towards English Language proficiency. Fourteen percent of English Learners were reclassified during the 2021-22 school year.	As reported on the 2022 California School Dashboard, 67% of English Learners made progress towards English language proficiency.		English learners will continue to make progress toward English language proficiency, as reported on the 2019 California School Dashboard.
Parent Survey Results	Parent Survey data indicates that	The 2021-22 Parent Survey data continue	The 2022-23 Parent Survey data continue		Student perceptions regarding educational

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Listening Circle Feedback	<p>educational services are among the highest priority for parents, guardians, and caregivers. On the survey, human resources, including teachers, administrators, and support staff ranked highest in terms of what the district is doing well. However, staff was also the number one area of focus when asked what the district can improve upon.</p>	<p>to affirm that educational services are among the highest priority for parents, guardians, and caregivers. Communication and the availability of educational resources including technology were listed as aspects the district is doing well. Families also ranked staff including administrators, teachers, and support staff high. One area of focus for improvement was the desire for increased involvement of parent volunteers within the school setting.</p> <p>You can see specific details and data in the Engaging Educational Partner section of the LCAP.</p>	<p>to affirm that educational services are among the highest priority for parents, guardians, and caregivers. Communication and the availability of educational resources including technology were listed as aspects the district is doing well. Families also ranked staff including administrators, teachers, and support staff high. One area of focus for improvement was the desire to continue focusing on student safety and social emotional support.</p> <p>You can see specific details and data in the Engaging Educational Partner section of the LCAP.</p>		<p>services will continue to improve as measured by the annually administered surveys.</p>
Student Listening Circle Feedback	<p>2018 Student Listening Circle data indicates that most students are very pleased with their</p>	<p>The 2021-22 Student Listening Circle data affirmed that students continue to be pleased with their</p>	<p>Student Feedback: We met with students from every school and asked the following questions:</p>		<p>Student perceptions regarding educational services will continue to improve as measured by the</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>teachers, administrators, and support staff. Many would like to see additional electives, including visual and performing arts taught during the school day. Many students also reported a desire for more time for physical education and less homework.</p>	<p>teachers, administrators and support staff. Many would like to see additional elective opportunities. Middle school students shared a desire for more opportunities to receive life skills instruction.</p> <p>You can see specific details and data in the Engaging Educational Partner section of the LCAP.</p>	<p>What do you love about your school? Do you have a trusted adult on campus? What would be done to make your school better? If you were the Superintendent what decision(s) would you make?</p> <p>The 2022-23 Student Listening Circle data affirmed that students continue to be pleased with their teachers, administrators and support staff. Many would like to see additional supplies for playground/field time available at recess and lunch. At our schools with gardens students shared that they liked an alternative recess activity and the fun things they could do in the garden. Food options were a topic at every site as well.</p>		<p>annually conducted Student Listening Circles.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator on the California School Dashboard for ELA	As reported on the 2019 CAASPP Scores Website, 74.15% of students met or exceeded ELA standards. The 2019 California School Dashboard shows our students to be 46.1 points above standard in ELA.	Due to the pandemic, the California School Dashboard is not providing specific academic indicators for CAASPP for the 2021 assessment. However, the CAASPP Website did report that 69.3% of students met or exceeded ELA standards. The assessment was a modified version of the test with a reduction in the number of test items.	As reported on the 2022 CAASPP Scores Website, 70.37% of students met or exceeded ELA standards. The 2022 California School Dashboard shows our students to be 38.3 points above standard in ELA.	You can see specific details and data in the Engaging Educational Partner section of the LCAP.	Students will continue to improve overall ELA proficiency as measured by the Smarter Balanced Summative Assessment for ELA.
Academic Indicator on the California School Dashboard for Math	As reported on the 2019 CAASPP Scores Website, 65.32% of students met or exceeded ELA standards. The 2019	Due to the pandemic, the California School Dashboard is not providing specific academic indicators for CAASPP for the	As reported on the 2022 CAASPP Scores Website, 60.01% of students met or exceeded ELA standards. The 2022		Students will continue to improve overall Math proficiency as measured by the Smarter Balanced

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	California School Dashboard shows our students to be 28.2 points above standard in Math.	2021 assessment. However, the CAASPP Website did report that 61.1% of students met or exceeded Math standards. The assessment was a modified version of the test with a reduction in the number of test items.	California School Dashboard shows our students to be 15.5 points above standard in Math.		Summative Assessment for Math.
Teachers are appropriately credentialed and assigned.	100% of Rescue teaching staff are appropriately credentialed and assigned.	100% of Rescue teaching staff are appropriately credentialed and assigned.	100% of Rescue teaching staff are appropriately credentialed and assigned.		100% of Rescue teaching staff will be appropriately credentialed and assigned.
Pupils have access to standards aligned instructional materials	Per Williams 100% of pupils have access to standards aligned instructional materials	Per Williams 100% of pupils have access to standards aligned instructional materials.	Per Williams 100% of pupils have access to standards aligned instructional materials.		100% of pupils will have access to standards aligned instructional materials
Accelerated Reader Star Reading Proficiency Rate			In 2022-23, The Rescue USD transitioned from the Reading Counts Program to Renaissance and used the Star Reading Assessment to monitor student reading levels and progress. Students in grades 3-8 were assessed multiple		Students will continue to improve reading proficiency as measured by the Star Reading Assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
			<p>times throughout the school year. Below is the percentage of student progress as it pertains to the appropriate category:</p> <p>Above Benchmark (Level 4): 32.3%</p> <p>At Benchmark (Level 3): 38.7%</p> <p>Below Benchmark (Level 2): 17.1%</p> <p>Far Below Benchmark (Level 1): 11.9%</p>		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Certificated Staff	Certificated teaching staff (Gen Ed, SPED, Substitutes) will provide a broad course of study and enrichment that is rigorous and engaging for all students. Professional development opportunities will be provided for teachers to ensure quality educational opportunities for students. All adjunct duty and stipend positions are included in this service.	\$22,141,847.00	No
1.2	Classified Staff	Classified Instructional Staff (Gen Ed aides, SPED aides, library media coordinators) will support students at all sites. Professional development opportunities will be provided to staff to ensure quality educational opportunities and support services for students.	\$2,837,878.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Low Class Size	The District will strive for low class sizes in grades K-3.		No
1.4	Unduplicated Pupil Supports	District will provide additional academic supports for English language learners, socioeconomically disadvantaged students, foster youth, homeless students, Title I identified students, and immigrant students. Services may include interventions, software, aides, staffing, professional development, and materials needed to meet the needs of our unduplicated students. Counseling services will be provided to all sites, primarily to serve unduplicated students. AVID will be provided for all students at Pleasant Grove, which will help students with organization, academic success, and the ability to be college and career ready. PBIS will be instituted at all sites to provide a structure for behavioral support. The Multi-Tiered Systems of Supports and Special Programs Coordinator will provide supports and services for unduplicated students, as well as professional development for certificated and classified personnel who work with our unduplicated students. English learner supports will be provided at each school site. The services include at a minimum the provision of English Language integrated support to students by trained staff members. In addition, Bilingual Community Liaison will be provided to provide social and academic outreach supports, and translation services, as needed, including supports for Foster Youth and Kinship Care families. A Summer Learning Program will be provided for unduplicated Students, with a focus on academic support and a "Jump Start" for the following year. Behavioral Supports also provided to students through a Behaviorist and Behavioral aides.	\$1,609,354.00	Yes
1.5	Instructional resources	Instructional resources for general education and special education students, including curriculum, technology, software, professional development, textbook adoptions, and other engaging, standards-aligned materials will be provided to support student learning.	\$2,962,635.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the District is very proud of the implementation of actions and services to meet the educational needs of our students as outlined in Goal 1. Teachers, administrators, and support staff ensured that quality educational programs were provided to all students, while unduplicated students, special education students and any other student needing supports had their needs addressed. Class sizes remained lower than the contractual requirement in all grades TK-8. Materials and resources were provided to meet the educational needs of students, including many online applications to enhance student learning in all subject areas. Next Generation Science Standards materials were also provided to all grades. We added the Renaissance Program (Accelerated Reader and STAR) to replace Reading Counts which serves as one of our programs that monitors reading level progress for our 2nd grade through 8th grade students. We also piloted Science curriculum and selected TWIG Science as our new Next Generation Science Standards (NGSS) curriculum.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 expenditures overall did not have a material difference between budgeted expenditures and estimated actuals expenditures

An explanation of how effective the specific actions were in making progress toward the goal.

Overall, the effectiveness of the actions and services outlined in Goal 1 were successful. The District continues to add activities, clubs, field trips, and other opportunities to enhance student learning experiences. The California School Dashboard provided baseline scores for English Language Arts and Mathematics to recalibrate their system. The District continued to use local assessments and measures to monitor student academic progress. A performance gap, although typically narrower than the state average, still exists for some of our student groups, including students with Disabilities, English Learners, Socioeconomically Disadvantaged students and Hispanic/Latino students. As such, targeted efforts will continue to support these specific student groups in subsequent years.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After careful review of the District's assessment data, it is clear that many of the programs and services that have led to the academic success of our students should continue. We continue to assess students throughout the year using local District assessments including our

fluency and Interim Assessment Blocks. This year we also added the Star Reading Assessment to monitor student reading progress. This was done as we transitioned from Reading Counts to the Renaissance program. We will be utilizing the new baseline data from the California School Dashboard to measure student progress in English Language Arts and Mathematics moving forward in the subsequent years. The District organized an Elementary Science pilot where K-5 teachers piloted programs and ultimately selected the Twig Science program to adopt. Twig was more engaging for students and meets the Next Generation Science standards as well. The District will begin to formally use the NGSS-aligned Twig Science program in the 2023-24 school year.

Additional trainings and professional development opportunities for generation education and special education teachers will be provided. The District will continue to support its existing Transitional Kindergarten program in alignment with the Universal Transitional Kindergarten initiative.

Additionally, most of the State funds related to this Goal come from targeted grants and/or “categorical” allocations and we have written our plans to align and support or District LCAP goals and actions:

- ELOP Grant
- Support our summer program
- Educator Effectiveness Block Grant
- Learning Recovery Grant
- Staff training and professional development
- TK Funding
- Support TK program
- Special Education Funding
- TBD by SELPA

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	The District will provide safe, clean, student-centered learning environments that are responsive to the social-emotional needs of all children and families. (Priority 1: Basic; Priority 3: Parental Involvement; Priority 5: Pupil Engagement; Priority 6: School Climate).

An explanation of why the LEA has developed this goal.

Parent LCAP Survey results, teacher feedback, DELAC advisory input, and student listening circle feedback all indicated the need for effective, ongoing, and enhanced programs that support life-skills education and the social, emotional, mental and physical health of all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24	
California Healthy Kids Survey (CHKS) Results	2020 Elementary CHKS Results School Connectedness - 82% Caring Adult Relationships - 83% Feel Safe at school - 88% Students well behaved -60%	2021 Elementary CHKS Results School Connectedness - 82% Caring Adult Relationships - 80% Feel Safe at school - 89% Students well behaved -63%	2022 Elementary CHKS Results School Connectedness - 80% Caring Adult Relationships - 77% Feel Safe at school - 82% Students well behaved -60%	2021 Middle School CHKS Results School Connectedness - 66% Caring Adult Relationships - 58%	2021 Middle School CHKS Results School Connectedness - 68% Caring Adult Relationships - 64%	Students perceptions will continue to improve as measured by the California Healthy Kids Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	Perceives school as safe - 67% Experienced any bullying - 29% Chronic Sadness or Hopelessness - 22%	Perceives school as safe - 66% Experienced any bullying - 30% Chronic Sadness or Hopelessness - 25%	Perceives school as safe - 69% Experienced any bullying - 36% Chronic Sadness or Hopelessness - 27%		
California Parent School Survey	2020 California Parent School Survey Promotes academic success for all - 94% Safe place for child - 90% Adults who care about students - 92% School treats students with respect - 90% Well maintained facilities - 90%	2021 California Parent School Survey Promotes academic success for all - 89% Safe place for child - 92% Adults who care about students - 93% School treats students with respect - 91% Well maintained facilities - 92%	2022 California Parent School Survey Promotes academic success for all - 94% Safe place for child - 95% Adults who care about students - 95% School treats students with respect - 95% Well maintained facilities - 96%		Parent perceptions will continue to improve as measured by the California School Parent Survey
California School Staff Survey	2020 California School Staff Survey Positive Learning and Working Environment for students - 100%	2021 California School Staff Survey Positive Learning and Working Environment for students - 99%	2022 California School Staff Survey Positive Learning and Working Environment for students - 99%		Staff perceptions will continue to improve as measured by the California School Staff Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
California School Dashboard Chronic Absenteeism Indicator	<p>Positive Learning and Working Environment for staff - 97%</p> <p>Adults who care about students - 100%</p> <p>Students are motivated to learn - 89%</p>	<p>Positive Learning and Working Environment for staff - 90%</p> <p>Adults who care about students - 98%</p> <p>Students are motivated to learn - 90%</p>	<p>Positive Learning and Working Environment for staff - 95%</p> <p>Adults who care about students - 97%</p> <p>Students are motivated to learn - 97%</p>		<p>The District's chronic absenteeism indicator for "All Students" will remain in the green or blue category.</p>
California School Dashboard Suspension Indicator	<p>For the Fall 2019 California School Dashboard data release, the District's chronic absenteeism indicator for "All Students" is in the green category, with a rate of 4.2%, which is flat from the previous year.</p>	<p>Due to the pandemic, the California School Dashboard is not providing indicators for Chronic Absenteeism. However, we are utilizing our Aeries database to provide this information. Currently, there is a 19.2% rate of Chronic Absenteeism for the 2021-2022 school year.</p>	<p>For the 2022 California School Dashboard data release, the District's chronic absenteeism indicator for "All Students" is in the "High" category, with a rate of 19.9%, which is an increase from the 2019 Dashboard indicator results, which were pre-pandemic results.</p>		<p>The District's suspension indicator for "All Students" will remain in the green or blue category.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	and a "decrease" of 0.5% from the previous year.	year. This is a decrease of 0.75% from the previous year.	least one day. This is an "increase" of 0.5% from the 2019 Dashboard indicator results.		
School Expulsion	Rescue USD reported zero (0) expulsion for the 2020-2021 school year.	Rescue USD reported one (1) expulsion for the 2021-2022 school year.	Rescue USD reported one (1) expulsion for the 2022-2023 school year.		The District's expulsion numbers will decrease with the goal being zero (0) expulsions.
Facilities Inspection Tool	The 2019-2020 Facilities Inspection Tool (FIT) indicates the following ratings for each school site: GV-Poor (due to abandoned portables) J-Fair LF-Fair LV-Good MV-Fair PG-Fair R-Fair	The 2021-2022 Facilities Inspection Tool (FIT) indicates the following ratings for each school site: GV - Poor (due to abandoned portables) J - Good LF - Good LV - Good MV - Fair PG - Fair R - Good	The 2022-2023 Facilities Inspection Tool (FIT) indicates the following ratings for each school site: GV - Fair J - Good LF - Good LV - Good MV - Fair PG - Good R - Good		Ratings for each school site, as measured by the Facilities Inspection Tool, will improve so that all are fair or good.
LCAP Community and Staff Survey	2021 Community and Staff LCAP Survey Results: School Connectedness • Our students(s)/children can name a	2022 Community and Staff LCAP Survey Results: School Connectedness • Our students(s)/children can name a	2023 Community and Staff LCAP Survey Results: School Connectedness • Our students(s)/children can name a		All Educational Partners' perspectives will continue to improve as measured by the LCAP Community and Staff Survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>trusted adult on their campus = 89%</p> <ul style="list-style-type: none"> My students(s)/c children feels connected to their school = 92% <p>Caring Adult Relationships</p> <ul style="list-style-type: none"> Our students/chil dren can name a trusted adult on their campus = 90% I can name an adult at my students school that cares about my child = 91% <p>Feel Safe at school</p> <ul style="list-style-type: none"> My students(s)/c children feels safe at their 	<p>trusted adult on their campus = 93%</p> <ul style="list-style-type: none"> My students(s)/c children feels connected to their school = 93% <p>Caring Adult Relationships</p> <ul style="list-style-type: none"> Our students/chil dren can name a trusted adult on their campus = 93% I can name an adult at my students school that cares about my child = 91% <p>Feel Safe at school</p> <ul style="list-style-type: none"> My students(s)/c children feels safe at their 	<p>trusted adult on their campus = 91.4%</p> <ul style="list-style-type: none"> My students(s)/c children feels connected to their school = 93.1% <p>Caring Adult Relationships</p> <ul style="list-style-type: none"> Our students/chil dren can name a trusted adult on their campus = 91.4% I can name an adult at my students school that cares about my child = 89.9% <p>Feel Safe at school</p> <ul style="list-style-type: none"> My students(s)/c children feels safe at their 		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>school = 90%</p> <ul style="list-style-type: none"> My students(s)/children(s) school is responsive to their social-emotional needs = 88% 	<p>school = 95%</p> <ul style="list-style-type: none"> My students(s)/children(s) school is responsive to their social-emotional needs = 88% 	<p>school = 92.1%</p> <ul style="list-style-type: none"> My students(s)/children(s) school is responsive to their social-emotional needs = 84.5% 		
Dropout rate	Rescue USD reported zero (0) dropouts for the 2020-2021 school year.	Rescue USD reported zero (0) dropouts for the 2021-2022 school year.	Rescue USD reported zero (0) dropouts for the 2022-2023 school year.		Continue to have a 0% dropout rate.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Emotional Learning	The District will support Social Emotional Learning (SEL) including anti-bullying, character education, PBIS, Trauma Informed Practice, and restorative justice programs at each school site. Some of these expenditures are reflected in professional development activities in Goal 1 Action 1 and Action 4. In 2022-2023 the district is repurposing a vacant position into the Coordinator Of Multi-Tiered Systems of Support and Special Programs to support the work called out in Goal 2.1	\$317,680.00	No
2.2	Safe School Personnel	The District will provide personnel to ensure safe learning environments that meet the social emotional needs of all students. These positions include counselors, yard duty supervisors, custodians, Maintenance and Operations staff, nurses, health aides,	\$4,502,172.00	No

Action #	Title	Description	Total Funds	Contributing
		psychologists, and facilitators of trauma support groups. The expenditure for elementary counselors and a portion of the school counselors is reflected in Goal 1 Action 4.		
2.3	Safe School (Materials and Supplies)	The District will provide the materials, supplies, and services for nurses, health aides, psychologists, yard supervisors, Maintenance and Operations personnel, and custodians to ensure clean and safe school environments.	\$1,252,530.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The District is proud of the work that has been done to provide safe, clean, student-centered learning environments that are responsive to the social-emotional needs of all children and families. The pandemic affected staff and students in different ways, and for some, transitioning back to a school environment has been challenging. Full-time school Counselors, behaviorists, and support staff have been hired to provide social-emotional support to students. Chronic Absenteeism is up more than 15% from our baseline. This is largely due to the adherence to Health and Safety protocols such as quarantines due to COVID exposure. We expect this rate to continue go down as we have transitioned to more flexible Health and Safety requirements.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 expenditures overall were did not have a material difference between budgeted expenditures and estimated actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions and services provided under this goal have been effective in meeting the social emotional needs of students and have helped ensure that our campuses are clean and safe. The 2022-2023 California Healthy Kids Survey elementary school results show that 80% of students feel moderately or highly connected to their school. 77% reported that they have adults at their school who care about them and 82% reported that they feel safe while at school. Middle school results show that 68% of students feel moderately or highly connected to their school. 64% reported that they have adults at their school who care about them and 69% reported that they feel safe while at school. Parent Survey results report that 85% of parents feel their child's teacher provides high quality instruction. 92% of parents reported that their student is safe on campus and 92% reported that their students could name an adult on their campus that cares about them. Although the

majority of parents and students who took this survey seem to feel safe and connected, we understand there is a need to ensure that we support our students by continuing to provide training and support in the area of social emotional learning that will need the needs of students and lead to higher positive percentages in future years.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As mentioned above, a majority of students are reporting that they feel safe and connected to their school and that they have caring adults there to help support them. It is our intent to continue with our work to improve social emotional learning for students which includes the addition of full-time counselors and systematizing our MTSS. Currently chronic absenteeism rates are an area that we will need to focus on as we continue to work with families. To address this, we will continue to provide supports such as heightened attendance monitoring, school based counselors, and utilization of El Dorado County Office of Education's School Attendance Review Board to assist families in getting their students to school.

Additionally, and beginning in the 2022-2023 school year and continuing into 2023-2024 the district will be proactively addressing the following:

- Facility Capital Projects (One-time deposit)
- Deferred Maintenance Projects
- Maintaining full-time counselors at all sites
- Improved clerical support for new hires
- Continuing prep for grades 1-3
- Adding prep for Kindergarten teachers
- Special Education Supports
- Maintaining our Garden Outdoor Education Coordinator
- Funding Site Based Garden Coordinators at all seven sites

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	The District will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish. (Priority 1: Basic; Priority 5: Pupil Engagement).

An explanation of why the LEA has developed this goal.

Facility needs rank as a priority on subsequent administrations of the 2022 Parent LCAP Survey. Among the highest rated areas of concerns were safe and clean facilities. Feedback from student listening circles showed appreciation for the safe and clean facilities and encouraged the district to continue to focus on this.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Student Listening Circle Feedback	Not surprisingly, most student listening circle feedback centered on COVID-19 and the related changes to our instructional programs, rather than facility needs. Students were largely pleased with the efforts of the District to reopen schools, even when we needed to do so under an AM/PM hybrid model. They also felt positive about the COVID-19 safety plan and efforts to mitigate any	The 2021-22 Student Listening Circle data affirms that students feel school facilities are clean, well maintained, and safe. Students provided feedback on improvements that can be made to the fields and the playground structures including the provision of more playground equipment.	The 2022-23 Student Listening Circle data affirms that students feel school facilities are clean, well maintained, and safe. Students provided feedback on adding more playground equipment and sites have done that. Additionally our students commented on the food in our cafeterias and our Nutritional Services team spent considerable time this past year exploring		Student attitudes and perceptions regarding infrastructure and district support programs (i.e. food service and transportation) will continue to improve, as measured by the annual surveys.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>exposure or transmission. Students did report that asynchronous assignments and work required to be done online could be challenging, especially when technical issues such as unstable Internet connections arose. Students also reported feeling less connected to peers due to social distancing and mask requirements.</p>	<p>Engaging Educational Partner section of the LCAP.</p>	<p>options that better meet student interests while complying with state and federal laws.</p> <p>You can see specific details and data in the Engaging Educational Partner section of the LCAP.</p>		
<p>Parent Survey Results</p>	<p>Parents indicated a desire for lower class sizes, additional counseling services, increased academic intervention, and to improve the quality of our school meals.</p>	<p>In the 2021-22 Parent Survey, there was a desire for more opportunities for parents to volunteer within the school day setting. Parents also desired for improvement to the quality of our school meals.</p> <p>You can see specific details and data in the Engaging Educational Partner section of the LCAP.</p>	<p>In the 2022-23 Parent Survey, the community expressed that the District does a great job of providing timely communication, supporting the learning needs of all students, focusing on the social emotional development of students, and most importantly, keeping students safe.</p> <p>While the community spoke highly of the District, there is a</p>		<p>Parent attitudes and perceptions regarding infrastructure and district support programs (i.e. food service and transportation) will continue to improve, as measured by the annual parent surveys.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Ridership Report from Transportation	For the 2020-2021 School Year, 635 students were signed up to ride district school buses in the morning and 795 were signed up to ride in the afternoon. This represents a significant increase in ridership from the 2017-2018 school year.	For the 2021-2022 School Year, 663 students were signed up to ride district school buses in the morning and 846 were signed up to ride in the afternoon. The Transportation Department sold 90 "ticket books" allowing students that do not ride normally to ride when needed. This represents a significant increase in ridership from the 2020-2021 school year.	For the 2022-2023 School Year, 480 students were signed up to ride district school buses in the morning and 559 were signed up to ride in the afternoon. The Transportation Department sold 90 "ticket books" allowing students that do not ride normally to ride when needed. This represents a decrease in ridership from the 2021-2022 school year.		Ridership on school district buses will increase
HelpDesk Response Rate	From July 1, 2020 through March 19, 2021, 1516 technology help tickets were opened, and 1479, or 98%, have been closed. The average completion time for	From August 11, 2021 through May 6, 2022, 1507 technology help tickets were opened, and 1482, or 98%, have been closed. The average completion time for each ticket was 8	From July 1, 2022 through June 1, 2023, 2551 technology help tickets were opened, and 2551, or 100%, have been closed. The average completion time for each ticket was 5.5		HelpDesk tickets will be resolved in a timely manner (ideally 5 days or less).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	each ticket was 6 days. It would normally be less, but some long term projects were input as tickets. The average time taken to initiate the first response for each ticket was 23 hours and 32 minutes.	days. It would normally be less, but some long term projects were input as tickets. The average time taken to initiate the first response for each ticket was 1 day.	days. It would normally be less, but some long term projects were input as tickets. The average time taken to initiate the first response for each ticket was 1 day.		

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Non-instructional Personnel	The District will provide non-instructional staff that supports educational services, inclusive of those not in Goals 1 or 2. This includes personnel from the information technology department, the transportation department, administration, management, district office staff, and site office staff.	\$6,940,106.00	No
3.2	Materials and Supplies for Non-instructional operations	The District will provide the materials, supplies, and services for the information technology department, the transportation department, administration, management, district office staff, and site office staff to ensure that the District organization operates efficiently and to the benefit of all students and staff. This includes all other district expenditures (i.e. District utilities) not captured elsewhere in this plan.	\$5,971,419.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The District is proud of the technical infrastructure and systems of support that have been provided to allow quality education and effective learning environments to flourish. "Non-instructional" personnel, including bus drivers, custodians, food service employees, IT specialists, and district office staff helped ensure that students needs were met throughout the day. Training and materials were provided to assist the personnel listed above in the completion of their respective duties.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Estimated Actual expenditures were approximately \$1.7 million higher than Budgeted expenditures. This is primarily due to the following changes: salary negotiations that were completed in Fall, Universal Transitional Kindergarten Grant, Kitchen infrastructure grant, Expanded Learning Opportunities Program (ELOP) grant and purchase of a transportation van.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions and services listed in Goal 3 were effective in ensuring that the day to day operations of the school district ran smoothly. Students' non-instructional needs were appropriately addressed by a variety of support personnel, and although these staff members may not have provided academic instruction, the service they provide was equally important in meeting their basic needs. Our Facility Inspection Report indicated some deficits at some of our school sites, and maintenance personnel are working hard to address these.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The district will continue to address the infrastructure and implement systems of support that promote quality educational experiences and effective learning. Additionally, and beginning in the 2022-2023 school year and continuing into 2023-2024 the district will be proactively addressing the following:

- Facility Capital Projects (One-time deposit)
- Facility Capital Projects Fund
- Structural Deficit
- Grade 3-8 Computer Replacement Program at 20% (500 units) per year
- Grade K-2 Computer / Ipad Replacement Program at 20% (220 units) per year
- Bell to bell Health Office Nurse Staffing
- Staff Computer Replacement Program at 20% (50 units) per year
- Full time counselors
- Additional behaviorist
- Additional psychologist

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A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1314729	3.73%

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.73%	0.00%	\$0.00	3.73%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

RUSD expended all such funds at the same rate as previous school years, as we continued to provide quality educational and social emotional service to our unduplicated pupils.

The District established targeted programs to support the needs of low income, foster youth, homeless, and English learners in the District. However, the programs detailed below also supported unduplicated pupils and others outside of this group. Those programs, and the research that supports the implementation of such programs, are as follows:

Full time elementary and middle school counselors - Interventions which explicitly teach expectations for student behavior and strategies for students to reflect on their own attitudes and behavior, thereby helping them to deal with the knowledge and skill demands of the academic curricula are appropriate.

AVID at Pleasant Grove - Research indicates the AVID program has a high success rate in helping students develop skills needed to attend college and to be successful in college. This is especially important for low income and first generation college students. A study conducted

by Guthrie and Guthrie in 2002 shows 89% of AVID students persist in college and 85% were on track to graduate in 4-5 years (Guthrie, L. F., & Guthrie, G. P. 2002).

PBIS, or Positive Behavior Interventions and Supports, - is an evidence-based framework that develops positive behaviors leading to improved school culture and a better climate for learning. Additionally, recent research indicates that schoolwide positive behavior is associated with decreased exclusionary, reactive and punitive discipline practices (Horner, Sugai, Todd, & Lewis-Palmer, 2005; Luiselli, Putnam, & Sunderland, 2002), increased student satisfaction (Lewis-Palmer, Horner, Sugai, Eber, & Phillips, 2002), and improved perceptions of school safety.

A Director of Multi Tiered Systems of Support (MTSS) was hired with one aspect of the position intended to ensure that the needs of our English learners were being met. The Director of MTSS oversaw academic testing and intervention programs for our English learners and also worked with teachers and administrators to provide training on "designated and integrated" language arts instruction. This Director of MTSS also planned and oversaw our Summer Learning Program, which was designed to provide additional academic support to English learners, socioeconomically disadvantaged students, Foster Youth, and students demonstrating learning loss.

A bilingual Community Liaison was employed to improve English learners' family connections. This employee created home to school connections and helped ensure that our English learners and their families received the support needed to be successful.

A behaviorist was hired to serve unduplicated pupils and others outside this group. This individual, working in conjunction with behavior support paraeducators, provided services to students, teachers, support staff, and families to improve behaviors that obstruct academic and social emotional learning.

Additional services, including school-based interventions, software, aides, professional development, and materials were provided to meet the needs of our unduplicated students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The District has a long history of supporting the needs of low income, foster youth, homeless, and English learners in the District. The District established targeted programs that supported the needs of low income, foster youth, and English learners in the District. However, the programs also supported unduplicated pupils and others outside of this group. Those programs, and the research that supports the implementation of such programs, were noted above

Additionally, funding and improved services for targeted student groups are projected to increase. The District has been consistent in its programmatic support for low income pupils, foster youth, and English learners and will continue to display this support when developing budgets and programs. The District will meet the quantitative and qualitative requirements in accordance with the topics identified above. The District's Minimum Proportionality Percentage of 3.03% requires services for low income pupils, foster youth, and English learners to increase or show commensurate improvement based on this proportionality figure. The District will be maintaining programs for low income pupils, foster youth, and English learners pupils as identified in the goals and actions established in Section 2 of this document.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

This section does not apply to Rescue USD

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals		LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals		\$33,229,704.00	\$14,453,341.00		\$852,576.00	\$48,535,621.00	\$38,117,868.00	\$10,417,753.00
Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Certificated Staff	All	\$17,755,290.00	\$4,386,557.00			\$22,141,847.00
1	1.2	Classified Staff	All	\$999,242.00	\$1,459,275.00		\$379,361.00	\$2,837,878.00
1	1.3	Low Class Size	Students in Grades K-3 All					
1	1.4	Unduplicated Pupil Supports	English Learners Foster Youth Low Income	\$1,418,484.00			\$190,870.00	\$1,609,354.00
1	1.5	Instructional resources	All	\$281,235.00	\$2,604,857.00		\$76,543.00	\$2,962,635.00
2	2.1	Social Emotional Learning	All		\$187,720.00		\$129,960.00	\$317,680.00
2	2.2	Safe School Personnel	All	\$2,486,239.00	\$2,015,933.00			\$4,502,172.00
2	2.3	Safe School (Materials and Supplies)	All	\$246,050.00	\$1,006,480.00			\$1,252,530.00
3	3.1	Non-instructional Personnel	All	\$5,730,171.00	\$1,209,935.00			\$6,940,106.00
3	3.2	Materials and Supplies for Non-instructional operations	All	\$4,312,993.00	\$1,582,584.00		\$75,842.00	\$5,971,419.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF — Percentage from Prior Year	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
35266329	\$1314729	3.73%	0.00%	3.73%	\$1,418,484.00	0.00%	4.02 %	Total:	\$1,418,484.00
								LEA-wide Total:	\$1,418,484.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Unduplicated Pupil Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,418,484.00	

2022-23 Annual Update Table

Totals		Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)		
Totals		\$44,637,155.00	\$47,032,903.00		
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Certificated Staff	No	\$20,702,919.00	21,566,862.00
1	1.2	Classified Staff	No	\$2,846,383.00	2,678,406.00
1	1.3	Low Class Size	No	\$543,794.00	\$627,931.00
1	1.4	Unduplicated Pupil Supports	Yes	\$1,662,871.00	1,531,948.00
1	1.5	Instructional resources	No	\$3,357,935.00	\$3,380,451.00
2	2.1	Social Emotional Learning	No	\$291,757.00	\$264,379.00
2	2.2	Safe School Personnel	No	\$4,462,194.00	4,313,041.00
2	2.3	Safe School (Materials and Supplies)	No	\$973,733.00	1,177,993.00
3	3.1	Non-instructional Personnel	No	\$6,237,406.00	6,611,265.00
3	3.2	Materials and Supplies for Non-instructional operations	No	\$3,558,163.00	4,880,627.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)	
1279433	\$1,323,664.00	\$1,531,948.00	(\$208,284.00)	0.00%	0.00%	0.00%	
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Unduplicated Pupil Supports	Yes	\$1,323,664.00	1531948		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	3404587	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	3.76%	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	\$1,531,948.00	8. Total Estimated Actual Percentage of Improved Services (%)	0.00%	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	4.50%	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	\$0.00	13. LCFF Carryover — Percentage (12 divided by 9)	0.00%
6. Estimated Actual LCFF Supplemental and/or Concentration Grants	1279433	LCFF Carryover — Percentage (Percentage from Prior Year)	000										

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
 - **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
 - **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
 - **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
 - **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

- Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”
- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
 - 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year’s Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022