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
Cascade Union Elementary School District	Jason Provence Superintendent	Jason.provence@cuesd.com 5303787000

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.

The Cascade Union Elementary School District (CUESD) serves approximately 1,085 students, in General Education and Special Education, from Pre-K through 8th grade. The community served is 75.2% socioeconomically disadvantaged, 5% English Learners, 1.4% Foster Youth, and a Special Education population of approximately 21%. The Anderson community at large is made up of approximately 11,386 residents. The current economy is strong in the Anderson area and new housing development is growing. The City of Anderson is promoting retail growth and other infrastructure endeavors that will play into the population growth of the area and should result in increases in enrollment for the District. The fair weather allows for year-round youth sports and enjoyment of community parks, Anderson River Park, and Volante Park. The city has also opened the Splash Pad, a new water feature at Anderson River Park, and is considering adding fields for activities, a dog park, and more child-centered activities.

CUESD provides students with outstanding programs: Bright Start, pre-school (birth to age 5), general education, special education, GATE, extra-curricular activities, before- and after-school programs, coding, performing arts, physical education, digital citizenship, field trips, Music, and both independent study and home school options, ELOP (Adventure Camps) and encourages participation in community events. Our

district focuses on building strong relationships with students, their families, and our community to strengthen the educational experience to include first-hand community volunteerism, civil endeavors, and a sense of buy-in. Our district will expend bond money over the next few years to improve district facilities. Meadow Lane Elementary School is in its final phases of construction on a new Administration and Multi-Purpose Facility. Anderson Heights will have 2 new general education classrooms built this summer and hope to be completed by early fall. Other district sites have recently seen improvements in roofing, paving, the addition of filtered drinking water fountains, HVAC, classroom improvements, and furnishings with the use of bond funds, developer fees, and Proposition 39 energy savings funds.

Programs and opportunities to recognize in CUESD include Project Share (our after-school program), our middle school band program, 1:1 technology for students, Cascade Adventure Camps, and the many opportunities in technology for students (coding & robotics), middle school athletics, middle and elementary leadership and community volunteering options (classes), highly qualified teachers, Gifted and Talented Education (GATE), before-and after-school clubs, Meadow Lane's SOAR program in English/Language Arts, Community Eligibility Program (all students may eat breakfast and lunch without charge), engaging curricula in Math (Everyday Math K-5 & College Preparatory Math in 6-8), English/Language Arts (Wonders, K-5 and Engage New York, 6-8), Social Studies (K-5 uses Studies Weekly and 6-8 uses McGraw Hill, and NGSS Science using FOSS TK-8.

CUESD continues to serve students at our new North State Aspire Academy (NSAA). This school utilizes the ERICS program for students who struggle with behaviors, and the staff works closely in small classes to address the special needs of these students. NSAA has enjoyed outstanding success and has received accolades throughout Shasta County, and looks forward to continued success with these students in need.

Other notable and new implementations in Cascade are our focus on AVID (Advancement via Individual Determination), PBIS (Positive Behavior Intervention Suppor), and CKH (Capturing Kids Hearts). Each of these three programs will help our rigor in academe, behaviors, and relationships, district-wide.

CUESD is focused on Cascade CARES:
C - Challenging classroom discourse
A - Academic Success
R - Responsible Behaviors
E - Engaging Strategies
S - Supportive Relationships

Reflections: Successes

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

41.9% of English learners are making progress towards English language proficiency.

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.

We will continue to focus on academics, attendance and mental health to increase student growth. We show limited progress in academics, suspensions and chronic absenteeism. There are no students groups that are two or more performance levels apart.

The CA School Dashboard shows the following:

Very high chronic absenteeism
Very high suspension rate
Low performance level in mathematics, english language arts and English language progress

English language arts is 50.6 points below standard

Homeless, two or more races, and students with disabilities have very low performance levels in English language arts.

American Indian, Asian, English learners, Hispanic, socioeconomically disadvantaged and white student groups are at the low performance level in English language arts.

Math is 76.6 points below standard.

Homeless and students with disabilities have very low performance levels in mathematics.

American Indian, Asian, English learners, Hispanic, two or more races, socioeconomically disadvantaged, and white student groups are at the low performance level in mathematics.

41.9% of English learners are making progress towards English language proficiency.

41.5% of students were chronically absent. The performance level is very high with the following student groups: American Indian, Asian, English learners, foster youth, Hispanic homeless, two or more races, socioeconomically disadvantaged, students with disabilities, and white.

11.5% of students were suspended at least one day. The performance level is very high with the following student groups: American Indian, English learners, foster youth, Hispanic homeless, two or more races, socioeconomically disadvantaged, students with disabilities, and white.

Based on our local and state data, we will continue to implement interventions and one-on-one support for our most at-risk students. We will encourage goal setting for all students for academics, attendance and behavior, based on individual need. We are concerned with our Chronic Absenteeism rate of 41.5%. We will continue our Attendance Campaign this year and will continue to target our chronically absent students. The administrator will also remind parents, at each school event, the importance of attending school. We have asked teachers to make personal connections with the families when they notice students who are missing a significant amount of school. We believe the chronic absenteeism rate is contributing to our academic indicator rates as it is difficult to teach students content when they are not at school. We will refine our attendance strategies and interventions to ensure we target our student groups that have high or very high levels with chronic absenteeism and suspension rates and low or very low achievement levels in English language arts and mathematics. Additionally, our Chronic Absenteeism Coordinators will continue to make home visits and work with our vulnerable families to remove barriers to support their students' attendance. Our Chronic Absenteeism Coordinators will check in weekly with students to ensure they are attending school.

The principals will work with the staff in Professional Learning Communities to address the low scores in math and English language arts through reviewing data and targeting instruction based on student needs. Writing across the content areas will continue to be a focus.

Student engagement, social emotional learning, intervention strategies will be a focus in the next few years as evidenced by our goals and actions throughout the LCAP.

LCAP Highlights

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

The following are actions and services that we will highlight in this year's LCAP:
Goal #1 - INSPIRE.
CHALLENGING CLASSROOM DISCOURSE and ENGAGING STRATEGIES leading to ACADEMIC SUCCESS.
The skilled staff in the Cascade Union Elementary School District welcome, include, and serve all students from across our community - creating a culture of excellence; challenging them to be successful, continuous learners, academically, socially, and emotionally.
* The District employs 100% highly-qualified teachers to ensure quality teaching.
* Standards-aligned curriculum is used for all subjects at all grade levels.
* Professional development in Capturing Kids Hearts, Positive Behavior Interventions and Supports, and AVID
* Elective classes.
* Band 6-8.
* Primary music teachers to provide music enrichment to all students in grades TK-5.
* Physical education builds discipline and coordination for all students in grades TK-8.
* Transitional Kindergarten program while working towards universal preschool.
* Choir 6-8.
* Libraries at each school site.
* Technology specialist to support student learning.

* Reduced class size at Meadow Lane School.
* Athletics all sites.
* Boys Council teaches quality character traits and builds relationships.
* Enrichment and intervention
* Extended learning opportunities, (GATE)i.e., Robotics, Coding, Science Bowl, Math Counts, Spelling Bee, Odyssey of the Mind, Art, etc., provide students with classes of particular interest to them.
* Filed trips in all grade levels.
* Environment School Camp builds citizenship and character
* Interpreter services are available for English Learners to enhance communication.
* Comprehensive options for learning include Home School, Independent Study, Home & Hospital.
* North State Aspire Academy & our ERICS Program utilize highly-skilled teachers and instructional aides to connect with students who benefit from a classroom with a lower student-to-teacher ratio.
* Two Opportunity Classroom at Anderson Middle School (One with an ERICS Program) provides students with an opportunity to de-escalate and re-focus on appropriate behaviors and academic achievement.
* Parent Engagement events are designed to connect parents/guardians with the school community.
* Academic Clubs provide a morning and afternoon interventionist to support students in building math and reading skills.
* ERICS program to provide intensive counseling services to identified students
* 12 full-time para-educators and 2.0 full-time Teachers on Special Assignments to assist students in all grade levels in the mitigation of learning loss due to COVID.
* Foster youth support
* English learner support
* Director of Curriculum, Instruction, & Assessment.
* Assistant Principals at all sites.
*West Ed. Writing Contract.

Goal #2 - BELIEVE.
ACADEMIC SUCCESS, ENGAGING STRATEGIES, and SUPPORTIVE RELATIONSHIPS
Highly skilled teachers using a student-centered curriculum and collaboratively-developed engaging instruction, enhanced with cutting-edge technology, supported by professional development, our staff provides positive and safe classrooms that focus on the whole child for future college and career readiness.
* Professional development.
* Restorative Practices and quarterly collaborative sessions to support Native American students who are at risk of dropping out of school.
* Utilization of the "teachers training teachers" model to deliver professional development.
* Technology and communication apps to engage parents and students.
* SIPPS reading curriculum and Haggerty reading program to assist students in becoming readers.
* Strong focus on school safety, Internet safety, and personal safety.

* Behavior Intervention Specialist (2).
* Social-emotional curriculum to build relationship skills and strong character for all students, grades TK-8.
* Standards-aligned curriculum and assessments in all subjects to scaffold learning and ensure academic success.
* Standards-aligned curriculum to Next Generation Science Standards.
* 6 Behavior Aides to connect students and families with appropriate resources and services.
* 6-8 Academic counselor to support at-risk families and students
* Success Center to support students that are at risk of failing before school, after school and at lunchtime.
* 2.0 FTE Teacher on Special Assignment (TOSA) at Anderson Heights and Meadow Lane, each focused on English Language Arts (ELA) intervention.
* Technology upgrades of teacher and student equipment to ensure positive results in home school, independent study, and emergency situations when learning must take place at home.
* 2 Physical Education teachers to serve at Anderson Heights and Meadow Lane.
* STEAM (Science, Technology, Engineering, Art, Music).
* Community Service
* UPK (Universal Pre-Kidergarten)
* Brightstart (0-5 early literacy)
* WEB (Where Everybody Belongs) 6-8
* Support for Special Education students to meet their Individualized Education Plan (IEP) goals.
* K-8 Transportation.

Goal #3 - ACHIEVE.
TYING IT ALL TOGETHER: STUDENT ENGAGEMENT, PARENTAL ENGAGEMENT, AND COMMUNITY ENGAGEMENT: RESPONSIBLE BEHAVIORS WITH ENGAGING STRATEGIES LEADING TO ACADEMIC SUCCESS
With students, families, and our community as equal partners, we are dedicated to preparing confident, healthy, respectful, and responsible students who can succeed and be productive tomorrow, next year, in high school, and in their post-graduation college and/or work careers.
* Boys Council and Girls Circle at Anderson Middle School
* Parent Engagement activities and events.
* Additional duty aides to ensure student safety throughout all campuses.
* Facilities maintained in good repair
* Our Foster Youth and Homeless Youth Liaison connect students and their families with appropriate resources and services.
* Six Behavior Aides (2 at each school site) to provide alternatives to suspension and engage students in restorative chats.
* Robust Safety program.
* Transportation is provided to ensure safe transit to and from school.
* Positive Behavior Intervention and Support implemented at all schools.
* School Attendance Review Team meetings.
* Partnering with the City of Anderson, we engage our community with parent and community events.
* Foster Youth Liaison and Homeless Youth Liaison

* Three Psychologists are available for student evaluations, observations, and referrals.
* Director of Special Education.
* 3 full-time Speech Pathologists and services of Talk Path provide speech intervention for students in need.
* Conquering chronic absenteeism.
* Saturday School is an option for students who need to make up work outside of regular school hours.
* Contracted services with Mountain Valley Education Consortium provides grant writing, overseeing LCAP, assistance with planning, assessments, and leadership support.
* Our 1.0 FTE School Nurse.
* 3.0 FTE Licensed Vocational Nurses provide assistance in meeting the needs of our medically fragile students or students requiring immediate medical attention at the school site.
* Student incentives/rewards reinforce desired behaviors.
* Behavior intervention matrices, practices, and options.
* 1 full-time COTA (Certified Occupational Therapist Assistant)
* 1 FTE OT (Occupational Therapist)

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.

Anderson Middle School and North State Aspire Academy

Support for Identified Schools

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

The LEA will hire an additional teacher to support North State Aspire students. A teacher will provide additional academic support. We will also have the psychologist work with North State Aspire students as an alternative to suspension. We will add a Vice-Principal and a Counselor to Anderson Middle School. This will help reduce the suspension rate and chronic absenteeism rates as the Vice Principal and Counselor will work directly with this at-risk population. Students at Anderson Middle School will also receive an additional dose of intervention support in the afternoon. The Chronic Absenteeism Coordinator will goal set with students that are truant. The Coordinator will also make home visits and work directly with the families of the truant students to connect them with community resources in order to remove the barriers that are keeping their children from attending school. We have also added a Late Van to pick up students who are truant. Additionally, we will have staff attend AVID, Capturing Kids Hearts, and Positive Behavior Intervention and Supports professional development.

Monitoring and Evaluating Effectiveness

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

The School Plans for Student Achievement will be used to monitor student achievement, chronic absenteeism, suspension and school progress towards exiting Comprehensive Support and Improvement (CSI). Both schools will form Attendance, Behavior, and Course Outcome teams to review data and target students for support. The Principal, Vice Principal, Counselors, and Superintendent will make a year long plan and calendar meetings for the following committees: Professional Learning Communities, School Site Council, Attendance team, Behavior team, Course outcome team, cabinet meetings, staff meetings, professional development, IEP/504 meetings, Governing Board Meetings, and Support Staff meetings. The Principal and staff will monitor and evaluate data through Professional Learning Communities. Staff will participate in the Academic, Behavior, and Course Outcome teams to identify students that need extra support in these areas. Students will goal set monthly in each subject and area of concern. Local assessments will be used to monitor student progress in academics. The Behavior Team will monitor the behavior referrals through PBIS SWIS system and bring the data to the Behavior team for review. The SWIS data will show the Behavior team where they need to target supports. The Attendance Team will meet weekly to discuss students that are truant and in need of targeted supports. Capturing Kids Hearts Process Champions surveys will be reviewed to see our progress and adjust our actions based on the data. Finally, local data will be reviewed by our Course Outcome Team to identify students in need of interventions.

Engaging Educational Partners

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

Staff, parents, students, and the School Board have collaborated through formal brainstorm sessions to address the unique challenges of the school resulting in the following key focus features of the LCAP:

State Priority 1: Ensuring the school facilities are well maintained and safe as well as housing the needed physical resources for programs. Ensuring all students have full access to curriculum materials and highly qualified teachers.

State Priority 2: Ensuring all curriculum and instruction is standards aligned. Supporting teachers with professional development that helps them develop and teach effectively. Providing supplemental materials (novels, etc.) in the English language arts program and math program.

State Priority 3: Provide resources and opportunities that help parents be active participants in helping their child(ren) successfully learn standards and develop the skills to manage their learning. Specific opportunities for parent involvement include Back to School Night, Education Foundation, Open House, parent/teacher conferences, classroom volunteers, and family event nights. Home to school communication includes but is not limited to school newsletter, classroom newsletters, school website, etc. Parents are encouraged to be part of the decision making process through Parent Club, LCAP Committee meetings, School Site Council, and attending Governing Board meetings.

State Priority 4: Utilizing state assessment data, local assessments, and classroom-based assessment data to monitor student performance, develop intervention services for students, and inform instructional practices for continued student academic growth.

State Priority 5: Build within students a strong desire to be at school as they are motivated by a positive environment, a meaningful curriculum, and extra curricular activities that support learning goals.

State Priority 6: Incorporate leadership principles which helps students learn and use the effective habits in managing themselves and the way they work with others. Helping students develop leadership skills that apply to themselves, school involvement, and community involvement. Helping students develop the skills to build a positive and confident self-concept for themselves and others. Survey students, parents and teachers on the sense of safety and school connectedness.

State Priority 7: Provide a broad course of study that helps students integrate 21st Century skills; STEM related concepts, effective integration of technology resources, and activities that help students make connections with real-life applications. Providing intervention services to students who are struggling to meet standards through classroom Tier I, Tier II , Tier III supports.

State Priority 8: Other student outcomes-Provide opportunities for students to be involved through community service projects, Student Council, athletics, STEM activities, reading and math focus days, etc. Supporting standards through effective integration of STEM activities at

all grade levels. Providing supplemental and extracurricular activities (field trips, math and reading events, music program, etc.) that help students develop talents and make meaningful connections with real-life applications.

Annual Update: Throughout the 2022-2023 school year, the District communicated with educational partners regarding the implementation of LCAP strategies and the progress towards goals. In order to evaluate the effectiveness of the LCAP, the District presented data on all required state and local metrics to all educational partners.

All educational partner groups provided input regarding goals, metrics, and actions. The district prioritized the suggestions based on identified areas of need.

Year-round: Weekly discussions with faculty during Collaboration Meetings on district goals and actions based on state and local data.
Year-round: Individual meetings with classified staff and principal to identify areas of concern for their students. Goal setting aligns with district LCAP goals.
Year-round: Monthly presentation to the Board of LCAP actions/services that have been implemented for the past month and will be implemented in the coming months.
Winter: Annual presentation provided to the Governing Board at the regular meeting on California Assessment for Student Performance and Progress (CAASPP) results
Quarterly: Presentation provided to the Governing Board at the regular meeting on school wide intervention programs-Student Academic Intervention Program.
Winter: Annual presentation to the Governing Board at the regular meeting on Dashboard Local Indicators
Year-round: Monthly meeting with the support staff to identify and refine areas of need to support students both academically and behaviorally and keep the overall school systems running efficiently and effectively. Feedback is solicited to make continuous improvements in our plan.
Winter and Spring: Annual presentation to the Governing Board, at a regularly scheduled meeting, and to the classified/certificated staff on the LCAP development process.
Fall and Winter: Presentation to the School Site Council on California Assessment for Student Performance and Progress (CAASPP) results and CA School Dashboard results
Winter and Spring: Discussion with Budget Committee on Educational Partner Meeting- input, revision, summary, Budget Overview for Parents (BOP) and the LCAP annual analysis
Fall and Spring: Presentation to the Governing Board at the regular meeting on staff professional development that supports both goals in the LCAP
Quarterly: Presentation to the School Site Council on LCAP development process
Spring: Presentation to the Bargaining Units of the draft LCAP- input, revision, and summary
Winter and Spring: Presentation to the Governing Board at the regular meeting on Educational Partner Input Meetings - input, revision, and summary
Spring: District LCAP Committee to provide input for the Comprehensive Support and Improvement Plans for North State Aspire and Anderson Middle School
Spring: Staff Meeting and surveys for feedback on LCAP

Spring: Bargaining Unit meeting to receive feedback on LCAP
Spring: School Site Council meetings to receive feedback on LCAP
Spring: Parents of Special Education students feedback on LCAP
Spring: Parent Meeting and parent surveys on feedback for the development of the LCAP and CSI plan for junior high and ATSI plan for elementary schools
Spring: Parent, staff and student survey data to inform the local indicators and LCAP development.
Spring: The SELPA Director reviewed our plan but did not provide any revisions to the plan.
June14, 2023: Public Hearing of the LCAP Annual Update, Budget Overview Parent Summary, 2021-2024 LCAP, and budget at a regularly scheduled board meeting
June 15, 2023: LCAP Annual Update, Budget Overview for Parents, 2021-2024 LCAP, and budget adopted at a special board meeting

A summary of the feedback provided by specific educational partners.

The following suggestions for actions and services in our LCAP were provided during the April 2022 LCAP public hearing by the Governing Board, union representatives, classified staff, certificated staff, school administrators, and parents.

Feedback was solicited from the following groups:
* Governing Board - keeping class size small; inviting the motivational speaker, Mister Brown, to return; provide support staff for FOSS; and, hiring a school resource officer.
* Site Councils- The members expressed interest in continuing small class sizes, student reward, after school tutoring and After School Project SHARE. They were looking forward to the upgrades at all of the school sites. They would like to see the district focus on retaining teaching and support staff.
*Administrators- Continue with current admin structure and add a Special Ed Director. Continue to help support staff and students and see academic growth improve. Continue with TOSA' s to help staff and students and the addition of extra behavior intervention.
* Bargaining Unit/Faculty/Classified and certificated-The Superintendent reviewed the LCAP highlights with the staff members. At one point the districts wanted to renovate the whole baseball/softball complex but decided against it as it was too pricey. Anderson Middle School principal reported that they had added the Opportunity Class this year and believes it has been very helpful with transition periods and provides students with academic and time management strategies. The Meadow Lane principal expressed interest in implementing an Opportunity Class on their campus. The committee also suggested a partnership with the Anderson Police Department for community involvement. The School Psychologist expressed the need for more office space with assessing students. The superintendent stated that there would be more office space once the remodel of Meadow Lane Elementary School took place. The Middle School principal expressed her appreciation and gratitude for the TOSAs and their work with students. The Superintendent shared that the district has added 5th grade basketball. He also stated that we have an After School Program that is in partnership with the Shasta County Office of Education Project SHARE program and that they will implement the summer program. Additionally, the district will work with Ninja Coalition and the City of Anderson to engage students in learning and extra-curricular for summer program offerings. Swimming lessons, Ninja gym, sports camps, splash pad at the park, math skills, language skill are just some of the summer programming. The Superintendent discussed the bond funds. The gym at Meadow Lane is taking a while due to unforeseen issues. The district will add buildings to Anderson Heights and renovate the small gym and locker room at Anderson Middle School.

* Student Council/Student Survey results - April 2023: Areas identified in the student survey included: more recess, more sports, a variety of electives, better quality of food in the cafeteria, staff that help then when they are struggling,
* English Learner Advisory Committee- we had very few members show up to our last meeting. There were no added suggestions for the LCAP. Another survey was sent to all EL parents to get input about the program. A majority of the parents feel comfortable about coming to school with their student(s). They believed that the school provides information about community resources in a language they understand and believe teachers are open to teaching students about different cultures. They were unsure if they would be comfortable with discussing issues with the school principal.
* Parent, staff, and student surveys - Spring 2023-Data received was used to provide insight and encouragement regarding areas of strength and, for areas identified as challenges to determine next steps to improve. Parents appreciate the positive learning environment, which is focused on student safety, academic involvement, and well-being. A significant number of parents also value the active participation and communication they have with the school staff. Other noteworthy factors include the sense of community, the availability of after-school programs and activities, and the personal attention given to each child's needs. Areas identified in the staff survey, as needing improvement include: parent pick-up refined, parents would like to see reduce communication is overwhelming for the same information (text, emails, and Parent Square), having a preschool on campus, understanding and use of ACES for children, additional assistance with math, more parking spaces, better food quality, placing feminine product dispensers in stalls, a more wheelchair-friendly playground, less use of candy rewards, a hybrid education plan, better communication between staff and parents, a larger gymnasium, improved handling of bullies, more leniency for excused absences, inclusive playground equipment, more farming and gardening opportunities, less television, better attendance policies, more recess time, more one-on-one help for struggling students, better drop-off and pick-up systems, following through on discussed changes, improved communication during emergency situations, more school activities, stronger action against bullying, and eliminating minimum days. They would also like to see more stringent safety measures in place and a secure perimeter. Some parents wanted their child to be academically challenged. Students expressed concerns about unkept boys bathrooms during the after school program. Some respondents had concerns about staffing shortages, communication issues, and the condition of the school's facilities. Some respondents also suggested improvements such as adding more elective options, providing more information to parents about what their children are learning, and addressing issues with restrooms and cafeteria food. One respondent expressed serious concerns about the safety of the school
* Comprehensive Support and Improvement- Staff identified areas in need of support using data analysis protocol. The following areas were identified to include as actions for the Comprehensive Support and Improvement plan: Vice Principal added to Anderson Middle School, additional support at North State Aspire Academy, implement AVID, Positive Behavior Intervention and Supports, and Capturing Kids Hearts at both sites.
* SELPA- The SELPA Director reviewed our plan but did not provide any revisions to the plan.

After reviewing local and state data, the most recent feedback, and our current actions, services, and goals in our draft plan, administration and the Governing Board discussed areas of strength and concern in each of the eight state priorities. We prioritized the areas that were suggested and developed the final plan. We brought each draft back for public input, and presented the final plan to our stakeholders for further feedback. Finally, our LCAP Committee and Governing Board approved the 2021-2024 plan. We believe this comprehensive plan provides a road map for our district in the coming years.

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

Draft goals and summary of proposed LCAP changes presented and input solicited from our educational partners:

Comprehensive Support and Improvement Plan for North State Aspire and Anderson Middle School: The LEA will hire an additional teacher to support North State Aspire students. A teacher will provide additional academic support. We will also have the psychologist work with North State Aspire students as an alternative to suspension. We will add a Vice-Principal and a Counselor to Anderson Middle School. This will help reduce the suspension rate and chronic absenteeism rate as the Vice Principal and Counselor will work directly with this at-risk population. Students at Anderson Middle School will also receive an additional dose of intervention support in the afternoon. The Chronic Absenteeism Coordinator will goal set with students that are truant. The Coordinator will also make home visits and work directly with the families of the truant students to connect them with community resources in order to remove the barriers that are keeping their children from attending school. We have also added a Late Van to pick up students who are truant. Additionally, we will have staff attend AVID, Capturing Kids Hearts, and Positive Behavior Intervention and Supports professional development.

Due to the increased funding from the state and feds for programs like Expanded Learning, Learning Recovery, etc. we changed many expenditures from contributing to our unduplicated population of students to not contributing as we are using other funds to implement these programs.

Goals and Actions

Goal

Goal #	Description
1	Goal #1 - INSPIRE. CHALLENGING CLASSROOM DISCOURSE and ENGAGING STRATEGIES leading to ACADEMIC SUCCESS. The skilled staff in the Cascade Union Elementary School District welcome, include, and serve all students from across our community - creating a culture of excellence; challenging them to be successful, continuous learners, academically, socially, and emotionally. This goal and the associated actions support State Priorities Conditions of Learning (Priorities 1, 2, 3, 4, 7).

An explanation of why the LEA has developed this goal.

We developed this goal because it aligns with our mission and vision. It is based on identified needs for qualified teachers, standards-aligned curriculum, course options, interventions, enrichment, music, PE, Transitional Kindergarten, field trips to expand student opportunities and growth, teacher supplies, North State Aspire Academy, ERICS program, libraries, add Opportunity classes to support students both academically and socially as an alternative to suspensions, interventions, nurses provided at each campus to support students who are medically fragile, and Interventionists to remediate learning loss in both reading and math. Using the local and state data we identified math to be our focus area.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard Academic Indicator	ORANGE performance level in English language arts	The CA School Dashboard was not published for the 2020-2021 school year.	Low performance level in English language arts 51.3 points below standard		BLUE performance level in English language arts
CA School Dashboard Academic Indicator	YELLOW performance level in mathematics	The CA School Dashboard was not published for the 2020-2021 school year.	Low performance level in mathematics 77.4 points below standard		BLUE performance level in mathematics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Indicator Smarter Balanced Assessments	40.4% students met or exceeded standards in English language arts Student group performance levels Students with disabilities ORANGE 110.3 points below standard American Indian ORANGE 73.2 points below standard English learners ORANGE 67.4 points below standard Socioeconomically Disadvantage YELLOW 61.1 points below standard White YELLOW 51.2 points below standard Hispanic YELLOW 70.8 points below standard	31.38% students met or exceeded standards in English language arts The CA School Dashboard was not published for the 2020-2021 school year.	31.35% students met or exceeded standards in English language arts CA School Dashboard Student group performance levels All students are 51.3 points below standard in English language arts Students with disabilities 107.1 points below standard American Indian 52.4 points below standard Asian 21.2 points below standard English learners 46.3 points below standard Socioeconomically Disadvantage 60.1 points below standard Two or more races 79.9 points below standard White 49.9 points below standard Hispanic 60 points below standard Homeless 143.3 points below standard		75% students met or exceeded standards in English language arts All students in GREEN and BLUE performance level and 10 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			The following student groups less than 11 students - data not displayed for privacy: African American Filipino Foster Youth Pacific Islander		
State Indicator Smarter Balanced Assessments	59.7% students met or exceeded standards in mathematics Student group performance levels Students with disabilities RED 101.6 points below standard American Indian ORANGE 60.4 points below standard English learners ORANGE 40.3 points below standard Socioeconomically Disadvantage ORANGE 42.6 points below standard White ORANGE 35.9 points below standard Hispanic YELLOW 40.3 points below standard	25.37% students met or exceeded standards in mathematics The CA School Dashboard was not published for the 2020-2021 school year.	22.74% students met or exceeded standards in mathematics CA School Dashboard Student group performance levels All students are 77.4 points below standard in mathematics Students with disabilities 136.2 points below standard American Indian 73.1 points below standard Asian 43.5 points below standard English learners 74.8 points below standard Socioeconomically Disadvantage 85.7 points below standard Two or more races 74.3 points below standard		75% students met or exceeded standards in mathematics All students in GREEN and BLUE performance level and 10 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			White 79.5 points below standard Hispanic 85.1 points below standard Homeless 151.2 points below standard The following student groups less than 11 students - data not displayed for privacy: African American Filipino Foster Youth Pacific Islander		
Local Outcome Data	Percentage of students are fluent readers using the Aimsweb reading assessment (WINTER) Anderson Heights First grade 12% Second grade 24% Third grade 33% Fourth grade 29% Meadow Lane Grade 1 Far Below Average = 17% Approaching = 23%	Percentage of students are fluent readers using the Aimsweb reading assessment (WINTER) Anderson Heights First grade 45% Second grade 41% Third grade 57% Fourth grade 54% Fifth Grade 43% Meadow Lane Grade 1 Far Below Average = 48% Average = 41%	The metric is now captured in the box below.		The metric is now captured in the box below.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Average to above = 57% Grade 2 Far Below Average = 40% Approaching = 20% Average to above = 40% Grade 3 Far Below Average = 18% Approaching = 21% Average to above = 63% Grade 4 Far Below Average = 24% Average = 51% Above Average = 24% Grade 5 Far Below Average = 29% Average = 48% Above Average = 21%	Above Average = 10% Grade 2 Far Below Average =45% Average = 45% Above Average =5% Grade 3 Far Below Average = 56% Average =42% Above Average = 1% Grade 4 Far Below Average = 42% Average = 50% Above Average = 7% Grade 5 Far Below Average = 52% Average = 43% Above Average =3%			
Local Outcome Data Writing assessment scores for grades 6-8	Winter 2020/2021 6th grade- 45% scored at level or	Winter 2021/2022 Anderson Middle School	Winter 2022/2023 Anderson Middle School 6th Grade:		Winter 2024 6th grade- 80% scored at level or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	advanced on the rubric 7th grade- 44% scored at level or advanced on the rubric 8th grade- 45% scored at level or advanced on the rubric	6th grade- 63% scored at level or advanced on the rubric 7th grade- 56% scored at level or advanced on the rubric 8th grade- 50% scored at level or advanced on the rubric	25% at 3% above 7th Grade: 21% at 15% above 8th Grade: 23% at 16% above		advanced on the rubric 7th grade- 80% scored at level or advanced on the rubric 8th grade- 80% scored at level or advanced on the rubric
Local Outcome Data iReady English Language Arts & Mathematics	READING (Window 3 collection) Meadow Lane (READING) 23% Mid or above grade level 22% Early on grade level 37%One grade level below 10% Two grade levels below 7% Third grade levels below Kindergarten 36%Mid or above grade level 33%Early on grade level	READING (Window 3 collection) Meadow Lane (READING) 15% Mid or above grade level 22% Early on grade level 33%One grade level below 19% Two grade levels below 11% Third grade levels below Kindergarten & First Grade (We did not use IReady this year…instead we used district assessments.) Second Grade	This past summer, we made the decision to eliminate iReady and use our local assessments and CRLP assessments to measure our students progress. Meadow Lane (2nd Trimester) Transitional Kindergarten met or exceeded benchmark (average score) Upper Case Letter Naming 22.9 Lower Case Letter Naming 22 Letter Sound 22 Sight Words 15.5		Meadow Lane (2nd Trimester) Transitional Kindergarten met or exceeded benchmark (average score) Upper Case Letter Naming 26 Lower Case Letter Naming 26 Letter Sound 30 Sight Words 25 Lexia Level 90% above grade level Kindergartener's met or exceeded benchmark (average score) Letter Naming Fluency 52

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	31%One grade level below 0%Two grade levels below 0%Third grade levels below First Grade 21% Mid or above grade level 21% Early on grade level 55% One grade level below 3% Two grade levels below 0% Third grade levels below Second Grade 20% Mid or above grade level 19% Early on grade level 45% One grade level below 16% Two grade levels below 0% Third grade levels below Third Grade 23% Mid or above grade level	14% Mid or above grade level 18% Early on grade level 39% One grade level below 29% Two grade levels below 0% Third grade levels below Third Grade 19% Mid or above grade level 21% Early on grade level 29% One grade level below 19% Two grade levels below 13% Third grade levels below Fourth Grade 16% Mid or above grade level 29% Early on grade level 32% One grade level below 5% Two grade levels below 18%Third grade levels below	Lexia Level 11% within grade level & 88% above grade level Kindergartener's met or exceeded benchmark (average score) Letter Naming Fluency 38 Letter Sound Fluency 18.8 Sight Words 24 Lexia Level 90% working within grade level First grader's met or exceeded benchmark (average score) Phonemic Awareness 24 BPST 59.7 Aims Fluency 45.2 Aims Accuracy 87% Sight Words 155.9 STAR 1.7 Lexia Level 39% working within grade level material Second grader's met or exceeded		Letter Sound Fluency 30 Sight Words 40 Lexia Level 90% above grade level First grader's met or exceeded benchmark (average score) Phonemic Awareness 30 BPST 60 Aims F7uency 60 Aims Accuracy 90% Sight Words 175 STAR 2.0 Lexia Level 90% above grade level Second grader's met or exceeded benchmark (average score) BPST 80 Aims Fluency 76.8 Aims Accuracy 91.6 Sight Words 267 STAR 2.6 grade level Lexia Level 90% above grade level Third grader's met or exceeded benchmark (average score) BPST 90

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	23% Early on grade level 27% One grade level below 18% Two grade levels below 9% Third grade levels below Fourth Grade 27% Mid or above grade level 17% Early on grade level 34% One grade level below 12% Two grade levels below 10%Third grade levels below Fifth Grade 12% Mid or above grade level 22% Early on grade level 28%One grade level below 12% Two grade levels below 26% Third grade levels below Anderson Heights (Reading)	Fifth Grade 12% Mid or above grade level 19% Early on grade level 28% One grade level below 26% Two grade levels below 16% Third grade levels below Anderson Heights (Reading) 29% At or above grade level (Tier 1) 42% One grade level below (Tier 2) 29% Two grade or three grade levels below (Tier 3) Kindergarten (We did not use IReady this year…we used district assessments instead.) First Grade 31%At or above grade level (Tier 1) 69%One grade level below (Tier 2) 0%Two grade or three grade levels below (Tier 3)	benchmark (average score) BPST 72.2 Aims Fluency 76.8 Aims Accuracy 91.6 Sight Words 267 STAR 2.6 grade level Lexia Level 38% working within grade level material Third grader's met or exceeded benchmark (average score) BPST 84.9 Aims Fluency 86.3 Aims Accuracy 91% STAR 3.4 grade level Fourth grader's met or exceeded benchmark (average score) Aims Fluency 121.8 Aims Accuracy 96% STAR 4.4 grade level Fifth grader's met or exceeded benchmark (average score) Aims Fluency 34 Aims Accuracy 98% STAR 5.3 grade level Anderson Heights (2nd Trimester)		Aims Fluency 100 Aims Accuracy 99% STAR 4.0 grade level Fourth grader's met or exceeded benchmark (average score) Aims Fluency 130 Aims Accuracy 99% STAR 5.0 grade level Fifth grader's met or exceeded benchmark (average score) Aims Fluency 150 Aims Accuracy 99% STAR 6.0 grade level Anderson Heights (2nd Trimester) Transitional Kindergarten met or exceeded benchmark (average score) Upper Case Letter Naming 26 Lower Case Letter Naming 26 Letter Sound 30 Sight Words 25 Lexia Level 90% above grade level Kindergartener's met or exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	28% At or above grade level (Tier 1) 34% One grade level below (Tier 2) 38% Two grade or three grade levels below (Tier3) Kindergarten 55%At or above grade level (Tier 1) 45% One grade level below (Tier 2) 0% Two grade or three grade levels below (Tier3) First Grade 31%At or above grade level (Tier 1) 60%One grade level below (Tier 2) 9%Two grade or three grade levels below (Tier3) Second Grade 17% At or above grade level (Tier 1) 54% One grade level below (Tier 2) 29% Two grade or three grade levels below (Tier3)	Second Grade 18% At or above grade level (Tier 1) 50% One grade level below (Tier 2) 32% Two grade or three grade levels below (Tier 3) Third Grade 42% At or above grade level (Tier 1) 25% One grade level below (Tier 2) 33% Two grade or three grade levels below (Tier 3) Fourth Grade 32% At or above grade level (Tier 1) 32% One grade level below (Tier 2) 36% Two grade or three grade levels below (Tier 3) Fifth Grade 23% At or above grade level (Tier 1) 32% One grade level below (Tier 2)	Transitional Kindergarten met or exceeded benchmark (average score) Upper Case Letter Naming 20 Lower Case Letter Naming 17 Letter Sound 10 Sight Words 2 Lexia Level 35% within grade level 65% above grade level Kindergartener's met or exceeded benchmark (average score) Letter Naming Fluency 33 Letter Sound Fluency 23.8 Sight Words 21.5 Lexia Level 94% working within grade level material First grader's met or exceeded benchmark (average score) Phonemic Awareness 22.9 BPST 53.9		benchmark (average score) Letter Naming Fluency 52 Letter Sound Fluency 30 Sight Words 40 Lexia Level 90% above grade level First grader's met or exceeded benchmark (average score) Phonemic Awareness 30 BPST 60 Aims F7uency 60 Aims Accuracy 90% Sight Words 175 STAR 2.0 Lexia Level 90% above grade level Second grader's met or exceeded benchmark (average score) BPST 80 Aims Fluency 76.8 Aims Accuracy 91.6 Sight Words 267 STAR 2.6 grade level Lexia Level 90% above grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Third Grade 42% At or above grade level (Tier 1) 13% One grade level below (Tier 2) 45% Two grade or three grade levels below (Tier3) Fourth Grade 22% At or above grade level (Tier 1) 34% One grade level below (Tier 2) 44% Two grade or three grade levels below (Tier3) Fifth Grade 20% At or above grade level (Tier 1) 15% One grade level below (Tier 2) 66% Two grade or three grade levels below (Tier3) MATHEMATICS (Window 3 collection) Meadow Lane 40% students at or above grade level in math at Meadow Lane Kindergarten	45% Two grade or three grade levels below (Tier 3) MATHEMATICS (Window 3 collection) Meadow Lane 13% Mid or above grade level 16% Early on grade level 43%One grade level below 19% Two grade levels below- 9% Third grade levels below Kindergarten & First Grade (We did not use IReady this year…we used district assessments instead.) Second Grade 9% Mid or above grade level 13% Early on grade level 50% One grade level below 29% Two grade levels below 0% Third grade levels below	Aims Fluency 34 Aims Accuracy 81.5% Sight Words 131 STAR 1.0 Lexia Level 50% working within grade level material Second grader's met or exceeded benchmark (average score) BPST 67.5 Aims Fluency 57 Aims Accuracy 74.5% Sight Words 261 STAR 2.3 Lexia Level 10% working within grade level material Third grader's met or exceeded benchmark (average score) BPST 81 Aims Fluency 99.9 Aims Accuracy 92.5 STAR 3.3 Fourth grader's met or exceeded benchmark (average score) Aims Fluency 104.4 Aims Accuracy 90.6% STAR 3.8		Third grader's met or exceeded benchmark (average score) BPST 90 Aims Fluency 100 Aims Accuracy 99% STAR 4.0 grade level Fourth grader's met or exceeded benchmark (average score) Aims Fluency 130 Aims Accuracy 99% STAR 5.0 grade level Fifth grader's met or exceeded benchmark (average score) Aims Fluency 150 Aims Accuracy 99% STAR 6.0 grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	44% Mid or above grade level 18% Early on grade level 38%One grade level below 0%Two grade levels below 0%Third grade levels below First Grade 19% Mid or above grade level 7% Early on grade level 70% One grade level below 4% Two grade levels below 0% Third grade levels below Second Grade 21% Mid or above grade level 11% Early on grade level 51% One grade level below 14% Two grade levels below 3% Third grade levels below	Third Grade 11% Mid or above grade level 19% Early on grade level 49% One grade level below 13% Two grade levels below 8% Third grade levels below Fourth Grade 18% Mid or above grade level 20% Early on grade level 29% One grade level below 18% Two grade levels below 16% Third grade levels below Fifth Grade 18% Mid or above grade level 14% Early on grade level 35% One grade level below 21% Two grade levels below	Fifth grader's met or exceeded benchmark (average score) Aims Fluency 127 Aims Accuracy 91.5% STAR 5.1		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Third Grade 17% Mid or above grade level 17% Early on grade level 36% One grade level below 14% Two grade levels below 14% Third grade levels below Fourth Grade 29% Mid or above grade level 22% Early on grade level 25% One grade level below 14% Two grade levels below 10% Third grade levels below Fifth Grade 19% Mid or above grade level 19% Early on grade level 32% One grade level below 14% Two grade levels below 16% Third grade levels below	12% Third grade levels below Anderson Heights Math 21% At or above grade level (Tier 1) 50% One grade level below (Tier 2) 29% Two grade or three grade levels below (Tier3) Kindergarten (We did not use IReady this year…we used district assessments instead.) %At or above grade level (Tier 1) % One grade level below (Tier 2) % Two grade or three grade levels below (Tier3) First Grade 21%At or above grade level (Tier 1) 50%One grade level below (Tier 2) 29% Two grade or three grade levels below (Tie r3) Second Grade			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Anderson Heights Math 19% At or above grade level (Tier 1) 47% One grade level below (Tier 2) 34% Two grade or three grade levels below (Tier3) Kindergarten 67%At or above grade level (Tier 1) 33% One grade level below (Tier 2) 0% Two grade or three grade levels below (Tier3) First Grade 34%At or above grade level (Tier 1) 65%One grade level below (Tier 2) 12% Two grade or three grade levels below (Tier3) Second Grade 19% At or above grade level (Tier 1) 48% One grade level below (Tier 2)	10% At or above grade level (Tier 1) 56% One grade level below (Tier 2) 34% Two grade or three grade levels below (Tier 3) Third Grade 14% At or above grade level (Tier 1) 58% One grade level below (Tier 2) 28% Two grade or three grade levels below (Tier 3) Fourth Grade 33% At or above grade level (Tier 1) 26% One grade level below (Tier 2) 42% Two grade or three grade levels below (Tier 3) Fifth Grade 26% At or above grade level (Tier 1) 37% One grade level below (Tier 2) 37% Two grade or three grade levels below (Tier 3)			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	33% Two grade or three grade levels below (Tier3) Third Grade 17% At or above grade level (Tier 1) 53% One grade level below (Tier 2) 30% Two grade or three grade levels below (Tier3) Fourth Grade 18% At or above grade level (Tier 1) 38% One grade level below (Tier 2) 44% Two grade or three grade levels below (Tier3) Fifth Grade 5% At or above grade level (Tier 1) 43% One grade level below (Tier 2) 52% Two grade or three grade levels below (Tier3)				
English Learner Progress Indicator English Learner Proficiency	53.6% of English Learner students are proficient in English	33% of English Learner students are proficient in English	41.9% of English Learner students are proficient in English		85% of English Learner students are proficient in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELs who decreased at least one ELPI level 15.9% ELs who maintained ELPI Levels 1, 2L,2H, 3L, 3H 30.4% ELs who maintained ELPI Level 4 0% ELs who progressed at least one ELPI level 53.6%				
English Learner Progress Indicator Observation Protocol for Teachers of English Learners (OPTEL) Local Protocol	4.3% of reclassified English Learner students	17% of reclassified English Learner students	21% of reclassified English Learner students		85% of reclassified English Learner students

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Appropriately Credentialed Teachers	Maintain 100% appropriately credentialed teachers with 0% misassignments.	$0.00	No
1.2	Standards-aligned curriculum is used in all subjects at all grade levels.	Administrators will ensure 100% of students have access to standards-aligned curriculum and instructional materials.	$0.00	No
1.3	Additional Teacher	Hire additional teacher to support North State Aspire with Comprehensive Support & Improvement funds.	$83,468.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Professional Development in other content areas and social emotional learning	Professional development in Capturing Kids Hearts	$43,026.00	No
1.5	Broad Course of Study	Provide students access to a broad course of study.	$0.00	No
1.6	After School Enrichment	All students will have access to after-school enrichment to extend academic learning.	$586,750.00	No
1.7	Interventions	Interventions will address the remedial learning needs of students who are below proficiency for their grade level in English language arts and mathematics, across all grades.	$193,896.00	No
1.8	Elective classes/Broad Course of Study	All students in grades 6-8 will have access to elective classes.	$0.00	No
1.9	Band/Music Teachers/Broad Course of Study	Maintain 6-8 grade certificated Band Teacher and maintain additional 1.0 FTE music teacher for 3-5 grade students to enhance learning and build language and reasoning skills.	$183,016.00	Yes
1.10	PE Teachers/Broad Course of Study	Maintain existing 2 FTE PE teachers to serve students in regular PE and adaptive PE, and add 2 FTE PE teacher to provide PE for students in grades TK-8 to build discipline and coordination. Elementary PE teacher will enable smaller and more targeted intervention groups.	$183,969.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Transitional Kindergarten	Maintain Transitional Kindergarten for students who qualify and work towards universal UPK.	$289,473.00	Yes
1.12	Choir/Drama/Broad Course of Study	Maintain Choir/Drama AMS	$10,895.00	Yes
1.13	Librarians	Maintain 3.00 FTE librarians to provide regular library services at all schools to build a love of reading in all students.	$178,413.00	Yes
1.14	Educational Technology Specialist	Maintain additional Educational Technology Specialists at 2.875 FTE to assist staff, parents and students with technology and connectivity issues to ensure continuity with learning.	$208,961.00	Yes
1.15	Music Supplies/Broad Course of Study	Music supplies	$32,650.00	Yes
1.16	Class size reduction for Meadow Lane	Class size reduction	$118,064.00	No
1.17	Expanded Learning Opportunities	Expanded learning opportunities provide students, including unduplicated students and students with exceptional needs with classes of particular interest to them. * Teacher supplies, site interventions, and Special Education resources * Gifted and Talented Education (GATE) * Robotics * Coding * Science Bowl competition * Spelling Bee competition * Math Counts competition * Odyssey of the Mind competition * Spelling Bee	$21,766.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.18	Field Trips/Broad Course of Study	Field trips, 2 per grade level, STEAM, Assemblies	$44,000.00	Yes
1.19	Athletics	Maintain Athletics for grades 2-8 to engage students and build coordination and self-esteem.	$67,209.00	Yes
1.20	Before and after school tutoring	Before and after school tutoring and academic clubs provide opportunities for remediation and expanded learning.	$0.00	No
1.21	5th Grade Outdoor Education Camp	5th Grade Outdoor Education Camp	$14,000.00	Yes
1.23	Saturday School Program	Saturday School Program	$3,809.00	Yes
1.24	English Learner Aide/Interpreter- English Learner Engagement	Increase English Learner engagement through the use of an English Learner interpreter to help school-to-family interaction. Using the English Learner Road Map as our guide, we will provide our English Learners with the following: Language development will occur in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery. English Learner students will be monitored for annual progress.	$41,688.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Learner students are provided with both designated and integrated support within the school day. We strive to provide our English Learners with the support needed for purposeful English development. We support and encourage English learners to use language to interact meaningfully in school and beyond. We also support English learners to be knowledgeable about English and utilize language as a resource for communicating and learning. We provide tiered intervention for students not progressing in the ELD standards and modify instruction based on student needs. We provide professional learning opportunities for our staff to ensure they understand how to support English language learners in the classroom and allow for universal access. The professional development activities enable district administrators, after school/extended day program directors and staff to work together to effectively enrich and augment regular day learning experiences related to the CA ELD Standards for English learners. Teachers also work in grade-level teams, in order to understand the ELD Standards and how they are aligned to the CA CCSS for ELA/Literacy. They regularly collaborate during professional learning community time to improve student literacy and English language development across the content areas. Teachers continue to assess existing instructional materials and supplement them with resources from the library, Internet, and primary source documents to develop CA ELD Standards aligned lessons. Finally, we see parents as critical partners in their child's education and provide parent outreach with our English Learner families on an ongoing basis.		

Action #	Title	Description	Total Funds	Contributing
1.25	Parent Engagement English Learners	Hold parent engagement activities, i.e., ELAC, DELAC, to connect parents/guardians with the school community. Build cultural connections by hosting parent engagement activities that celebrate various cultural differences within the Cascade Union Elementary School District community.	$3,600.00	Yes
1.26	Home School Program	Continue Home School Program in order to provide options to parents. 2.0 FTE Home School Teachers	$277,647.00	Yes
1.27	Independent Study Program	Continue Independent Study Program in order to provide options to parents.	$7,436.00	No
1.28	Home & Hospital Program	Continue Home & Hospital Program to support learning for students who have medical issues and cannot attend school in person.	$623.00	No
1.29	Community Day School Program at North State Aspire Academy	Continue to provide the Community Day School program at North State Aspire Academy.	$382,956.00	Yes
1.30	ERICS Program at North State Aspire Academy	Maintain ERICS program at North State Aspire Academy. Maintain aide time at North State Aspire Academy for ERICS (4 aides at 0.75 FTE). Add1.0 FTE ERICS classroom at AMS.	$0.00	No
1.31	Tiered interventions in math and English language arts-Staff	Provide tiered interventions in math and English language arts 2.0 FTE TOSA to support interventions Maintain 5.0 FTE Paraprofessionals Maintain 7.0 FTE Paraprofessionals	$391,559.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.32	Foster Youth and Homeless Youth	We provide the following support for Foster and Homeless Youth: Coordinate with caseworker and attendance staff. Ensure that transportation is not a barrier. Assign a mentor (youth or adult) to provide guidance, encouragement, and assistance. Help them to find a quiet and supportive place to work and study. Develop "success plans" with goals, steps, services, and accountability. Intervene early when students are missing school. Provide them with community resources such as: Clothes closets Food banks Health clinics Laundry services Shower facilities Hygiene kits Provide training to teachers to create a calm and quiet management style and provide quiet reminders of appropriate behavior. Teachers create a supportive environment with classroom rules developed together and solve behavior problems as a class which creates a climate of trust. Teachers also provide students with the opportunity to take time out for themselves when they are frustrated, angry, or sad. Moreover, teachers provide structure in the classroom by keeping a consistent schedule and clear rules.	$5,418.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Annually train our classified and certificated staff to have an understanding of homelessness and Foster Youth rights and specific needs. Collaborate with county child welfare, probation agencies, and caregivers of youth in foster care including Short-Term Residential Therapeutic Programs (STRTPs) to identify barriers to enrollment and develop procedures for quickly enrolling youth in foster care in school, including enrollment processes and need for distribution of technology and connectivity during periods when remote learning is required due to emergency declarations, natural disasters, or other disruptions. Create/implement policies and practices to ensure all youth in foster care, including all youth in foster care and on probation, regardless of where they live, are identified and given a special designation for purposes of data analysis in the district's student information system (SIS), during the enrollment process and through state and local data matches. Refer students to before/after-school intervention activities, etc. Coordinate with the Homeless and Foster Youth liaison in the district. Reach out to homeless families on a continuous basis. Make sure that the student is enrolled in free and reduced meal program. Assign students a "buddy" to help them learn their way around school. Give the student necessary school supplies, to take home. Ensure that students have access to a full range of educational services (Title I, English learners, gifted and talented activities, interventions, etc.).		

Action #	Title	Description	Total Funds	Contributing
		We do not penalize Homeless Youth and Foster Youth students for arriving late to school. Keep some nutritional snacks for those students who might need additional nutrition. Finally, we see parents as critical partners in their child's education and provide parent outreach with our families on an ongoing basis.		
1.33				
1.34				
1.35	Supporting Unduplicated Pupils	* Provide communication about the week-Monday Memo from each principal * Maintain 2.0 FTE Opportunity Classroom Teacher to provide an alternative to suspension (AMS) * Maintain 1.0 FTE Director of Curriculum and Instruction * Offer a Refocus Class as a Tier 2 intervention (AMS) * Provide incentives and accolades about good things taking place * Implement College Days (1 day each week) * Music at elementary school- * Art lessons * WEB * Math professional development * Coaching model to improve instructional practices * Parent Resource Hub-Partner with Shasta County Health Services * EL support	$443,167.00	Yes

Action #	Title	Description	Total Funds	Contributing
		* SIPPS reading intervention * IReady math and reading intervention * Lexia reading intervention * Implement AVID * Attend AVID Conference		
1.38	Teachers will augment instruction with enriching supplements/programs makes learning fun.	Use of standards-aligned supplemental materials presents lessons in diverse ways, allowing students who learn differently than other students to master the subject matter. Supplemental materials for math and English language arts. Use of FOSS science curriculum provides hands on learning.	$50,200.00	No
1.40	Discipline and Communication	2.0 Assistant Principal at Anderson Middle School and Assistant Principal at ML and AH (split 60/40)to meet with students exhibiting discipline concerns and to enhance parent communication, connecting them to appropriate resources.	$255,512.00	Yes

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.

We have implemented every action in this goal. This past year we added a music teacher (action 1.9) and decided to change the position from .50 to 1.0 FTE. We reduced the home school program teachers from 3.0 FTE to 2.0 FTE in action 1.26 due to a decrease in the number of students accessing this program. We moved the additional teacher to another classroom at Meadow Lane where there was a need for another fourth grade teacher. This was adjusted during the first trimester of school year.

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.

This past year we added a music teacher (action 1.9) and decided to change the position from .50 to 1.0 FTE. We reduced the home school program teachers from 3.0 FTE to 2.0 FTE in action 1.26 due to a decrease in the number of students accessing this program. We moved

the additional teacher to another classroom at Meadow Lane where there was a need for another fourth grade teacher. This was adjusted during the first trimester of school year.

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

These actions provide us with mixed results on making progress toward our goal as evidence by our low scores in English language arts and mathematics but an increase in English proficiency. We have gone to great lengths at providing a broad course of study, tutoring, Summer School, Saturday School, and interventions for our students. Our staff have participated in professional development in social emotional learning and how to help students of poverty. We have refined our actions for next year and the Curriculum Director will work directly with the teachers, support staff and principals to identify areas at each school site that need refinement. We have also added two new principals to two of our schools to address low student achievement and focus on targeted supports using data driven discussions. The Curriculum Director will all collaborate with the Mountain Valley Education Consortium Assistant Superintendent to facilitate benchmark assessment development with other school districts in Shasta County. It is our intent to put these benchmark assessments in place to make progress towards our goal of increasing student achievement. These benchmark assessments will provide teachers the data to reflect upon and drive instruction.

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.

We changed action 1.4 professional development to Capturing Kids Hearts. Action 1.9 was changed from .50 FTE to 1 FTE. We reduced the home school program teachers from 3.0 FTE to 2.0 FTE in action 1.26 due to a decrease in the number of students accessing this program. We moved the additional teacher to another classroom. We removed action 1.33 and consolidated it with goal 2 action 2.13. We added implement AVID and attend AVID conference in action 1.35 to support our unduplicated student groups. We removed Ruby Payne poverty workshop and Explicit Direct Instruction professional development from action 1.35. We changed action 1.40 from a Teacher on Special Assignment to Assistant Principal. We consolidated action 1.34 into action 1.24 to minimize repeat actions. We added action 1.3 to support North State Aspire with Comprehensive Support and Improvement.

We changed many expenditures from contributing to our unduplicated population of students to not contributing as we are using other funds to implement these programs. Actions 1.6, 1.7, 1.20, and 1.30 were changed from contributing to all students.

Metrics
This past summer, we made the decision to eliminate iReady and use our local assessments and CRLP assessments to measure our students progress. We felt that students were spending too much time on the iReady platform and they were not engaged in actual learning.

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	Goal #2 - BELIEVE. ACADEMIC SUCCESS, ENGAGING STRATEGIES, and SUPPORTIVE RELATIONSHIPS Highly skilled teachers using student-centered curriculum and collaboratively-developed engaging instruction, enhanced with cutting-edge technology, supported by professional development, our staff provides positive and safe classrooms that focus on the whole child for future college and career readiness. This goal and the associated actions support the state priorities of Pupil Outcomes (Priorities 4, 8) and Conditions of Learning (Priorities 1, 2, 7).

An explanation of why the LEA has developed this goal.

We developed this goal based on our local and state data as well as feedback from our staff and parents. Mental health is a priority as many of our students are at high-risk and have high ACES scores. We will continue to attract and retain highly effective teachers and support staff. We will also continue to maintain our facilities so they are in good repair.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Staff Survey	100% teachers trained in State Standards implementation.	100% teachers trained in State Standards implementation.	100% teachers trained in State Standards implementation.		100% teachers trained in State Standards implementation.
Local Indicator Credential Teachers	81% teachers are highly effective.	81% teachers are highly effective.	81% teachers are highly effective.		100% teachers are highly effective.
Local Indicator Standards Aligned Curriculum	100% standards aligned curriculum	100% standards aligned curriculum	100% standards aligned curriculum		100% standards aligned curriculum

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	100% Williams Quarterly reports will show that all students have access to instructional materials.	100% Williams Quarterly reports will show that all students have access to instructional materials.	100% Williams Quarterly reports will show that all students have access to instructional materials.		100% Williams Quarterly reports will show that all students have access to instructional materials.
Local Indicator Broad Course of Study Survey	100% of students have access to a broad course of study	100% of students have access to a broad course of study	100% of students have access to a broad course of study		100% of students have access to a broad course of study
Local Indicator Facilities Inspection Tools	100% facilities in good condition as measured by the Facilities Inspection Tool	100% facilities in good condition as measured by the Facilities Inspection Tool	100% facilities in good condition as measured by the Facilities Inspection Tool		100% facilities in excelllent condition as measured by the Facilities Inspection Tool

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staff Development Days	Provide professional development to teachers (4 days each per school year) and para professionals (outlined by district calendar, 3 days) and teamsters employees (1 day, outlined by calendar) Utilization of "teachers training teachers" model to deliver professional development. Substitutes backfill classroom teachers for conference-based professional development events. An annual contract is established with SCOE and West Ed for English language arts and mathematics specialist support. Professional development is provided by WestEd to enhance writing ability.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Our Mountain Valley Education Consortium provides trainings based on the identified need. Substitute costs are funded for meetings by grade level, grades TK-8.		
2.2	Professional Development	Restorative Practices professional development to support Native American students who are at risk of dropping out of school. In-kind cost for staff time (hours x total number of staff to participate x hourly rate)	$0.00	No
2.3	LCSPP Native American Grant for Student Success	Quarterly collaborative sessions to support Native American students who are at risk of dropping out of school. In-kind cost for 1 school representative and 1 district representative to participate (4 sessions that are 90 minutes each=6 hours)	$1,938.00	Yes
2.4	Consulting Services	EasyTech (Learning.com), Classlink, Go-Guardian, DTS, CTS Link, Parent Square	$35,000.00	No
2.5	Curriculum to combat learning loss	SIPPS curriculum Haggarty	$10,000.00	No
2.6	Technology	Technology upgrades of teacher and student equipment to ensure positive results in independent study, home school, and emergency situations when learning must take place at home.	$197,754.00	No

Action #	Title	Description	Total Funds	Contributing
		An annual contract is in place with the Shasta County Office of Education for Internet services Content filtering is in place and parameters are periodically reviewed. A schedule is in place for technology hardware replacements. Maintaining software subscriptions (Accelerated Reader, STAR math, AIMS web, Read Live, Learning.com, iReady, Reflex math, Lexia, MyOn, ESGI, IXL, Reading A to Z). BASE SEL curriculum Maintain Viewboards- Units will be replaced on a life-cycle-based rotation. Teacher work station replacement is rotationally replaced.		
2.7	Standards aligned assessments	Maintain standards aligned assessments Cost of writing assessments (scoring of prompts) 3-8 grades 1.5 days per year per English language arts teacher Substitutes Cost of math assessment scoring (1.5 days per school year per math teacher) Tk-8 grades	$0.00	No
2.8	Safe Campuses, Safe Students	Strong focus on school safety, Internet safety, and personal safety. 2020-2022 Deployment of robust, multi-faceted safety plan. Continued emphasis on internet safety, aligned with CIPA requirements.	$0.00	No
2.10	Counseling x 3	Marriage and family counselor to support our at-risk families and students, and 2 additional counselors.	$358,244.00	Yes
2.12	Interventions	Success Center-support students that are at-risk of failing before school, after school and lunch time.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.13	Special Education	Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards. Students will be regularly monitored to assess progress in order to identify areas of strength and concern so staff can target their individual areas of need. Special Education students will be both challenged and supported by their regular ed teacher and any other The general ed teacher will meet weekly with special ed staff (speech teacher, counselor, psychologist, instructional aide, Special Ed teacher, etc.) General and special educators work together to implement programs and services that enable students with disabilities to access the state academic content standards. Special Education students are provided with Tier 1, 2, and 3 supports both academically and socially. Staff meet regularly to adjust goals and discuss each individual student needs. • Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards. • Students will be regularly progressed monitored to identify areas of strength and concern in order for staff to target their individual areas of need. • Special Education students will be both challenged and supported by their regular ed teacher, Special Ed teacher, and any other support staff.		No

Action #	Title	Description	Total Funds	Contributing
		• Effective communication strategies will be utilized between the general ed teacher and special ed staff (speech teacher, counselor, psychologist, instructional aide, Special Ed teacher, etc.) • Our SDC personnel will be trained in ProAct *1 FTE Special Education Director		
2.14	UPK Plan	Preschool/TK Countywide Plan	$0.00	No
2.15				
2.16				

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.

All actions were implemented in this goal.

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.

Due to the increased funding from the state and feds for programs like Expanded Learning, Learning Recovery, etc. we changed many expenditures from contributing to our unduplicated population of students to not contributing as we are using other funds to implement these programs.

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

We have been effective at meeting this goal as evidence by our metrics. We continue to recruit and retain qualified staff. Our facilities are in good repair and we are adding a multi-purpose room and redesigning the Meadow Lane campus. Mental health is a top priority for our district and our resources indicate that: a marriage and family counselor, behaviorists, interventions, teachers on special assignment, Community School Coordinators (social workers) and additional support staff. Our at-risk students are also provided with engaging inter-session activities, summer school support and before/after school support.

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.

Eliminated additional 1.0 FTE Director of Curriculum, Assessments, and Data in Action 2.5 as this was a repeated action from goal 1. We added Haggerty to action 2.5. Action 2.9 was changed from 1.0 FTE behaviorists to 3.0 FTE behaviorists. We also eliminated 1.0 FTE Teacher on Special Assignment (TOSA) at Anderson Middle School as this was a repeat action. In action 2.10, we removed the additional 1.0 FTE Teacher on Special Assignment (TOSA) at Anderson Middle School, focused on math and English Language Arts (ELA) intervention. Replace action 2.10 with marriage and family counselor. We consolidated the TOSAs into goal 1, action 1.31 as this was a repeat. We consolidate action 2.11 into goal 3, action 3.2. Action 2.9 was a repeat of action 3.5 so we deleted action 2.9.

Due to the increased funding from the state and feds for programs like Expanded Learning, Learning Recovery, etc. we changed many expenditures from contributing to our unduplicated population of students to not contributing as we are using other funds to implement these programs. Actions 2.2, 2.5, 2.12, 2.14 were changed from contributing to all students.

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	Goal #3 - ACHIEVE. TYING IT ALL TOGETHER: STUDENT ENGAGEMENT, PARENTAL ENGAGEMENT, AND COMMUNITY ENGAGEMENT: RESPONSIBLE BEHAVIORS WITH ENGAGING STRATEGIES LEADING TO ACADEMIC SUCCESS With students, families, and community as equal partners, we are dedicated to preparing confident, healthy, respectful, and responsible students who can succeed and be productive tomorrow, next year, in high school, and in their post-graduation college and/or work careers.

An explanation of why the LEA has developed this goal.
The CA School Dashboard indicators show a need for us to focus on reducing suspensions and chronic absenteeism. Using this data as a guidepost, we will continue to develop positive relationships. We understand positive relationships are critical for student growth both behaviorally and academically. A high percentage of our student population comes from poverty and therefore we want to focus on providing support for our families, professional development for our staff, and set high expectations for our students so that they can grow. We believe there are alternatives to suspension and will work to refine our system and behavior matrices. We have a need for qualified aides, Behavior Intervention, Behavior Specialists, Psychologists, Speech Pathologists, Transportation, Attendance Support, Engagement Activities for parents and students, Health Services, and Counseling. Our high rate of chronic absenteeism is a result of the pandemic. We believe students can make tremendous growth if they attend school and understand that we need to reengage our families to increase attendance. Using the LCSSP grant funds, the Community School Grant funds, concentration add-on funds, and supplemental/concentration funding, we will target students that are chronically absent to eliminate any barriers that are keeping them from attending school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Parent Survey	100% of parents may participate in local decision making via School Site Council, LCAP feedback meetings, ELAC committee, Parent	100% of parents may participate in local decision making via School Site Council, LCAP feedback meetings, ELAC committee, Parent	100% of parents may participate in local decision making via School Site Council, LCAP feedback meetings, ELAC committee, Parent		100% of parents may participate in local decision making via School Site Council, LCAP feedback meetings, ELAC committee, Parent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Club, meetings with principal, etc.	Club, meetings with principal, etc.	Club, meetings with principal, etc.		Club, meetings with principal, etc.
Local Indicator Parent Surveys	We queried parents to find out their perception in several areas. Average response data is indicated. 93.4% feel welcome at school. 83.4% said the amount of communication is just right. 65.8% said their child has made academic gains this year. 67.6% said their child has made social-emotional gains this year. 71.1% were successful when we had to transition to Distance Learning. 81.7% agree that the school facility is well maintained. 85.7% feel their child is safe at school. 89.6% said their child likes going to this school.	We queried parents to find out their perception in several areas. We broke them down by school this year instead of averaging the results for the district. Anderson Middle School 95.1% stated that this year, my child attends school in-person. 70.4% stated the school staff is always respectful to me when I call or come to the school. 48.1% stated when I call or visit the school office, the staff always answers my questions to my satisfaction in an appropriate amount of time. 74.1% stated school communication is just right. 2.5% stated school communication is too much.	We took removed our local data from the metrics section as the results are captured in the local indicator report that accompanies the LCAP.		We strive to have 100% in the following areas districtwide. My child attends school in-person. The school staff is always respectful to me when I call or come to the school. When I call or visit the school office, the staff always answers my questions to my satisfaction in an appropriate amount of time. School communication is just right. I am always able to navigate the school/district website to find information I am seeking. I always know how to get help from the school when my student needs it. I always feel like my child is welcome at school (whether in Independent Study,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		23.5% stated school communication is too little. 39.5% stated I am always able to navigate the school/district website to find information I am seeking. 8.4% I don't use the website to obtain information 70.4% stated I always know how to get help from the school when my student needs it. 65.4% stated I always feel like my child is welcome at school (whether in Independent Study, Home School, or In-Person). 35.8% stated that my child always enjoys attending this school. 92.6% stated my child and I understand the expected behaviors of the school. 32.1% agree or strongly agree the discipline expectations of the school provide a safe learning			Home School, or In-Person). My child always enjoys attending this school. My child and I understand the expected behaviors of the school. The discipline expectations of the school provide a safe learning environment for all students. My child has made academic gains this year. My child has adequate technology resources to participate in class (whether in person, independent study, or home school) The school staff holds high expectations for my child's learning. The school facilities are well maintained.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		environment for all students. 61.8% agree or strongly agree my child has made academic gains this year. 87.7% agree my child has adequate technology resources to participate in class (whether in person, independent study, or home school) 6.4% agree the school staff holds high expectations for my child's learning. 61.8% agree or strongly agree the school facilities are well maintained. Meadow Lane Elementary 93.8% stated that this year, my child attends school in-person. 83.5% stated the school staff is always respectful to me when I call or come to the school. 75.3% stated when I call or visit the school			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		office, the staff always answers my questions to my satisfaction in an appropriate amount of time. 82.5% stated school communication is just right. 7.2% stated school communication is too much. 10.3% stated school communication is too little. 46.4% stated I am always able to navigate the school/district website to find information I am seeking. 15.5%I don't use the website to obtain information 86.6% stated I always know how to get help from the school when my student needs it. 86.6% stated I always feel like my child is welcome at school (whether in Independent Study, Home School, or In-Person).			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		67% stated that my child always enjoys attending this school. 99% stated my child and I understand the expected behaviors of the school. 86.6% agree or strongly agree the discipline expectations of the school provide a safe learning environment for all students. 90.7% agree or strongly agree my child has made academic gains this year. 92.8% agree my child has adequate technology resources to participate in class (whether in person, independent study, or home school) 85.6% agree the school staff holds high expectations for my child's learning. 81.4% agree or strongly agree the school facilities are well maintained.			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Anderson Heights Elementary 90.3% stated that this year, my child attends school in-person. 83.9% stated the school staff is always respectful to me when I call or come to the school. 77.4% stated when I call or visit the school office, the staff always answers my questions to my satisfaction in an appropriate amount of time. 77.4% stated school communication is just right. 77.4% stated school communication is too much. 9.7% stated school communication is too little. 38.7% stated I am always able to navigate the school/district website to find information I am seeking. 19.4% I don't use the website to obtain information			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		58.1% stated I always know how to get help from the school when my student needs it. 80.6% stated I always feel like my child is welcome at school (whether in Independent Study, Home School, or In-Person). 61.3% stated that my child always enjoys attending this school. 90.3% stated my child and I understand the expected behaviors of the school. 83.8% agree or strongly agree the discipline expectations of the school provide a safe learning environment for all students. 77.4% agree or strongly agree my child has made academic gains this year. 80.6% agree my child has adequate technology resources to participate in class (whether in person,			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		independent study, or home school) 77.4% agree the school staff holds high expectations for my child's learning. 100% agree or strongly agree the school facilities are well maintained.			
CA School Dashboard Chronic Absenteeism Indicator	YELLOW performance level on chronic absenteeism All Students 14.5% Low income 15.8% Homeless Youth 26.7% Foster Youth 17.2% English Learners 6.9% SWD 14.3% White 15.5% American Indian 12.4% Asian 7.1% African American 9.5% Filipino 0% Hispanic/Latino 13.4% Pacific Islander 0% Two or more races 20%	No performance level on chronic absenteeism (Data as of April 30th) All Students 32.3% Low income 35.60% Homeless Youth 50% Foster Youth 4% English Learners 33.30% SWD 31.50% White 32.10% American Indian 33.30% Asian 14.60%	Very high level in chronic absenteeism All Students 41.4% Low income 45.5% Homeless Youth 56.8% Foster Youth 37% English Learners 34.9% SWD 45.8% White 41.1% American Indian 46.5% Asian 24.5% African American 37.5%		BLUE performance level on chronic absenteeism We wish to cut the chronic absenteeism rate by 50% in the following student groups: All Students 7.25% Low income 7.9% Homeless Youth 13.35% Foster Youth 8.6% English Learners 3.45% SWD 7.15% White 7.75% American Indian 6.2% Asian 3.55% African American 4.75% Filipino 0% Hispanic/Latino 6.7% Pacific Islander 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		African American 28.60% Filipino 0% Hispanic/Latino 36% Pacific Islander 40% Two or more races 36.50%	Filipino Less than 6 students Hispanic/Latino 45.3% Pacific Islander Less than 8 students Two or more races 43%		Two or more races 10%
CA School Dashboard Suspension rate	YELLOW performance level on suspension rate indicator 5.3% suspension rate	22% suspension rate (As of May 2, 2022)	Very high level on the CA School Dashboard 11.5% students were suspended at least one day		BLUE performance level on suspension rate indicator Less than 1% suspension rate
Local Indicator Expulsion rate	0% expulsion rate	0% expulsion rate	Less than 1% expulsion rate		0% expulsion rate
Local Indicator Middle School Drop Out Rate	0% of students dropped out of middle school	0% of students dropped out of middle school	0% of students dropped out of middle school		0% of students dropped out of middle school
Local Indicator Student Survey	Student survey data showed: 94.3% feel safe at school. 97% said their teacher encourages them. 96.1% said their teacher recognizes	We refined the student survey questions this year. Anderson Middle School Student survey data showed:	We took removed our local data from the metrics section as the results are captured in the local indicator report that accompanies the LCAP.		Student survey data showed: 100% feel safe at school. 100% doing my best work is important to me.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	them when they do good work. 89.6% indicated they know how to access help when they need it. 97.6% feel respected at school. 94.4% feel the rules are fair and discipline is equitable.	40.1% always feel safe at school. 64.5% always doing my best work is important to me. 65.6% said my teacher encourages me to do my best. 37.3 % said my teachers notice and tell me when I am doing a good job. 83.8% indicated I know how to get extra help when I need it. 52.4% said the adults at my school treat me with respect. 17.1% stated the students at my school treat each other with respect 34.6% stated I know how to work out disagreements with other students. 37.5% feel the rules and consequences at this school are applied fairly. 69.7% stated my teacher cares about me.			100% said their teacher encourages them to do their best work. 100% said my teachers notice and tell me when I am doing a good job. 100% said their teacher recognizes them when they do good work. 100% indicated I know how to get extra help when I need it. 100% said the adults at my school treat me with respect. 100% stated the students at my school treat each other with respect 100% stated I know how to work out disagreements with other students. 100% feel the rules and consequences at this school are applied fairly. 100% stated my teacher cares about me.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		59.6% agree or strongly agree that mistakes help me learn. 56.8% agree or strongly agree when things are difficult, I keep trying until I succeed. 46.3% agree or strongly agree at my school, effort is more valued than grades. Meadow Lane School Student survey data showed: 55.2% always feel safe at school. 80.6% always doing my best work is important to me. 82.6% said my teacher encourages me to do my best. 44.8% said my teachers notice and tell me when I am doing a good job. 91% indicated I know how to get extra help when I need it.			100% agree or strongly agree that mistakes help me learn. 100% agree or strongly agree when things are difficult, I keep trying until I succeed. 100% agree or strongly agree at my school, effort is more valued than grades.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		66.2% said the adults at my school treat me with respect. 22.9% stated the students at my school treat each other with respect 33.8% stated I know how to work out disagreements with other students. 67.7% feel the rules and consequences at this school are applied fairly. 87.6% stated my teacher cares about me. Anderson Heights School Student survey data showed: 56.3% always feel safe at school. 69.6% always doing my best work is important to me. 80.4% said my teacher encourages me to do my best. 40.2% said my teachers notice and tell me			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		when I am doing a good job. 92% indicated I know how to get extra help when I need it. 67.9% said the adults at my school treat me with respect. 69.6% stated the students at my school treat each other with respect 25.9% stated I know how to work out disagreements with other students. 60.7% feel the rules and consequences at this school are applied fairly. 87.5% stated my teacher cares about me.			
Local Indicator Staff Survey	Staff survey data showed: 92.3% are proud of the work they do here. 85.5% said their site is clean, especially with regard to COVID. 91.6% indicated they feel safe at school.	We refined our climate survey this year. Staff survey data showed: 88.5% are proud of the work they do here. 78.7% said their site is clean, especially with regard to COVID.	We took removed our local data from the metrics section as the results are captured in the local indicator report that accompanies the LCAP.		Staff survey data showed: 100% are proud of the work they do here. 100% said their site is clean, especially with regard to COVID. 100% indicated they feel safe at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	96.7% said the students are safe at school. 88.6% feel valued as a member of the team. 90.5% have the tools they need to do their work. 91.6% look forward to coming to work. 85.5% said administration promotes a culture that is respectful and encouraging. 69.7% said administration provides them with helpful feedback. 74.4% feel administration recognizes a job well done. 74.1% agree that administration encourages creativity. 62% feel administration communicates effectively.	90.2% indicated they feel safe at school. 86.9% said the students are safe at school. 75.4% feel valued by my school/department staff. 80.4% feel respected by the students. 62.3% believe students are well-behaved. 85.2% believe we provide outstanding customer service to our parents/families. 47.5% believe students respect their teachers at school. 45.9% believe students at this school care about their learning. 75.5% believe our staff have high expectations of all students. 47.6% believe students in this school respect each other's differences (for example, gender, race, culture, etc.)			100% said the students are safe at school. 100% feel valued by my school/department staff. 100% feel respected by the students. 100% believe students are well-behaved. 100% believe we provide outstanding customer service to our parents/families. 100% believe students respect their teachers at school. 100% believe students at this school care about their learning. 100% believe our staff have high expectations of all students. 100% believe students in this school respect each other's differences (for example, gender, race, culture, etc.) 100% believe students at this school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		59% believe students at this school are encouraged to think critically. 75.4% have the tools they need to do their work. 77.1% look forward to coming to work. 76.1% I am satisfied with my compensation for my work. 72.1% said administration promotes a culture that is respectful and encouraging. 59% said administration provides them with helpful feedback on my work. 63.9% feel administration recognizes a job well done. 64% agree that administration encourages creativity and leadership in the staff. 77.1% agree school administrators follow through on commitments.			are encouraged to think critically. 100% have the tools they need to do their work. 100% look forward to coming to work. 100% said administration promotes a culture that is respectful and encouraging. 100% said administration provides them with helpful feedback on my work. 100% feel administration recognizes a job well done. 100% agree that administration encourages creativity and leadership in the staff. 100% agree school administrators follow through on commitments. 100% agree school administrators involve staff in decision-making and problem-solving.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		59.1% agree school administrators involve staff in decision-making and problem-solving. 52.5% agree school administrators and staff communicate with each other effectively. 49.2% agree school administrators are aware of what goes on in my work realm.			100% agree school administrators and staff communicate with each other effectively. 100% agree school administrators are aware of what goes on in my work realm.
Attendance Rates	District Attendance Rate 87.35% Anderson Heights Elementary 84.19% Meadow lane Elementary 91.92% Anderson Middle School 91.29 % North State Aspire Academy 82%	District Attendance Rate 86.28%	71.30% district attendance rate as of May 1st		District Attendance Rate 98%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Boys Council/Girls Circle	Boys Council/Girls Circle at Anderson Middle School	$20,830.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Parent Outreach/Engagement	Maintain parent outreach to provide the school with parent input in making decisions for the school district and individual school sites by involving parents in District Leadership Team, parent surveys personal contact with Community Liaison, and public input activities. Provide opportunities for parents to participate in programs including students with exceptional needs and unduplicated pupils. All parents are encouraged to make decisions for the district and school through serving on Site Council, the District LCAP committee, and providing feedback through Board meetings and surveys. Parents of unduplicated students and individuals with exceptional needs are reached out to through teachers, support staff, counselors and administration to encourage their participation in their children's education.	$13,604.00	Yes
3.3	Campus Supervision	Maintain duty aides to ensure student safety throughout the campus. .5 FTE noon duty or after school aide to all sites to help with detention and suspension alternatives Morning and noon duty for all sites.	$192,212.00	No
3.4	Facilities	Fencing, bells, phones, speakers and cameras Carpet replacement and painting of classrooms/facilities		No
3.5	Behavior Interventions	Continue refining and implementing a system of behavior expectations, discipline procedures, and behavior interventions. 2 full time Behavior Intervention Specialists guide students to responsible behaviors.	$471,385.00	Yes

Action #	Title	Description	Total Funds	Contributing
		6 Behavior Aides to provide alternatives to suspension and engage students in restorative chats.		
3.6	Safety	Robust, multi-faceted safety plan all-staff professional development.	$0.00	No
3.7	Transportation	Transportation is provided to all students in grades k-6 to ensure safe transit to and from school as mandated by the state. Encroachment costs. Add a Late Van for students who are consistently truant.	$398,210.00	Yes
3.8	Behavior Matrices/Positive Behavior Support Systems	Continue to train all staff on expected behaviors in all areas of our schools. Student incentives/rewards reinforce desired behaviors. Behavior matrices describe desired behaviors and alert students to consequences for poor choices. Positive Behavior Intervention and Supports (Patty Parnell) Professional Development		No
3.9	School Attendance Review Team (SART) Meetings	SART process (meetings) (I believe SCOE charges a fee for each of the schools to participate in SART.) Principals	$2,000.00	Yes
3.10	Community Engagement	Partnering with the City of Anderson, we engage our community with parent and community events.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Community Outreach class teaches citizenship and builds relationships within the community.		
3.11	Attendance Clerks	The Attendance Clerks, in coordination with the Community Schools Coordinators, we will target our students that need targeted support to attend school.	$175,165.00	Yes
3.12	Homeless Liaison	Homeless Liaison connects students and their families with appropriate resources and services.	$0.00	No
3.13	Psychologists	1.0 FTE Special Education Director provides assistance with IEPs, supports teaching staff with innovative instruction ideas, and attends parent meetings. 3.0 FTE Psychologists evaluate students and provide student evaluations, observations, referrals, and valuable insights to support student success.	$530,098.00	No
3.15	Speech Pathologists	4.0 FTE Speech Pathologists and Talk Path contracted services provide speech intervention for students in need.	$548,276.00	No
3.16	Target Chronically Absent Students	School Attendance Review Team monitors attendance and seeks solutions for families who may be experiencing an issue affecting student attendance. Using the LCSSP grant funds, we will target students that are chronically absent to eliminate any barriers that are keeping them from	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		attending school. We will target chronically absent students using an Attendance Coordinator and Data Coordinator to: • Set goals with students to attend school • Connect with students on a weekly basis • Meet with School Attendance Clerk and the Principal weekly to review data to target students, • Provide home visits for chronically absent students, • Implement a buddy mentoring program, • Attend School Attendance Review Teams (Tier 2), • Attend School Attendance Review Board (Tier 3), • Coordinate and provide professional development for staff (customer service, SEL, Restorative Justice, Capturing Kids Hearts), • Connect families with local resources and community partners to reduce barriers for attending school, and • Implement an attendance campaign using Attendance Works resources.		
3.18	Mountain Valley Education Consortium of School Districts	* Contracted services with Mountain Valley Education Consortium provides grant writing and oversight, assistance with planning, assessments, and leadership support.	$20,490.00	No
3.19	Nursing Services	1.0 FTE School Nurse is available to meet the needs of medically fragile students or students requiring immediate medical attention at the school site and and family support regarding health issues such as obtaining glasses and health outreach. 4.0 FTE Licensed Vocational Nurses provide assistance in meeting the needs of our medically fragile students or students requiring immediate medical attention at the school site. Health/Nurse Supplies 1 FTE Health Clerks 2 FTE Occupational Therapist	$553,655.00	No

Action #	Title	Description	Total Funds	Contributing
		1 FTE COTA (Certified Occupational Therapist Assistant)		
3.21				

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.

We implemented all of the actions in this goal. There were no substantive difference between the planned actions and the actual implementation of actions.

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.

Changed the Psychologist on Special Assignment (POSA) to Special Education Director mid-year in action 3.13. Due to the increased funding from the state and feds for programs like Expanded Learning, Learning Recovery, etc. we changed many expenditures from contributing to our unduplicated population of students to not contributing as we are using other funds to implement these programs. Actions 3.6, 3.8, 3.10, 3.16 have been changed from contributing to all students.

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

The actions were not effective at making progress towards our goal. We have had to refine the actions as we continue to have a high rate of chronic absenteeism as a result of the residual effects of COVID. We continue to educate parents on the importance of sending their children to school but are met with the public health guidelines of not sending students to school if they feel ill. This has been a balancing act and we will continue to provide highly engaging instruction, a broad course of study, before and after school supports, summer school, and incentives to entice students to attend school. We have also had the Chronic Absenteeism Coordinator make home visits, connect parents to community resources, and set individual goals with students that are having difficulty making it to school. Additionally, we have a very high suspension rates but did show a decrease in overall suspensions. We will work with Teachers on Special Assignment (TOSAs), teachers, support staff, behaviorists, counselors and administration to come up with alternatives to suspension. We have added Saturday School, a Refocus Room and the Success Center as alternatives to reduce suspensions. We will provide professional development in AVID, Positive Behavior Intervention and Supports and Capturing Kids Hearts to support our at-risk students.

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.

We updated actions 3.4 to include new maintenance projects, we refined action 3.7 to include new transportation mandate and late van to support truant students. We refined action 3.8 by removing Howie Knoff to focus on Positive Behavior Interventions and Supports (PBIS). Changed the Psychologist on Special Assignment (POSA) to Special Education Director in action 3.13. We consolidated action 3.14 into goal 2, action 9. We added one full time COTA (Certified Occupational Therapist Assistant) to action 2.19. We eliminated action 3.11 as it was a repeat action in goal 1, action 1.32. We deleted action 3.17 as it was a repeat of action 1.23 in goal 1. We added action 3.11 to include Attendance Clerks supporting students who are chronically absent. Attendance concerns continue to be an on-going concern since COVID as the guidance from the Federal and State Health Department continues to advise parents to keep students home for low-level symptoms.

Due to the increased funding from the state and feds for programs like Expanded Learning, Learning Recovery, etc. we changed many expenditures from contributing to our unduplicated population of students to not contributing as we are using other funds to implement these programs. Actions 3.6, 3.8, 3.10, 3.16 have been changed from contributing to all students.

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)
3191550	359057

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
30.35%	0.00%	$0.00	30.35%

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.

All actions and services will be provided on an LEA-wide basis in our small, rural school district. The supplemental and concentration funds will be principally directed to support the unduplicated pupils and enhance the overall program. Due to our high concentration of foster youth, English learners and low income students, it could be argued that our entire LCAP significantly supports these student groups. A significant amount of funding is being directed to our unduplicated students to support their academic and social emotional needs based on our feedback from our educational partners and our metrics. Specifically, our low-income student data and foster youth data indicates the need for added support within our multi-tiered system of support; academic interventions, engagement strategies, attendance interventions, and social emotional/behavior supports. The concentration and supplemental funds will be principally directed to support the unduplicated pupils and enhance the overall program by the required percentage noted above.

In determining the most effective use of supplemental and concentration funds, the following information was considered:

* Review of the CA School Dashboard student group report to identify which student groups need additional support

* Current local and state metrics with actions and services in place

* History of success with actions and services in district programs

* Refinement of district programs to improve services to students

* Validity of services based on best practices of effective schools and relevant research

* Local data from formative assessments and benchmark assessments

With this analysis, the District has determined that the implementation of AVID and Capturing Kids Hearts professional learning and support, early intervention in reading and math, ensuring that students have access to electives, and one-on-one support are the most effective uses of the concentration and supplemental dollars to meet the needs of our identified student group populations of socioeconomically disadvantaged, Foster Youth, and English Language Learning students.

Due to the increased funding from the state and feds for programs like Expanded Learning, Universal Preschool/Kindergarten, Learning Recovery, etc. we changed many expenditures from contributing to our unduplicated population of students to not contributing as we are using other funds to implement these programs. Actions 3.6, 3.8, 3.10, 3.16 have been changed from contributing to all students.

We believe in providing and differentiating services and supports for each of our students. After much consideration, by our stakeholder groups, we identified actions and services that are principally directed to increase and improve services for our unduplicated population on a districtwide level. We believe these actions and services are the most effective in meeting our LCAP goals for unduplicated pupils.

* Additional teacher to support academics with North State Aspire

* Band/Music Program (Broad Course of Study)/Music Supplies

* Physical Education (Broad Course of Study)

* Librarians

* Educational Technology Specialist

* Field Trips

* Athletics and after school activities

* Saturday School

* English Learner Coordinator/Interpreter

* Parent Engagement for English Learners

* Home School Program

* Community Day School Program

* Tiered interventions in math and English language arts

* Foster Youth/Homeless Coordinator

* English Learner Support

* Provide communication about the week and upcoming events

* Opportunity Class

* Refocus Class for Tier 2 Intervention and as an alternative to suspension

* Provide incentives and accolades

* College Days/Career Lessons

* Art Lessons

* WEB

* Coaching model by Director of Curriculum and Instruction

* Parent resource hub-partner with Shasta County Health Services

* AVID

* Discipline and communication- Assistant Principal, Teachers on Special Assignment, and the Behaviorists

* Professional development days

* Professional Learning Communities-Identify students that are struggling/excelling and provide the necessary interventions to support their growth

* Counseling

* Boys Council and Girls Circle

* Behavior Intervention Specialist and Behavior Aides

* Transportation (encroachment)

* School Attendance Review Team Meetings

* Foster Youth Liaison

* Attendance Clerks work closely with Community Schools Coordinators to provide resources to families and students that are struggling to attend school.

Additional teacher to support academics with North State Aspire due to being designated Comprehensive Support and Improvement.

Music Program-provides unduplicated students an opportunity to learn new skills, learn how to play an instrument, and promotes confidence. Music supplies help supplement music instruction. Band equipment is provided free of charge to our unduplicated students.

Physical Education-This program allows teachers to implement interventions and targeted our most at-risk student populations with math and English language arts.

Kindergarten Readiness-This program provides a jump start for parents of unduplicated students. The assessments, information and resources provide specific information for each child in order for parents and teachers to target students in math, literacy, fine/gross motors skills and social skills. This program also provide for parent engagement and bridges school to home communication and services.

Transitional kindergarten allows students to learn social and academic skills before starting kindergarten.

Librarians to promote life-long literacy. Engage students in reading and explore topics they are interested in.

Educational Technology Specialist to support students and families with online learning. Provides at-risk families access to the internet.

Field trips-provide exposure of new learning within our community and outside our community. Provides enrichment activities to support learning and socialization.

Athletics and other after school activities-provides a safe place for students to socialize and learn new skills. Promotes a healthy life style.

Saturday School Program-an alternative for suspending students and for students to make up attendance and school work.

English Learner Coordinator-provide support to English learners and their families to be successful in school. Provide staff with the necessary resources and professional learning opportunities to provide quality instruction to our English learner population. Attend English

Learner Advisory Committee to listen to parent concerns and provide necessary support to increase English proficiency. Reclassify students that meet the criteria. Interpreting services for families to help students succeed at school.

Parent engagement for English learner parents- English Learner Advisory Committee to listen to parent concerns and provide necessary support to increase English proficiency. English learner engagement opportunities.

Home School Program- Provide other options for families to educate their students.

Professional Learning Communities-teachers meet regularly with academic coaches and administration to identify students needing extra support both academically and socially. Students are provided with targeted interventions based on data analysis and teacher observation.

Counseling-The Counselor is instrumental in providing support to our most vulnerable population. We believe the extra support increases student engagement and provides the skills necessary for students to make better choices and provide them with the social and emotional support to be successful in and out of school. These services will be improved and increased in this LCAP as we continue to grow our Social Emotional Practices and Tier 1, 2, and 3 behavior and academic supports. This extra support allows students to succeed both socially and academically. A Harvard study shows the Counselor effects on educational attainment are similar in magnitude to teachers' effects, but they flow through improved information and direct assistance, rather than through improved cognitive or non-cognitive skills. Counselor effectiveness is most important for low-achieving and low-income students, perhaps because these students are most likely to lack other sources of information and assistance. Good counselors tend to improve all measures of educational attainment but some specialize in improving high school behavior while others specialize in increasing selective college attendance. Improving access to effective counseling may be a promising way to increase educational attainment and close socioeconomic gaps in education.

Parent Engagement- We will also use our School Counselor, Foster Youth/Homeless Coordinator, and Principal to bridge and connect families with local community resources and provide collaborative parent engagement nights. These nights and resources assist parents in understanding how to support their students both academically and socially.

Community Day School Program-Provide an alternative education solution and differentiated instruction for students that are having difficulty in the regular education program.

Tiered interventions in math and English language arts to support students.

Homeless/Foster Youth Liaison-The Liaison will provide one-on-one support for our Foster/Homeless Youth. They will check in regularly with our Foster/Homeless Youth to ensure they have the necessary support to be successful in school. The Liaison will also connect the Foster Youth students to a trusted adult on campus so that they may have support from multiple caring adults. Furthermore, the Liaison will connect Foster/Homeless Youth and their families to necessary resources, support and programs like After School, extra curricular activities, etc.

Provide communication about the upcoming weeks events.

Opportunity Class as an alternative to suspension and to completing work.

Refocus Class for Tier 2 Intervention for students that need their behavior support.

Provide incentives and accolades to encourage students to do their best work.

College Days/Career Lessons to encourage students to prepare for their future.

WEB is an acronym for Where Everybody Belongs, built on the belief that students want to and can help other students succeed. The WEB middle school transition program trains members of the 8th grade class to be WEB leaders. All 6th graders will be placed in a small groups under one 8th grade WEB leader. The 8th grade leaders will be meeting with their 6th graders throughout the year for fun and interactive activities to help make their transition to middle school an enjoyable experience.

Coaching model- The Director of Curriculum and Instruction will work with principals, teachers on special assignment and teachers to provide them with best instructional practices.

Parent resource hub-partner with Shasta County Health Services to provide our families

AVID-AVID helps teachers shift from delivering content to facilitating learning, resulting in an inquiry-based, student-centric classroom. These elements are at the core of our approach to closing the opportunity gap. The AVID Effect is realized through the delivery of inquiry-based and student-centric instruction, which increases levels of effectiveness. AVID leaders shift the campus culture to drive change and spread best practices.With AVID, teachers inspire students to take control over their own learning.

Supporting English Learners- English Learner Coordinator-provide support to English learners and their families to be successful in school. Provide staff with the necessary resources and professional learning opportunities to provide quality instruction to our English learner population. Attend English Learner Advisory Committee to listen to parent concerns and provide necessary support to increase English proficiency. Reclassify students that meet the criteria.

Professional Development Days-We will also continue to provide professional development and support to our certificated teachers and classified staff to incorporate formative assessments to target student's needs, writing strategies, engagement strategies, best instructional practices, and social emotional learning. This additional support will help students, especially those students identified as not performing at grade level, many of whom are from our targeted socioeconomically disadvantaged student group.

Instructional Aides and teachers provide daily interventions and extensions, principally directed at our unduplicated student groups. We will target individual student needs to close the achievement gaps that persist in California.

Middle school electives- Students are provided with many new educational opportunities and exposure through our electives. These programs are designed to help students develop collaboration, creativity, character and leadership skills in order to be successful now and as they move on to high school.

Opportunity Class- a class designed as an alternative to suspensions and Refocus Class as a Tier 2 intervention

College/Career Lessons-exposes students to goal setting, growth mindset, colleges, careers, and soft skills. Steps for planning for student's futures.

Communication-effectively communicate through a variety of platforms with our most at-risk student populations. May include email, social media, home visits, community events, newsletters, robo calls, text, flyers, family education nights, etc. May also include Monday Memo from Superintendent and Principals to staff.

Assistant Principal, Teacher on Special Assignment, and the Behaviorists all provide the Tier 2 and 3 supports for our most vulnerable student populations. This extra support allows students to succeed both socially and academically.

Consulting services-on-line intervention programs to support reading and mathematics.

Attendance Campaign and Attendance Meetings-We will targeted our unduplicated student groups that need support in attending school. The school will meet with the parents and student to address any concerns or barriers preventing students from attending school. School-wide attendance campaigns will be used to encourage all students to attend school as we know attendance and academics are directly linked.

Counseling-mental health and community resource support for students and families

Universal pre-kindergarten/preschool-will prepare our unduplicated students to meet the standards and school expectations. Prepare students to be ready to learn and close the achievement gap with our unduplicated students

Boys Council and Girls Circle-promote health relationships and confidence in oneself and between peers and family.

Parent outreach-activities to encourage parents to support their student both academically and emotionally.

Behavior Intervention Specialist and Behavior Aides to support at-risk students to help them regulate and set goals.

Transportation-Encroachment to support our unduplicated students. Without home to school transportation some of our most vulnerable students would not attend school on a regular basis as their families do not have the resources to transport them to and from school.

School Attendance Review Team Meetings-support for truant students.

Classified Instructional Aides-This program provides one on one support for students to differentiated instruction and provide interventions for our most at-risk students.

Support Staff-Our support staff have proven to be instrumental in providing support to students district-wide. Their services are especially beneficial to students in our targeted student group of low income students because they are able to engage and provide one-on-one support

to them. Without their services, it would stretch our already small staff. We believe this will maximize student learning in the classroom and provide them with the much needed emotional and academic services.

Attendance Clerks will work closely with Community School Coordinators to provide additional support to our at-risk families and students who are experiencing barriers to attending school. Target chronically absent students using the chronic absenteeism coordinator. They will set individual goals with students to encourage them to attend school. They will work with families to provide resources to eliminate barriers to learning.

We expect that attendance and academic achievement will increase for our low-income students and foster youth based on these actions/services and behavior issues will decline as students will have additional social emotional/behavior supports in place.

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

We are increasing service to the unduplicated student groups by 30.35% through items listed below. As stated above, the CESD plans to spend approximately $3191550 derived from concentration and supplemental funds to serve, increase and/or improve services for our unduplicated pupils. Per the FCMAT LCFF Calculator we calculate the district must achieve 30.35% proportionality percentage. The district budgeted expenditures and delivery of related services serves as a proxy measurement of services delivered to unduplicated pupils. A significant amount of funding is being directed to our unduplicated students to support their academic and social emotional needs. The actions and services below provide the increase and improved services to support our most at-risk student population.

Our focus is and has been on continuous improvement. The District's strategic goals continue to be the central planning pillars and associated actions are the vehicles through which it is expected sustained improvements will occur primarily impacting foster youth, English learners, and low-income students. Since implementation can be quantifiably measured and improvement documented for key educational programs and services, and there is evidence of a positive relationship between program implementation and academic, behavioral, and social-emotional student outcomes, it is assured that continued efforts and actions will further improve student outcomes, particularly for foster youth, EL, and low-income students who show more potential for improvement. The District has demonstrated sustained growth in the areas of continuous improvement and evaluation capacity building. Continuous improvement is clearly defined and embedded in projects and initiatives across the organization. The District will improve the quality of the educational program, and improve the academic, behavior, and social-emotional outcomes of its students.

We have increased and improved services for our foster youth, English learners and low-income students by providing the following actions/services:

Student Data Systems-We use a data system to effectively track and target our most at-risk students. The data system provides a way to communicate with parents and allows staff to identify Tier 1, 2, and 3 students supports both academically and behaviorally.

English learner instruction--Students are progress monitored on a regular basis in order to target our most at-risk students both academically and behaviorally. Staff meet weekly to discuss the data, the needs of each child and make a plan to support each child.

Students are provided with small group homework assistance in a comfortable, supportive environment on a daily basis. Students are taught organization skills as well during this time. Our staff provides differentiated support in any area the students are struggling in.

Music Program-We provide a music teacher to engage our most at-risk student in school. Music instruction appears to accelerate brain development in young children, particularly in the areas of the brain that are responsible for processing sound, language development, speech perception and reading skills, according to initial results of a five-year study by USC neuroscientists. Research also shows music training strengthens children's brains, decision-making network. If the brain is a muscle, then learning to play an instrument and read music is the ultimate exercise. Two new studies from the Brain and Creativity Institute at USC show that as little as two years of music instruction has multiple benefits. Music training can change both the structure of the brain's white matter, which carries signals through the brain, and gray matter, which contains most of the brain's neurons that are active in processing information. Music instruction also boosts engagement of brain networks that are responsible for decision making and the ability to focus attention and inhibit impulses.

Professional development strategies-Engagement and instructional strategies professional development give the teachers the tools needed to support the unduplicated students.

Foster youth services-small group support and assigning students a trusted adult on campus that provide check-ins/check-outs.

English learner-small group support.

Professional development in Multi-Tiered System of Support, Benchmark Assessments, math and Capturing Kids Hearts to support our unduplicated population.

Multi-Tiered System of Support-The three tiered system is in place to provide the identified area of support for each of our unduplicated students.

Counselor-support Social Emotional Learning for our most at-risk students.

Behavioral Specialists and Behavior Aides-Provide one-on-one support for our at-risk students. Continue check-ins/check-out system.

Attendance campaign-target students that are chronically absent to understand the barriers for attending school. Make connections with students and their families to provide the necessary supports needed to attend school.

Preschool to provide students with the necessary skills for a successful transition into kindergarten.

Alternatives to suspension-Saturday School, Success Center and Refocus Room

Vice Principal at the middle school

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.

Concentration grant add-on funds have been used to retain and/or hire the following positions:
Opportunity Teacher
Behavioral Intervention Aide
TOSA - Intervention
TK Teacher
Additional Library Aide
Behavioral Intervention Specialist

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	N/A	1:11.5
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:13.4

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,871,571.00	$2,485,090.00	$10,500.00	$1,284,871.00	$7,652,032.00	$6,046,887.00	$1,605,145.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Appropriately Credentialed Teachers	All	$0.00				$0.00
1	1.2	Standards-aligned curriculum is used in all subjects at all grade levels.	All	$0.00				$0.00
1	1.3	Additional Teacher	All				$83,468.00	$83,468.00
1	1.4	Professional Development in other content areas and social emotional learning	All	$0.00	$0.00		$43,026.00	$43,026.00
1	1.5	Broad Course of Study	All	$0.00				$0.00
1	1.6	After School Enrichment	All		$586,750.00			$586,750.00
1	1.7	Interventions	All	$0.00			$193,896.00	$193,896.00
1	1.8	Elective classes/Broad Course of Study	All	$0.00				$0.00
1	1.9	Band/Music Teachers/Broad Course of Study	English Learners Foster Youth Low Income	$183,016.00				$183,016.00
1	1.10	PE Teachers/Broad Course of Study	English Learners Foster Youth Low Income	$183,969.00				$183,969.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Transitional Kindergarten	English Learners Foster Youth Low Income	$289,473.00				$289,473.00
1	1.12	Choir/Drama/Broad Course of Study	English Learners Foster Youth Low Income	$10,895.00				$10,895.00
1	1.13	Librarians	English Learners Foster Youth Low Income	$178,413.00				$178,413.00
1	1.14	Educational Technology Specialist	English Learners Foster Youth Low Income	$208,961.00				$208,961.00
1	1.15	Music Supplies/Broad Course of Study	English Learners Foster Youth Low Income	$32,650.00				$32,650.00
1	1.16	Class size reduction for Meadow Lane	All	$0.00			$118,064.00	$118,064.00
1	1.17	Expanded Learning Opportunities	English Learners Foster Youth Low Income	$21,766.00				$21,766.00
1	1.18	Field Trips/Broad Course of Study	English Learners Foster Youth Low Income	$44,000.00				$44,000.00
1	1.19	Athletics	English Learners Foster Youth Low Income	$67,209.00				$67,209.00
1	1.20	Before and after school tutoring	All	$0.00				$0.00
1	1.21	5th Grade Outdoor Education Camp	English Learners Foster Youth Low Income	$14,000.00				$14,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.23	Saturday School Program	English Learners Foster Youth Low Income	$3,809.00				$3,809.00
1	1.24	English Learner Aide/Interpreter-English Learner Engagement	English Learners	$29,239.00			$12,449.00	$41,688.00
1	1.25	Parent Engagement English Learners	English Learners	$3,600.00				$3,600.00
1	1.26	Home School Program	English Learners Foster Youth Low Income	$277,647.00				$277,647.00
1	1.27	Independent Study Program	All	$7,436.00				$7,436.00
1	1.28	Home & Hospital Program	All	$623.00				$623.00
1	1.29	Community Day School Program at North State Aspire Academy	Low Income	$344,172.00	$200.00		$38,584.00	$382,956.00
1	1.30	ERICS Program at North State Aspire Academy	All	$0.00				$0.00
1	1.31	Tiered interventions in math and English language arts-Staff	English Learners Foster Youth Low Income	$36,402.00	$355,157.00			$391,559.00
1	1.32	Foster Youth and Homeless Youth	Foster Youth	$3,418.00			$2,000.00	$5,418.00
1	1.35	Supporting Unduplicated Pupils	English Learners Foster Youth Low Income	$405,061.00			$38,106.00	$443,167.00
1	1.38	Teachers will augment instruction with enriching supplements/programs makes learning fun.	All		$50,200.00			$50,200.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.40	Discipline and Communication	English Learners Foster Youth Low Income	$191,886.00			$63,626.00	$255,512.00
2	2.1	Staff Development Days	All	$0.00				$0.00
2	2.2	Professional Development	All	$0.00				$0.00
2	2.3	LCSPP Native American Grant for Student Success	Low Income	$1,938.00				$1,938.00
2	2.4	Consulting Services	All	$35,000.00				$35,000.00
2	2.5	Curriculum to combat learning loss	All				$10,000.00	$10,000.00
2	2.6	Technology	All	$104,439.00			$93,315.00	$197,754.00
2	2.7	Standards aligned assessments	All	$0.00				$0.00
2	2.8	Safe Campuses, Safe Students	All	$0.00				$0.00
2	2.10	Counseling x 3	English Learners Foster Youth Low Income	$200.00	$93,881.00	$2,000.00	$262,163.00	$358,244.00
2	2.12	Interventions	All	$0.00				$0.00
2	2.13	Special Education	Students with Disabilities					
2	2.14	UPK Plan	All	$0.00				$0.00
3	3.1	Boys Council/Girls Circle	Foster Youth Low Income	$20,830.00				$20,830.00
3	3.2	Parent Outreach/Engagement	English Learners Foster Youth Low Income	$13,604.00				$13,604.00
3	3.3	Campus Supervision	All	$192,212.00				$192,212.00
3	3.4	Facilities	All					
3	3.5	Behavior Interventions	English Learners Foster Youth Low Income	$74,522.00	$70,689.00		$326,174.00	$471,385.00
3	3.6	Safety	All	$0.00				$0.00
3	3.7	Transportation	English Learners Foster Youth	$398,210.00				$398,210.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.8	Behavior Matrices/Positive Behavior Support Systems	All					
3	3.9	School Attendance Review Team (SART) Meetings	Foster Youth Low Income	$2,000.00				$2,000.00
3	3.10	Community Engagement	All	$0.00				$0.00
3	3.11	Attendance Clerks	English Learners Foster Youth Low Income	$175,165.00				$175,165.00
3	3.12	Homeless Liaison	Homeless Youth	$0.00				$0.00
3	3.13	Psychologists	Students with Disabilities	$65,861.00	$464,237.00			$530,098.00
3	3.15	Speech Pathologists	Students with Disabilities	$129,605.00	$418,671.00			$548,276.00
3	3.16	Target Chronically Absent Students	All	$0.00				$0.00
3	3.18	Mountain Valley Education Consortium of School Districts	All	$20,490.00				$20,490.00
3	3.19	Nursing Services	Students with Disabilities	$99,850.00	$445,305.00	$8,500.00		$553,655.00

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 Carryover — Percentage (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
10517199	3191550	30.35%	0.00%	30.35%	$3,216,055.00	0.00%	30.58 %	**Total:**	$3,216,055.00
								LEA-wide Total:	$3,009,856.00
								Limited Total:	$3,418.00
								Schoolwide Total:	$202,781.00

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	**1.9**	Band/Music Teachers/Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$183,016.00	
1	**1.10**	PE Teachers/Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Anderson Middle School, Anderson Heights, Meadow Lane, north State Aspire Academy 2-8 Grades	$183,969.00	
1	**1.11**	Transitional Kindergarten	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$289,473.00	
1	**1.12**	Choir/Drama/Broad Course of Study	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson Middle School	$10,895.00	
1	**1.13**	Librarians	Yes	LEA-wide	English Learners Foster Youth	All Schools	$178,413.00	

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 (%)
					Low Income			
1	1.14	Educational Technology Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$208,961.00	
1	1.15	Music Supplies/Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,650.00	
1	1.17	Expanded Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,766.00	
1	1.18	Field Trips/Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,000.00	
1	1.19	Athletics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$67,209.00	
1	1.21	5th Grade Outdoor Education Camp	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Anderson Heights & Meadow Lane 5th Grade	$14,000.00	
1	1.23	Saturday School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,809.00	
1	1.24	English Learner Aide/Interpreter- English Learner Engagement	Yes	LEA-wide	English Learners	All Schools	$29,239.00	
1	1.25	Parent Engagement English Learners	Yes	LEA-wide	English Learners	All Schools	$3,600.00	
1	1.26	Home School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$277,647.00	
1	1.29	Community Day School Program at North State Aspire Academy	Yes	LEA-wide	Low Income	All Schools	$344,172.00	

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	1.31	Tiered interventions in math and English language arts-Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,402.00	
1	1.32	Foster Youth and Homeless Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$3,418.00	
1	1.35	Supporting Unduplicated Pupils	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$405,061.00	
1	1.40	Discipline and Communication	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Anderson Middle School	$191,886.00	
2	2.3	LCSPP Native American Grant for Student Success	Yes	LEA-wide	Low Income	All Schools	$1,938.00	
2	2.10	Counseling x 3	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200.00	
3	3.1	Boys Council/Girls Circle	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: AMS 6-8	$20,830.00	
3	3.2	Parent Outreach/Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,604.00	
3	3.5	Behavior Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$74,522.00	
3	3.7	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$398,210.00	
3	3.9	School Attendance Review Team (SART) Meetings	Yes	LEA-wide	Foster Youth Low Income	All Schools	$2,000.00	
3	3.11	Attendance Clerks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$175,165.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,123,583.00	$7,112,789.00

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	Appropriately Credentialed Teachers	No	$0.00	0
1	1.2	Standards-aligned curriculum is used in all subjects at all grade levels.	No	$0.00	0
1	1.4	Professional Development in other content areas and social emotional learning	No	$62,500.00	172336
1	1.5	Broad Course of Study	No	$0.00	0
1	1.6	After School Enrichment (moved to ELOP)	No Yes	$19,582.00	608551
1	1.7	Interventions (res 0111, pgm 1000 non ELL)	No Yes	$177,875.00	167652
1	1.8	Elective classes	No	$0.00	0
1	1.9	Band/Music Teachers (pgm 0192,0193)	No Yes	$133,332.00	176808

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	1.10	PE Teachers (pgm 1008)	Yes	$162,373.00	173338
1	1.11	Transitional Kindergarten (pgm 1001)	No Yes	$255,897.00	205874
1	1.12	Choir/Drama	No	$0.00	0
1	1.13	Librarians (pgm 2420)	No Yes	$168,719.00	176246
1	1.14	Educational Technology Specialist (pgm 7700)	No Yes	$149,132.00	149374
1	1.15	Music Supplies (Pgm 0192,0193, obj 4000-5999)	No Yes	$18,050.00	43450
1	1.16	Class size reduction for Meadow Lane	No	$102,674.00	113115
1	1.17	Expanded Learning Opportunities	No Yes	$21,766.00	21766
1	1.18	Field Trips	No	$53,000.00	58000

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)
			Yes		
1	1.19	Athletics (pgm 0071,0072)	No	$61,973.00	80808
			Yes		
1	1.20	Before- and after- school tutoring	No	$0.00	0
			Yes		
1	1.21	5th Grade Outdoor Education Camp	No	$0.00	0
			Yes		
1	1.23	Saturday School Program	No	$1,941.00	3809
			Yes		
1	1.24	English Learner Aide/Interpreter- English Learner Engagement	No	$39,012.00	38744
			Yes		
1	1.25	Parent Engagement English Learners (pgm 1015)	No	$0.00	3132
			Yes		
1	1.26	Home School Program (pgm 0050)	No	$335,435.00	290833
			Yes		

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	1.27	Independent Study Program	No	$43,460.00	14924
1	1.28	Home & Hospital Program	No	$623.00	623
1	1.29	Community Day School Program at North State Aspire Academy (Site 019, res 0111)	No Yes	$479,328.00	455295
1	1.30	ERICS Program at North State Aspire Academy	No Yes	$0.00	0
1	1.31	Tiered interventions in math and English language arts-Staff (pgm 1007)	No Yes	$340,844.00	372197
1	1.32	Foster Youth and Homeless Youth (pgm 5010)	No Yes	$22,322.00	21239
1	1.33	Special Education	No	$0.00	0
1	1.34	English learners	No Yes	$0.00	0
1	1.35	Supporting Unduplicated Pupils (pgm 1009, 2130)	No Yes	$325,655.00	361,338

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	1.36				
1	1.38	Teachers will augment instruction with enriching supplements/programs makes learning fun.	No	$215,000.00	0
1	1.40	Discipline and Communication (pgm 1010, 2700)	No Yes	$124,598.00	135442
2	2.1	Staff Development Days	No	$0.00	0
2	2.2	Professional Development	Yes	$0.00	0
2	2.3	LCSPP Native American Grant for Student Success	No Yes	$1,938.00	1938
2	2.4	Consulting Services	No	$20,000.00	35000
2	2.5	Curriculum	Yes	$0.00	0
2	2.6	Technology	No	$276,391.00	189354
2	2.7	Standards aligned assessments	No	$0.00	0
2	2.8	Safe Campuses, Safe Students	No	$0.00	0

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)
2	2.9	Addressing social-emotional needs of students (res 0111 obj 2-3, 5710, func 3110)	No Yes	$132,131.00	134954
2	2.10	Interventions	Yes	$0.00	0
2	2.11	Parent Engagement	Yes	$0.00	0
2	2.12	Interventions	Yes	$0.00	0
2	2.13	Special Education	No	$0.00	0
2	2.14	UPK Plan (expense in res 6053)	No Yes	$0.00	27000
3	3.1	Boys Council/Girls Circle	No Yes	$8,000.00	20830
3	3.2	Parent Outreach/Engagement	No Yes	$12,604.00	17022
3	3.3	Campus Supervision	No	$58,772.00	131,258

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)
3	3.4	Facilities	No	$0.00	0
3	3.5	Behavior Interventions (pgm 1130)	No Yes	$347,072.00	440423
3	3.6	Safety	Yes	$0.00	0
3	3.7	Transportation (res 0111 func 3600)	No Yes	$317,547.00	736277
3	3.8	Behavior Matrices (Howie Knoff) Positive Behavior Support Systems	No	$0.00	0
3	3.9	School Attendance Review Team (SART) Meetings	Yes	$0.00	0
3	3.10	Community Engagement	Yes	$0.00	0
3	3.11	Foster Youth Liaison	Yes	$0.00	0
3	3.12	Homeless Liaison	No	$0.00	0
3	3.13	Psychologists	No	$601,042.00	416586
3	3.14	Behavior Supports	Yes	$0.00	0

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)
3	3.15	Speech Pathologists	No	$574,465.00	541,849
3	3.16	Target Chronically Absent Students	Yes	$0.00	0
3	3.17	Saturday School	No Yes	$0.00	0
3	3.18	Mountain Valley Education Consortium of School Districts	No	$20,000.00	20490
3	3.19	Nursing Services	No	$438,530.00	554914

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)
2899898	$2,784,167.00	$3,291,933.00	($507,766.00)	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	1.6	After School Enrichment (moved to ELOP)	Yes	$19,582.00	2078		
1	1.7	Interventions (res 0111, pgm 1000 non ELL)	Yes	$0.00	27134		
1	1.9	Band/Music Teachers (pgm 0192,0193)	Yes	$133,332.00	176808		
1	1.10	PE Teachers (pgm 1008)	Yes	$162,373.00	173338		
1	1.11	Transitional Kindergarten (pgm 1001)	Yes	$255,897.00	205874		
1	1.13	Librarians (pgm 2420)	Yes	$168,719.00	176246		
1	1.14	Educational Technology Specialist (pgm 7700)	Yes	$149,132.00	149374		
1	1.15	Music Supplies (Pgm 0192,0193, obj 4000-5999)	Yes	$18,050.00	43450		
1	1.17	Expanded Learning Opportunities	Yes	$21,766.00	21766		
1	1.18	Field Trips	Yes	$53,000.00	58000		
1	1.19	Athletics (pgm 0071,0072)	Yes	$61,973.00	80808		
1	1.20	Before- and after- school tutoring	Yes	$0.00	0		

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	1.21	5th Grade Outdoor Education Camp	Yes	$0.00	0		
1	1.23	Saturday School Program	Yes	$1,941.00	3809		
1	1.24	English Learner Aide/Interpreter- English Learner Engagement	Yes	$27,404.00	27941		
1	1.25	Parent Engagement English Learners (pgm 1015)	Yes	$0.00	3132		
1	1.26	Home School Program (pgm 0050)	Yes	$123,144.00	290833		
1	1.29	Community Day School Program at North State Aspire Academy (Site 019, res 0111)	Yes	$330,018.00	378614		
1	1.30	ERICS Program at North State Aspire Academy	Yes	$0.00	0		
1	1.31	Tiered interventions in math and English language arts- Staff (pgm 1007)	Yes	$66,356.00	67767		
1	1.32	Foster Youth and Homeless Youth (pgm 5010)	Yes	$3,418.00	3418		
1	1.34	English learners	Yes	$0.00	0		
1	1.35	Supporting Unduplicated Pupils (pgm 1009, 2130)	Yes	$325,655.00	361,338		
1	1.40	Discipline and Communication (pgm 1010, 2700)	Yes	$62,299.00	67161		
2	2.2	Professional Development	Yes	$0.00	0		
2	2.3	LCSPP Native American Grant for Student Success	Yes	$1,938.00	1938		
2	2.5	Curriculum	Yes	$0.00	0		
2	2.9	Addressing social-emotional needs of students (res 0111 obj 2-3, 5710, func 3110)	Yes	$132,131.00	18682		

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)
2	2.10	Interventions	Yes	$0.00	0		
2	2.11	Parent Engagement	Yes	$0.00	0		
2	2.12	Interventions	Yes	$0.00	0		
2	2.14	UPK Plan (expense in res 6053)	Yes	$0.00	0		
3	3.1	Boys Council/Girls Circle	Yes	$8,000.00	20830		
3	3.2	Parent Outreach/Engagement	Yes	$12,604.00	13604		
3	3.5	Behavior Interventions (pgm 1130)	Yes	$327,888.00	184463		
3	3.6	Safety	Yes	$0.00	0		
3	3.7	Transportation (res 0111 func 3600)	Yes	$317,547.00	733527		
3	3.9	School Attendance Review Team (SART) Meetings	Yes	$0.00	0		
3	3.10	Community Engagement	Yes	$0.00	0		
3	3.11	Foster Youth Liaison	Yes	$0.00	0		
3	3.14	Behavior Supports	Yes	$0.00	0		
3	3.16	Target Chronically Absent Students	Yes	$0.00	0		
3	3.17	Saturday School	Yes	$0.00	0		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
9888490	2899898	0	29.33%	$3,291,933.00	0.00%	33.29%	$0.00	0.00%

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).

  o **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.

  o 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%).

  o 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)

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  o 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)

  o 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

  o 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)

  o 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

  o 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)

  o 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 (%)

  o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  o 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)

  o 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 %)

  o 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)

  o 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)

  o 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)

    o 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