



## Local Control 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
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## Plan Summary [2022-23]

### 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 1,130 students, in General Education and Special Education, from Pre-K through 8th grade. The community served is 81.3% socioeconomically disadvantaged, 6.2% English Learners, 1.3% Foster Youth, and a Special Education population of approximately 21%. The Anderson community at large is made up of approximately 10,500 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 (Code.Org), performing arts, physical education, digital citizenship, field trips, and both independent study and home school options, 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 will begin construction on a new Administration and Multi-Purpose Facility this summer. 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 and the many opportunities in technology for students (code.org & 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 (pre- and post-COVID restrictions), Meadow Lane's SOAR program in English/Language Arts, Community Eligibility Program (all students may eat breakfast and lunch without charge), new and 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 (2020 Shasta County Teacher of the Year recognition), and looks forward to continued success with these students in need.

The CUESD Community Pop-Up Program is highly successful as it promotes interactions between the community and the District. Dates are established to allow for families with young children to come and learn about ways to get ready for formal education through talk, reading, play, games, etc. This program aims to get young children, parents, and our community introduced and connected to the Cascade Union Elementary School District. CUESD has fully migrated to neighborhood schools, where students from the immediate surrounding area attend the school nearest to their residence. This migration began in the 2018-19 school year, and was completed in the 2020-21 school year. Meadow Lane Elementary School offers preschool-5th grades; Anderson Heights Elementary School serves students in TK-5th grade; and Anderson Middle School serves students in grades 6-8.

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.

The California School Dashboard and local data indicates that we made progress in our Suspension Rate Indicator (YELLOW from RED) and mathematics (YELLOW from ORANGE). Our students groups, especially our Students with Disabilities, Asian, and Homeless Youth showed growth in many areas. Our suspension rate is at 5.3% and we will continue to provide alternatives to suspension to ensure students continue to learn and grow.

## 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.

In reviewing the student group data, it shows that we need to target Foster Youth (RED) and Homeless Youth (ORANGE) to find alternatives to suspension and provide targeted interventions and supports with all student groups in English language arts and mathematics. Although we made significant growth in mathematics (YELLOW) and English language arts (ORANGE), the Dashboard shows that we are below standard in both English language arts and mathematics. We will be offering an Opportunity class as a suspension alternative for our students that need extra support with academics and behavior. Tutoring, one-on-one supports, goal setting, and interventions will be provided to students TK-8 in mathematics and English language arts. Using data, we will target specific student skills that need to be addressed and provide staff development in the identified areas. Master schedules will also be reviewed to ensure that we provide uninterrupted time and additional support to students that most need it.

We saw a 2.1% decline in our chronic absenteeism rate indicator but there is still much work to be done to find solutions to this important issue.

In recognition of the devastating impact COVID-19 variants have had on attendance in the current year, advocates from around the state have requested that the state allow schools to use the greater of a local educational agencies' average daily attendance (ADA) from its current year or the percentage from 2019–20 and apply it to the LEA's enrollment for the 2021–22 fiscal year. This will support the fiscal stability necessary for LEAs to emerge from the pandemic strong and prepared to support and educate students and bolster the success of the Governor's three-year rolling average proposal to mitigate declining enrollment.

The 2021–22 school year has been a devastating year from both a public health and student enrollment perspective, in which both the delta and omicron surges occurred. As such, these ADA declines would skew the entire three-year average, producing unintended consequences.

Teachers do not want to attend virtual professional development so we will continue to offer in-person professional development based on identified needs.

There continues to be a shortage of substitute teachers so we will offer after school trainings so as not to disrupt classroom instruction time. The past two years, we experienced a substitute teacher and substitute classified crisis. This forced us to find alternatives for full-day

substitutes this past year. Although not ideal, our staff found ways to provide coverage where needed. We will continue to recruit new substitute teachers and substitute classified personnel being careful not to disrupt our student's education.

We will refine our intervention program to target students that have experienced learning loss due to the pandemic.

Additionally, we need to reengage families by allowing families to attend school events and invite parent volunteers to return to campus.

Finally, we will continue to target our students that are chronically absent as COVID has made it difficult for students to regularly participate in school. We will continue to work with students/families that are uncomfortable with returning to in-person instruction but continue to offer an independent study program as an alternative option. Our Chronic Absenteeism Coordinators will continue to work daily to connect students and their families to resources to remove barriers from attending school. We will also implement an attendance campaign.

## 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 years 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.
- \* Implementation of engaging strategies keeps students interested in learning.
- \* Augmenting instruction with enriching supplements/programs makes learning fun.
- \* Elective classes allow students in grades 6-8 to select coursework of particular interest.
- \* Band enhances learning and builds language and reasoning for students in grades 6-8.
- \* Additional 1.0 FTE music teacher provides music enrichment to all students in grades 3-5.
- \* Physical education builds discipline and coordination for all students in grades TK-8.
- \* Choir 3-8 grades
- \* Libraries at each school site.
- \* Athletics all sites.
- \* Boys Council teaches quality character traits and builds relationships.
- \* Enrichment and intervention address the needs of students at the ends of the achievement spectrum.
- \* Extended learning opportunities, i.e., Robotics, Art, etc., provide students with classes of particular interest to them.
- \* Two Grade level field trips per classroom for expeditionary Learning.
- \* Environment School Camp builds citizenship and character (outside of COVID restrictions).

- \* 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 (outside of COVID restrictions).
- \* Addition of 12.0 FTE regular education paraeducators assist students in all grade levels in the mitigation of learning loss due to COVID. These goals support State Priorities Conditions of Learning (Priorities 1, 2, 7).

## 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 provided to enhance teaching skills.
- \* Targeted professional development to enhance teacher instructional practices in writing.
- \* Utilization of "teachers training teachers" model to deliver professional development.
- \* Strong focus on school safety, Internet safety, and personal safety.
- \* Behavior Intervention Specialist to connect students and families with appropriate resources and services.
- \* Social-emotional curriculum to build relationship skills and strong character for all students, grades TK-8.
- \* Standards-aligned curriculum in all subjects to scaffold learning and ensure academic success.
- \* Standards-aligned curriculum to Next Generation Science Standards.
- \* Addition of 1.0 FTE Teacher on Special Assignment (TOSA) at Anderson Middle School to meet with students exhibiting discipline issues and to enhance parent communication, connecting them to appropriate resources.
- \* Additional 1.0 FTE Teacher on Special Assignment (TOSA) at Anderson Heights and Meadow Lane, each focused on English Language Arts (ELA) intervention.
- \* Additional 1.0 FTE Teacher on Special Assignment (TOSA) at Anderson Middle School, focused on English Language Arts (ELA) intervention.
- \* Additional 1.0 FTE Teacher on Special Assignment (TOSA) at Anderson Middle School, focused on English Language Arts (ELA) intervention.
- \* Additional 1.0 FTE Director of Curriculum, Assessments, and Data to provide real-time assessment data to target intervention and enrichment opportunities.
- \* 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 AH and ML.

- \* STEAM (Science, Technology, Engineering, Art, Music).

- \* Community Service

- \*UPK (Universal Pre-Kidergarten)

- \* WEB (Where Everybody Belongs)

- \* 9 Early Release Days for Training and Collaboration.

These goals support the state priorities of Pupil Outcomes (Priorities 4, 8) and Conditions of Learning (Priorities 1, 2, 7)

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.

- \* Additional duty aides to ensure student safety throughout the campus.

- \* Robust Safety program.

- \* Six Behavior Aides (2 at each school site) to provide alternatives to suspension and engage students in restorative chats.

- \* Parent Engagement activities and events.

- \* Transportation is provided to ensure safe transit to and from school.

- \* Partnering with the City of Anderson, we engage our community with parent and community events.

- \* Our Foster Youth and Homeless Youth Liaison connect students and their families with appropriate resources and services.

- \* Two Behavior Intervention Specialists guide students to responsible behaviors.

- \* Three Psychologists are available for student evaluations, observations, and referrals.

- \* Director of Special Education.

- \* 4.0 FTE Speech Pathologists and services of Talk Path provide speech intervention for students in need.

- \* 1 FTE COTA (Certified Occupational Therapist Assistant)

- \* 1 FTE OT (Occupational Therapist)

- \* Conquering chronic absenteeism.

- \* Saturday School is an option for students who need to make up work outside of regular school hours.

- \* 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.

- \* \* Contracted services with Mountain Valley Education Consortium provides grant writing, overseeing LCAP, assistance with planning, assessments, and leadership support.

# 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 Heights Elementary, Meadow Lane Elementary, Anderson Middle School, 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 district will work with the school principals to align the LCAP with the School Plan for Student Achievement (SPSA) to address our student groups.

## ***Monitoring and Evaluating Effectiveness***

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

The LEA will monitor the SPSA quarterly along with data needed to support the identified student groups that are at-risk of failing.

# 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 2021-2022 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 (CA School Dashboard was suspended for 2021-2022)

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 (This was not completed for the 2020-2021 and 2021-2022 school year due to COVID and the delay in state test 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: 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: Parent Meeting and parent surveys on feedback for the development of the LCAP  
Spring: Parent, staff and student survey data to inform the local indicators and LCAP development.  
Spring: The plan was submitted to the SELPA Director but no feedback was provided.  
June 8, 2022: Public Hearing of the LCAP Annual Update, Budget Overview Parent Summary, 2021-2024 LCAP, and budget at a regularly scheduled board meeting  
June 9, 2022: 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 2022: 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.

\* Parent, staff, and student surveys - August 2021, February and March 2022: 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. Areas identified in the staff survey, as needing improvement include:

Communication

Staff lunches provided by the district

Special Education Director instead of a principal being split between SPED and running a school

Bring back school wide events

Culture and climate at one site

Increase in compensation

Transition to a new leader at Anderson Heights

Employee recognition

Areas identified in the student survey included: more recess, more sports, a variety of electives, better quality of food in the cafeteria, different PE games at the elementary schools, eliminate Accelerated Reader and unblock YouTube, remove the gravel next to the basketball courts at Anderson Heights, eliminate homework, eliminate the no phone policy at the elementary schools. Finally, students would like additional math time at the elementary schools. Students also provided information on what they wanted to be when they grew up as well as called out staff members or friends that they find helpful and the reason they like coming to school.

Areas identified in the parent surveys are as follows: drop off and pick up need to be addressed at both elementary schools, communication from the schools are hit and miss, more music and cultural activities are needed, bring back school wide events, add more extra-curricular activities, a better report card system, no mandates for masks and COVID vaccines, better food options for students, zero tolerance for people that speed through the parking lots, a gym and a more accessible playground at Meadow Lane, keep using Life Touch for photos, address bullying and students that are disrespectful to substitutes, more welcoming environment at Meadow Lane and Anderson Middle School, allow parents on campus, require all teachers to use Class Dojo, that parents are notified if a child skips school, small group support for middle school girls that are struggling, rigorous curriculum and homework at the middle school, cleaner bathrooms at the middle school, more information on parent club, change graduation time to the evening, a band/music program is needed. Finally, parent would like life skills taught like counting change back, completing applications, having student write a mock resume, and knowing how to write a letter. Overall, parents are very happy with the support staff and teachers and like that each of the school are conveniently located and true community schools. Many parents stated that teachers are kind, caring and are understanding of their children's needs. Staff is accessible and easy to reach. The staff makes a tremendous effort to recognize each students strengths and weaknesses and they celebrate the accomplishments; then they work hard to elevate the areas that require attention and need improvement. The dances at Anderson Middle School put on by the school are a great incentive and a huge bright spot for the students to meet and/or exceed their goals. Odyssey of the Mind has been a great opportunity for our students.

\* SELPA-April 2022 The plan was submitted to the SELPA Director but no feedback was provided.

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:

We plan to offer more Social Emotional Learning activities and will add a full-time Special Education Director.

Principals will review the drop off and pick up area and form a plan for easy access.

We will offer Restorative Justice professional development to staff to support the needs of our Native American population.

We will continue to have small class sizes and additional support for our most at-risk students.

We will reengage families with school wide and district wide family engagement events.

We will consider offering new and engaging electives at the middle school.

We will continue to have TOSAs but eliminate the vice principal position.

# Goals and Actions

## Goal

Goal #	Description
1	<p>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).</p>

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, add nurses to each campus to support students who are medically fragile, and add 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.			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.			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	<p>40.4% students met or exceeded standards in English language arts</p> <p>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</p>	<p>31.38% students met or exceeded standards in English language arts</p> <p>The CA School Dashboard was not published for the 2020-2021 school year.</p>			<p>75% students met or exceeded standards in English language arts</p> <p>All students in GREEN and BLUE performance level and 10 points above standard</p>
State Indicator Smarter Balanced Assessments	<p>59.7% students met or exceeded standards in mathematics</p> <p>Student group performance levels</p>	<p>25.37% students met or exceeded standards in mathematics</p> <p>The CA School Dashboard was not published for the</p>			<p>75% students met or exceeded standards in mathematics</p> <p>All students in GREEN and BLUE performance level and 10 points above standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students with disabilities RED 101.6 points below standard</p> <p>American Indian ORANGE 60.4 points below standard</p> <p>English learners ORANGE 40.3 points below standard</p> <p>Socioeconomically Disadvantage ORANGE 42.6 points below standard</p> <p>White ORANGE 35.9 points below standard</p> <p>Hispanic YELLOW 40.3 points below standard</p>	2020-2021 school year.			
Local Outcome Data	<p>Percentage of students are fluent readers using the Aimsweb reading assessment (WINTER)</p> <p>Anderson Heights First grade 12% Second grade 24% Third grade 33% Fourth grade 29%</p> <p>Meadow Lane Grade 1</p>	<p>Percentage of students are fluent readers using the Aimsweb reading assessment (WINTER)</p> <p>Anderson Heights First grade 45% Second grade 41% Third grade 57% Fourth grade 54% Fifth Grade 43%</p> <p>Meadow Lane Grade 1</p>			<p>90% of students are proficient on Aimsweb reading assessments (WINTER)</p> <p>Districtwide Kindergarten 90% First grade 90% Second grade 90% Third grade 90% Fourth grade 90% Fifth grade 90%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Far Below Average = 17%</p> <p>Approaching = 23%</p> <p>Average to above = 57%</p> <p>Grade 2</p> <p>Far Below Average = 40%</p> <p>Approaching = 20%</p> <p>Average to above = 40%</p> <p>Grade 3</p> <p>Far Below Average = 18%</p> <p>Approaching = 21%</p> <p>Average to above = 63%</p> <p>Grade 4</p> <p>Far Below Average = 24%</p> <p>Average = 51%</p> <p>Above Average = 24%</p> <p>Grade 5</p> <p>Far Below Average = 29%</p> <p>Average = 48%</p> <p>Above Average = 21%</p>	<p>Far Below Average = 48%</p> <p>Average = 41%</p> <p>Above Average = 10%</p> <p>Grade 2</p> <p>Far Below Average = 45%</p> <p>Average = 45%</p> <p>Above Average = 5%</p> <p>Grade 3</p> <p>Far Below Average = 56%</p> <p>Average = 42%</p> <p>Above Average = 1%</p> <p>Grade 4</p> <p>Far Below Average = 42%</p> <p>Average = 50%</p> <p>Above Average = 7%</p> <p>Grade 5</p> <p>Far Below Average = 52%</p> <p>Average = 43%</p> <p>Above Average = 3%</p>			
Local Outcome Data	Winter 2020/2021	Winter 2021/2022			Winter 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Writing assessment scores for grades 6-8	6th grade- 45% scored at level or 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	Anderson Middle School 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			6th grade- 80% scored at level or 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.)			English Language Arts 80% students at or above grade level in English language arts Meadow Lane 80% students at or above grade level in English language arts Anderson Heights 80% students at or above grade level in English language arts Anderson Middle School  Mathematics 80% students at or above grade level in math at Meadow Lane 80% students at or above grade level in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>31% One grade level below 0% Two grade levels below 0% Third grade levels below</p> <p>First Grade 21% Mid or above grade level 21% Early on grade level</p> <p>55% One grade level below 3% Two grade levels below 0% Third grade levels below</p> <p>Second Grade 20% Mid or above grade level 19% Early on grade level</p> <p>45% One grade level below 16% Two grade levels below 0% Third grade levels below</p> <p>Third Grade 23% Mid or above grade level</p>	<p>Second Grade 14% Mid or above grade level 18% Early on grade level</p> <p>39% One grade level below 29% Two grade levels below 0% Third grade levels below</p> <p>Third Grade 19% Mid or above grade level 21% Early on grade level</p> <p>29% One grade level below 19% Two grade levels below 13% Third grade levels below</p> <p>Fourth Grade 16% Mid or above grade level 29% Early on grade level</p> <p>32% One grade level below 5% Two grade levels below 18% Third grade levels below</p>			<p>math at Anderson Heights 80% students at or above grade level in math at Anderson Middle School</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>23% Early on grade level</p> <p>27% One grade level below</p> <p>18% Two grade levels below</p> <p>9% Third grade levels below</p> <p>Fourth Grade</p> <p>27% Mid or above grade level</p> <p>17% Early on grade level</p> <p>34% One grade level below</p> <p>12% Two grade levels below</p> <p>10% Third grade levels below</p> <p>Fifth Grade</p> <p>12% Mid or above grade level</p> <p>22% Early on grade level</p> <p>28% One grade level below</p> <p>12% Two grade levels below</p> <p>26% Third grade levels below</p> <p>Anderson Heights (Reading)</p>	<p>Fifth Grade</p> <p>12% Mid or above grade level</p> <p>19% Early on grade level</p> <p>28% One grade level below</p> <p>26% Two grade levels below</p> <p>16% Third grade levels below</p> <p>Anderson Heights (Reading)</p> <p>29% At or above grade level (Tier 1)</p> <p>42% One grade level below (Tier 2)</p> <p>29% Two grade or three grade levels below (Tier 3)</p> <p>Kindergarten (We did not use Iready this year...we used district assessments instead.)</p> <p>First Grade</p> <p>31% At or above grade level (Tier 1)</p> <p>69% One grade level below (Tier 2)</p>			

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)	0%Two grade or three grade levels below (Tier 3)  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)			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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)</p> <p>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)</p> <p>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)</p> <p>MATHEMATICS (Window 3 collection) Meadow Lane 40% students at or above grade level in math at Meadow Lane Kindergarten</p>	<p>32% One grade level below (Tier 2) 45% Two grade or three grade levels below (Tier 3)</p> <p>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</p> <p>Kindergarten &amp; First Grade (We did not use Iready this year...we used district assessments instead.)</p> <p>Second Grade 9% Mid or above grade level 13% Early on grade level 50% One grade level below 29% Two grade levels below</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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</p> <p>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</p> <p>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</p>	<p>0% Third grade levels below</p> <p>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</p> <p>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</p> <p>Fifth Grade 18% Mid or above grade level 14% Early on grade level 35% One grade level below</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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</p> <p>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</p> <p>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</p>	<p>21% Two grade levels below 12% Third grade levels below</p> <p>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)</p> <p>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)</p> <p>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 (Tier 3)</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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)</p> <p>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)</p> <p>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)</p> <p>Second Grade 19% At or above grade level (Tier 1) 48% One grade level below (Tier 2)</p>	<p>Second Grade 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)</p> <p>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)</p> <p>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)</p> <p>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)</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>33% Two grade or three grade levels below (Tier3)</p> <p>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)</p> <p>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)</p> <p>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)</p>				
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			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 (OPTTEL) Local Protocol	4.3% of reclassified English Learner students	17% 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
1.4	Professional Development in other	Professional Development in other content areas and social emotional learning.	\$62,500.00	No

Action #	Title	Description	Total Funds	Contributing
	content areas and social emotional learning			
<b>1.5</b>	Broad Course of Study	Provide students access to a broad course of study.	\$0.00	No
<b>1.6</b>	After School Enrichment	All students will have access to after-school enrichment to extend academic learning.	\$19,582.00	Yes
<b>1.7</b>	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.	\$177,875.00	Yes
<b>1.8</b>	Elective classes	All students in grades 6-8 will have access to elective classes.	\$0.00	No
<b>1.9</b>	Band/Music Teachers	Maintain 6-8 grade certificated Band Teacher and add 0.5 FTE music teacher for 3-5 grade students to enhance learning and build language and reasoning skills.	\$133,332.00	Yes
<b>1.10</b>	PE Teachers	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.	\$162,373.00	Yes
<b>1.11</b>	Transitional Kindergarten	Maintain Transitional Kindergarten for students who qualify and work towards universal UPK.	\$255,897.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Choir/Drama	Maintain Choir/Drama in all grades	\$0.00	No
1.13	Librarians	Maintain 1.0 FTE and add 2.25 FTE librarians to provide regular library services at all schools to build a love of reading in all students.	\$168,719.00	Yes
1.14	Educational Technology Specialist	Maintain Additional Educational Technology Specialists at 1.875 FTE to assist staff, parents and students with technology and connectivity issues to ensure continuity with learning.	\$149,132.00	Yes
1.15	Music Supplies	Music supplies	\$18,050.00	Yes
1.16	Class size reduction for Meadow Lane	Class size reduction	\$102,674.00	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
1.18	Field Trips	Field trips, 2 per grade level, STEAM, Assemblies	\$53,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.19	Athletics	Maintain Athletics for grades 2-8 to engage students and build coordination and self-esteem.	\$61,973.00	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	Yes
1.21	5th Grade Outdoor Education Camp	5th Grade Outdoor Education Camp	\$0.00	Yes
1.23	Saturday School Program	Saturday School Program	\$1,941.00	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.	\$39,012.00	Yes
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.	\$0.00	Yes
1.26	Home School Program	Continue Home School Program in order to provide options to parents. Maintain 3.0 FTE Home School Teachers	\$335,435.00	Yes
1.27	Independent Study Program	Continue Independent Study in order to provide options to parents.	\$43,460.00	No

Action #	Title	Description	Total Funds	Contributing
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.	\$479,328.00	Yes
1.30	ERICS Program at North State Aspire Academy	Continue ERICS program at North State Aspire Academy. Continue aide time at North State Aspire Academy for ERICS (4 aides at 0.75 FTE). Add 1.0 FTE ERICS classroom at AMS.	\$0.00	Yes
1.31	Tiered interventions in math and English language arts-Staff	Provide tiered interventions in math and English language arts 3.0 FTE TOSA to support interventions Maintain 5.0 FTE Paraprofessionals Add 7.0 FTE Paraprofessionals	\$340,844.00	Yes
1.32	Foster Youth and Homeless Youth	We provide the following support for Foster and Homeless Youth:  Coordinate with the case worker and attendance staff.  Ensure that transportation is not a barrier.  Assign a mentor (youth or adult) to provide guidance, encouragement, and assistance.  Help student to find a quiet and supportive place to work and study.  Develop "success plans" with goals, steps, services, and accountability.	\$22,322.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Intervene early when student is missing a lot of school.</p> <p>Provide them with community resources such as:  Clothes closets  Food banks  Health clinics  Laundry services  Shower facilities  Hygiene kits</p> <p>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.</p> <p>Annually train our classified and certificated staff to have an understanding of homelessness and Foster Youth needs.</p> <p>Refer students to tutoring, after-school intervention activities, etc.</p> <p>Coordinate with the homeless and Foster Youth liaison in the district.</p> <p>Reach out to homeless families on a continuous basis.</p> <p>Make sure that the student is enrolled in the free and reduced meal program.</p> <p>Assign students a “buddy” to help them learn their way around school.</p> <p>Give the student necessary school supplies, to take home.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Ensure that students have access to a full range of educational services (Title I, English learners, gifted and talented activities, tutoring, etc.).</p> <p>We do not penalize Foster Youth students for arriving late to school.</p> <p>Keep some nutritional snacks for those students who might need additional nutrition.</p> <p>Finally, we see parents as critical partners in their child’s education and provide parent outreach with our Foster Youth families on an ongoing basis.</p>		
<b>1.33</b>	Special Education	<p>Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards.</p> <p>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.</p> <p>Special Education students will be both challenged and supported by their regular ed teacher and any other</p> <p>The general ed teacher will meet weekly with special ed staff (speech teacher, counselor, psychologist, instructional aide, Special Ed teacher, etc.)</p>	\$0.00	No
<b>1.34</b>	English learners	<p>Using the English Learner Road Map as our guide, we will provide our English Learners with the following:</p>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Language development will occur in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD.</p> <p>Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery.</p> <p>English Learner students will be monitored for annual progress.</p> <p>English Learner students are provided with both designated and integrated support within the school day.</p> <p>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.</p> <p>We also support English learners to be knowledgeable about English and utilize language as a resource for communicating and learning.</p> <p>We provide tiered intervention for students not progressing in the ELD standards and modify instruction based on student needs.</p> <p>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.</p> <p>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</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>existing instructional materials and supplement them with resources from the library, Internet, and primary source documents to develop CA ELD Standards aligned lessons.</p> <p>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.</p>		
1.35	Supporting Unduplicated Pupils	<ul style="list-style-type: none"> <li>* Provide communication about the week-Monday Memo from each principal</li> <li>* Add 2.0 FTE Opportunity Classroom Teacher to provide an alternative to suspension (AMS)</li> <li>* Add 1.0 FTE Director of Curriculum and Instruction</li> <li>* Offer a Refocus Class as a Tier 2 intervention (AMS)</li> <li>* Provide incentives and accolades about good things taking place</li> <li>* Implement College Days (1 day each week)</li> <li>* Music at elementary school-</li> <li>* Art lessons</li> <li>* WEB</li> <li>* Ruby Payne professional development to better understand the students of poverty.</li> <li>* Math professional development</li> <li>* Explicit Direct Instruction</li> <li>* Coaching model to improve instructional practices</li> <li>* Parent Resource Hub-Partner with Shasta County Health Services</li> <li>* EL</li> <li>* SIPPS</li> <li>* IReady</li> <li>* Lexia</li> </ul>	\$325,655.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.36				
1.37			\$0.00	No
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. Use of FOSS science curriculum provides hands on learning.	\$215,000.00	No
1.40	Discipline and Communication	Addition of 1.0 FTE Teacher on Special Assignment (TOSA) at Anderson Middle School to meet with students exhibiting discipline concerns and to enhance parent communication, connecting them to appropriate resources.	\$124,598.00	Yes

## Goal Analysis [2021-22]

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 in this goal were implemented within goal number 1. For the 2022-23 school year actions 1.22 (extended instructional minutes), 1.36 (challenging discourse in every classroom), 1.37 (engaging strategies), and 1.39 (continue distance learning program) will go away. These actions are incorporated into other actions and goals, or are not happening, or will not happen in the next 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.

There were no material differences between the budgeted expenditures and the estimated actual expenditures and/or planned percentage of improved services and estimated actual percentages of improved services.

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

The actions were mostly effective at making progress toward the goal. COVID placed a damper on parent volunteers, parent engagement events, student engagement, field trips, 5th grade camp and interventions. We are focused on getting past COVID and the restrictions placed on the learning environment but especially the way we implemented interventions. Although we have used data to drive instruction, we just getting back to grouping our students according to needs in flexible groups. Masks also made it difficult to connect with students and for instructing reading. Moreover, our staff was flexible and strong and we were able to continue in-person instruction this past year and offer additional tutoring and summer school. Our students have had the added benefit of receiving additional academic and social supports during the school year and during the summer. Although we were in-person instruction all year, COVID illnesses affected our attendance rates and student achievement. Additionally, like other districts around the state, we experienced declining enrollment. We will continue to focus on growth for all students in reading, math, science and social studies

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 eliminated the following actions: Action 1.3 Professional Development Writing (West Ed) as we decided not to renew the contract.

**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	<p>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.</p> <p>This goal and the associated actions support the state priorities of Pupil Outcomes (Priorities 4, 8) and Conditions of Learning (Priorities 1, 2, 7).</p>

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. Over the next three years, we want to focus on mathematics, writing, and addressing the needs of students of poverty for our professional development. We also will focus on Social Emotional Learning and supporting our English Learners in English proficiency.

## 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.
Local Indicator Credential Teachers	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

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.
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
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 excellent condition as measured by the Facilities Inspection Tool

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staff Development Days	<p>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)</p> <p>Utilization of "teachers training teachers" model to deliver professional development. Substitutes backfill classroom teachers for conference-based professional development events.</p> <p>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.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Our Mountain Valley Education Consortium provides valuable trainings to groups of teachers. 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	Yes
2.3	LCSP 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	\$20,000.00	No
2.5	Curriculum	Maintain standards-aligned curriculum in all subjects to scaffold learning and ensure academic success. Additional 1.0 FTE Director of Curriculum, Assessments, and Data will provide real-time assessment data to target intervention and enrichment opportunities. SIPPS curriculum (paper only)	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Technology	<p>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.</p> <p>An annual contract is in place with the Shasta County Office of Education for Internet services</p> <p>Content filtering is in place and parameters are periodically reviewed.</p> <p>A schedule is in place for technology hardware replacements.</p> <p>Maintaining software subscriptions (Accelerated Reader, STAR math, AIMS web, Read Live, Learning.com, iReady, Reflex math, Lexia, MyOn, ESGI, IXL, Reading A to Z).</p> <p>BASE SEL curriculum</p> <p>82 Viewboards for classroom instruction. Units will be replaced on a life-cycle-based rotation.</p> <p>Teacher work station replacement is rotationally replaced.</p>	\$276,391.00	No
2.7	Standards aligned assessments	<p>Maintain standards aligned assessments</p> <p>Cost of writing assessments (scoring of prompts) 3-8 grades</p> <p>1.5 days per year per English language arts teacher</p> <p>Substitutes</p> <p>Cost of math assessment scoring (1.5 days per school year per math teacher) Tk-8 grades</p>	\$0.00	No
2.8	Safe Campuses, Safe Students	<p>Strong focus on school safety, Internet safety, and personal safety.</p> <p>2020-2022 Deployment of robust, multi-faceted safety plan.</p> <p>Continued emphasis on internet safety, aligned with CIPA requirements.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
<b>2.9</b>	Addressing social-emotional needs of students	Maintain 1.0 FTE Behavior Intervention Specialist to connect students and families with appropriate resources and services. Social-emotional curriculum is utilized to build relationship skills and strong character for all students, grades TK-8. Additional 1.0 FTE Teacher on Special Assignment (TOSA) at Anderson Middle School meets 1:1 with students to problem-solve their behavior issues. Community Service class reinforces good citizenship, builds relationships outside of the school environs, and instills a community focus.	\$132,131.00	Yes
<b>2.10</b>	Interventions	Additional 2.0 FTE Teacher on Special Assignment (TOSA), each focused on English Language Arts (ELA) intervention at Anderson Heights and Meadow Lane. Additional 1.0 FTE Teacher on Special Assignment (TOSA) at Anderson Middle School, focused on math and English Language Arts (ELA) intervention.	\$0.00	Yes
<b>2.11</b>	Parent Engagement	All parents are encouraged to make decisions for the district and school through serving on Site Council and providing feedback through Board meetings and surveys. Parents of unduplicated students and individuals with exceptional are reached out to by teachers, support staff, counselors and administration to encourage their participation in their children's education.	\$0.00	Yes
<b>2.12</b>	Interventions	Success Center-support students that are at-risk of failing before school, after school and lunch time.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.13	Special Education	<p>General and special educators work together to implement programs and services that enable students with disabilities to access the state academic content standards.</p> <p>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.</p> <ul style="list-style-type: none"> <li>• Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards.</li> <li>• Students will be regularly progressed monitored to identify areas of strength and concern in order for staff to target their individual areas of need.</li> <li>• Special Education students will be both challenged and supported by their regular ed teacher, Special Ed teacher, and any other support staff.</li> <li>• 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.)</li> <li>• Our SDC personnel will be trained in ProAct</li> </ul> <p>*1 FTE Special Education Director</p>	\$0.00	No
2.14	UPK Plan	Preschool/TK Countywide Plan	\$0.00	Yes
2.15				

Action #	Title	Description	Total Funds	Contributing
2.16				

## Goal Analysis [2021-22]

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 of the actions and services in this goal were implemented. Although we carried out all of the actions, we found it difficult at times to navigate around COVID restrictions. Our staff and parents were flexible and in-person learning occurred throughout the year. Although not ideal, students that had to quarantine or isolate were provided with Independent Study work until they could return to in-person learning. Staff provided extra support to students social emotionally and academically. We look forward to the next school year when we will be able to implement the actions in this goal without restrictions.

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.

Our overall supplemental/concentration funding is going down due to declining enrollment.

There were no material differences between the budgeted expenditures and the estimated actual expenditures and/or planned percentage of improved services and estimated actual percentages of improved services.

The additional 15% 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

We are adding preschool and TK classrooms as well as some in-kind expenses to support the SCOE LCSPP grant to support Native American students through quarterly collaborative sessions and restorative practices professional development.

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

COVID made it difficult to effectively implement the actions in this goal. COVID placed a damper on parent volunteers, parent engagement events, and student engagement. We are focused on getting past COVID and the restrictions placed on the learning environment. Our staff and families were flexible and strong and we were able to continue in-person instruction this past year. Staff found that they engaged with parents more on the progress of their students this year through text, email and virtual meetings. However, staff missed the in-person family engagement events and discussed the desire to bring families back on campus. Although we were in-person instruction all year, COVID illnesses affected our attendance rates and student achievement. When students are rotating in and out of the classroom due to illness, it affects the continuity of services, retention of knowledge and disrupts the routines/system as a whole. Additionally, like other districts around the state, we experienced declining enrollment. We will continue to focus on reengaging our families in order to support student growth.

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 have added the following actions for the upcoming school year: We are adding preschool and TK classrooms as well as some in-kind expenses to support the SCOE LCSPP grant to support Native American students through quarterly collaborative sessions and restorative practices professional development. We are participating in the SCOE LCSPP Cohort 6 grant to support Native Americans. We are attending professional development in restorative justice practices.

**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	<p>Goal #3 - ACHIEVE.</p> <p>TYING IT ALL TOGETHER: STUDENT ENGAGEMENT, PARENTAL ENGAGEMENT, AND COMMUNITY ENGAGEMENT: RESPONSIBLE BEHAVIORS WITH ENGAGING STRATEGIES LEADING TO ACADEMIC SUCCESS</p> <p>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.</p>

An explanation of why the LEA has developed this goal.

We believe developing 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 believe 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. We believe students can make tremendous growth if they attend school. Using the LCSSP grant funds, 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 Club, meetings with principal, etc.	100% of parents may participate in local decision making via School Site Council, LCAP feedback meetings, ELAC committee, Parent Club, meetings with principal, etc.			100% of parents may participate in local decision making via School Site Council, LCAP feedback meetings, ELAC committee, Parent Club, meetings with principal, etc.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Parent Surveys	<p>We queried parents to find out their perception in several areas.</p> <p>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.</p>	<p>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.</p> <p>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. 23.5% stated school communication is too little.</p>			<p>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, Home School, or In-Person).</p>

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>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).  67% stated that my child always enjoys attending this school.</p>			

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>90.3% stated that this year, my child attends school in-person.</p> <p>83.9% stated the school staff is always respectful to me when I call or come to the school.</p> <p>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.</p> <p>77.4% stated school communication is just right.</p> <p>77.4% stated school communication is too much.</p> <p>9.7% stated school communication is too little.</p> <p>38.7% stated I am always able to navigate the school/district website to find information I am seeking.</p> <p>19.4% I don't use the website to obtain information</p> <p>58.1% stated I always know how to get help</p>			

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		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	<p><b>YELLOW</b> performance level on chronic absenteeism</p> <p>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%</p>	<p>No performance level on chronic absenteeism (Data as of April 30th)</p> <p>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% African American 28.60%</p>			<p><b>BLUE</b> performance level on chronic absenteeism We wish to cut the chronic absenteeism rate by 50% in the following student groups:</p> <p>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% Two or more races 10%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Filipino 0% Hispanic/Latino 36% Pacific Islander 40% Two or more races 36.50%			
CA School Dashboard Suspension rate	YELLOW performance level on suspension rate indicator  5.3% suspension rate	22% suspension rate (As of May 2, 2022)			BLUE performance level on suspension rate indicator  Less than 1% suspension rate
Local Indicator Expulsion rate	0% expulsion rate	0% 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
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 them when they do good work.	We refined the student survey questions this year.  Anderson Middle School Student survey data showed: 40.1% always feel safe at school.			Student survey data showed: 100% feel safe at school. 100% doing my best work is important to me. 100% said their teacher encourages

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>89.6% indicated they know how to access help when they need it.</p> <p>97.6% feel respected at school.</p> <p>94.4% feel the rules are fair and discipline is equitable.</p>	<p>64.5% always doing my best work is important to me.</p> <p>65.6% said my teacher encourages me to do my best.</p> <p>37.3 % said my teachers notice and tell me when I am doing a good job.</p> <p>83.8% indicated I know how to get extra help when I need it.</p> <p>52.4% said the adults at my school treat me with respect.</p> <p>17.1% stated the students at my school treat each other with respect</p> <p>34.6% stated I know how to work out disagreements with other students.</p> <p>37.5% feel the rules and consequences at this school are applied fairly.</p> <p>69.7% stated my teacher cares about me.</p> <p>59.6% agree or strongly agree that</p>			<p>them to do their best work.</p> <p>100% said my teachers notice and tell me when I am doing a good job.</p> <p>100% said their teacher recognizes them when they do good work.</p> <p>100% indicated I know how to get extra help when I need it.</p> <p>100% said the adults at my school treat me with respect.</p> <p>100% stated the students at my school treat each other with respect</p> <p>100% stated I know how to work out disagreements with other students.</p> <p>100% feel the rules and consequences at this school are applied fairly.</p> <p>100% stated my teacher cares about me.</p> <p>100% agree or strongly agree that</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>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.</p> <p>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. 66.2% said the adults at my school treat me with respect.</p>			<p>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.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>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.</p> <p>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 when I am doing a good job.</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>92% indicated I know how to get extra help when I need it.</p> <p>67.9% said the adults at my school treat me with respect.</p> <p>69.6% stated the students at my school treat each other with respect</p> <p>25.9% stated I know how to work out disagreements with other students.</p> <p>60.7% feel the rules and consequences at this school are applied fairly.</p> <p>87.5% stated my teacher cares about me.</p>			
Local Indicator Staff Survey	<p>Staff survey data showed:</p> <p>92.3% are proud of the work they do here.</p> <p>85.5% said their site is clean, especially with regard to COVID.</p> <p>91.6% indicated they feel safe at school.</p> <p>96.7% said the students are safe at school.</p>	<p>We refined our climate survey this year.</p> <p>Staff survey data showed:</p> <p>88.5% are proud of the work they do here.</p> <p>78.7% said their site is clean, especially with regard to COVID.</p> <p>90.2% indicated they feel safe at school.</p>			<p>Staff survey data showed:</p> <p>100% are proud of the work they do here.</p> <p>100% said their site is clean, especially with regard to COVID.</p> <p>100% indicated they feel safe at school.</p> <p>100% said the students are safe at school.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>88.6% feel valued as a member of the team.</p> <p>90.5% have the tools they need to do their work.</p> <p>91.6% look forward to coming to work.</p> <p>85.5% said administration promotes a culture that is respectful and encouraging.</p> <p>69.7% said administration provides them with helpful feedback.</p> <p>74.4% feel administration recognizes a job well done.</p> <p>74.1% agree that administration encourages creativity.</p> <p>62% feel administration communicates effectively.</p>	<p>86.9% said the students are safe at school.</p> <p>75.4% feel valued by my school/department staff.</p> <p>80.4% feel respected by the students.</p> <p>62.3% believe students are well-behaved.</p> <p>85.2% believe we provide outstanding customer service to our parents/families.</p> <p>47.5% believe students respect their teachers at school.</p> <p>45.9% believe students at this school care about their learning.</p> <p>75.5% believe our staff have high expectations of all students.</p> <p>47.6% believe students in this school respect each other's differences (for example, gender, race, culture, etc.)</p> <p>59% believe students at this school are</p>			<p>100% feel valued by my school/department staff.</p> <p>100% feel respected by the students.</p> <p>100% believe students are well-behaved.</p> <p>100% believe we provide outstanding customer service to our parents/families.</p> <p>100% believe students respect their teachers at school.</p> <p>100% believe students at this school care about their learning.</p> <p>100% believe our staff have high expectations of all students.</p> <p>100% believe students in this school respect each other's differences (for example, gender, race, culture, etc.)</p> <p>100% believe students at this school are encouraged to think critically.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>encouraged to think critically.</p> <p>75.4% have the tools they need to do their work.</p> <p>77.1% look forward to coming to work.</p> <p>76.1% I am satisfied with my compensation for my work.</p> <p>72.1% said administration promotes a culture that is respectful and encouraging.</p> <p>59% said administration provides them with helpful feedback on my work.</p> <p>63.9% feel administration recognizes a job well done.</p> <p>64% agree that administration encourages creativity and leadership in the staff.</p> <p>77.1% agree school administrators follow through on commitments.</p> <p>59.1% agree school administrators involve</p>			<p>100% have the tools they need to do their work.</p> <p>100% look forward to coming to work.</p> <p>100% said administration promotes a culture that is respectful and encouraging.</p> <p>100% said administration provides them with helpful feedback on my work.</p> <p>100% feel administration recognizes a job well done.</p> <p>100% agree that administration encourages creativity and leadership in the staff.</p> <p>100% agree school administrators follow through on commitments.</p> <p>100% agree school administrators involve staff in decision-making and problem-solving.</p> <p>100% agree school administrators and</p>

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

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Boys Council/Girls Circle	Boys Council/Girls Circle	\$8,000.00	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.	\$12,604.00	Yes
3.3	Campus Supervision	Additional 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.	\$58,772.00	No
3.4	Facilities	Fencing, bells, phones, and cameras	\$0.00	No
3.5	Behavior Interventions	Continue refining and implementing a system of behavior expectations, discipline procedures, and behavior interventions. 2.0 FTE Behavior Intervention Specialists guide students to responsible behaviors. Six Behavior Aides to provide alternatives to suspension and engage students in restorative chats.	\$347,072.00	Yes
3.6	Safety	Robust, multi-faceted safety plan deployed 2020-2021, and associated all-staff professional development.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Transportation	Transportation to all students with board policy, according to grade level, is provided to ensure safe transit to and from school. Encroachment costs.	\$317,547.00	Yes
3.8	Behavior Matrices (Howie Knoff) 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.	\$0.00	No
3.9	School Attendance Review Team (SART) Meetings	SART process (meetings) Principals	\$0.00	Yes
3.10	Community Engagement	Partnering with the City of Anderson, we engage our community with parent and community events. Community Outreach class teaches citizenship and builds relationships within the community.	\$0.00	Yes
3.11	Foster Youth Liaison	Foster Youth Liaison connects students and their families with appropriate resources and services.	\$0.00	Yes
3.12	Homeless Liaison	Homeless Liaison connects students and their families with appropriate resources and services.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.13	Psychologists	1.0 FTE Psychologist on Special Assignment (POSA) 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. Full Time Special Ed Director	\$601,042.00	No
3.14	Behavior Supports	2 FTE Behavior Intervention Specialist 3 additional Behavior Intervention Aides	\$0.00	Yes
3.15	Speech Pathologists	3.0 FTE Speech Pathologists and Talk Path contracted services provide speech intervention for students in need. Contracted services with Mountain Valley Education Consortium JPA provides qualified staff to fill temporary specialty staffing needs.	\$574,465.00	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 attending school. We will target chronically absent students using an Attendance Coordinator and Data Coordinator to: <ul style="list-style-type: none"> <li>• Set goals with students to attend school</li> <li>• Connect with students on a weekly basis</li> <li>• Meet with School Attendance Clerk and the Principal weekly to review data to target students,</li> <li>• Provide home visits for chronically absent students,</li> <li>• Implement a buddy mentoring program,</li> <li>• Attend School Attendance Review Teams (Tier 2),</li> </ul>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Attend School Attendance Review Board (Tier 3),</li> <li>• Coordinate and provide professional development for staff (customer service, SEL, Restorative Justice, Capturing Kids Hearts),</li> <li>• Connect families with local resources and community partners to reduce barriers for attending school, and</li> <li>• Implement an attendance campaign using Attendance Works resources.</li> </ul>		
3.17	Saturday School	Saturday School is an option for students who need to make up work outside of regular school hours.	\$0.00	Yes
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.	\$20,000.00	No
3.19	Nursing Services	<p>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 family support regarding health issues such as obtaining glasses and health outreach.</p> <p>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.</p> <p>Health/Nurse Supplies  1 FTE Health Clerks  1 FTE Occupational Therapist</p>	\$438,530.00	No

Action #	Title	Description	Total Funds	Contributing
3.21				

## Goal Analysis [2021-22]

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

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

The actions helped us with making progress toward the goal. However, COVID placed a damper on parent volunteers, parent engagement events, student engagement, and interventions. We are focused on getting past COVID and the restrictions placed on the learning environment but especially the way we implemented interventions. Although we have used data to drive instruction, we have not been able to group our students according to needs in flexible groups due to the social distancing requirements. Masks also made it difficult to connect with students and for instructing reading. Moreover, our staff was flexible and strong and we were able to continue in-person instruction this past year and offering additional tutoring and summer school. Our students have had the added benefit of receiving additional academic and social supports during the school year and during the summer. We will continue to focus on growth for all students in reading, math, science and social studies.

Although we were in-person instruction all year, COVID illnesses affected our attendance rates and student achievement. Additionally, like other districts around the state, we experienced declining enrollment.

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.

There were no material differences between the budgeted expenditures and the estimated actual expenditures and/or planned percentage of improved services and estimated actual percentages of improved services.

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

COVID made it difficult to effectively implement the actions in this goal. COVID placed a damper on parent volunteers, parent engagement events, and student engagement. Our staff had to be flexible with their job assignments when we had staffing shortages. Substitutes were hard to secure when staff were sick. We are focused on getting past COVID and the restrictions placed on the learning environment. Our staff and families were flexible and strong and we were able to continue in-person instruction this past year. Staff found that they engaged with parents more on the progress of their students this year through text, email and virtual meetings. However, staff missed the in-person family engagement events and discussed the desire to bring families back on campus. Although we were in-person instruction all year,

COVID illnesses affected our attendance rates and student achievement. When students are rotating in and out of the classroom due to illness, it affects the continuity of services, retention of knowledge and disrupts the routines/system as a whole. Additionally, like other districts around the state, we experienced declining enrollment. We will continue to focus on reengaging our families in order to support student growth.

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

The district surveyed parents, students, and staff. 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. Areas identified, in the staff survey, as needing improvement include:

Communication

Staff recognition lunches

Bring back school wide events

Culture and climate at one site

Increase in compensation

Transition to a new leader at Anderson Heights

Employee recognition

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 them when they are struggling,

Action 3.9 the assistant principal is no longer in 2022-2023 budget. This expense is zeroed out.

We will no longer contract services with the Mountain Valley Special Education JPA. Instead we will add a full-time Special Ed Director to action 3.13.

We added 1 FTE Occupational Therapist to Action 3.19

Additionally, we revised our attendance rate metric and English learner proficiency metric to make our plan more of a district plan. The schools are reporting out their data in their School Plan for Student Achievement which is aligned to the LCAP.

**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 [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
2680879	290616

## 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
28.33%	0.00%	\$0.00	28.33%

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.

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 social emotional learning 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.

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.

\* Interventions

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

\* Counseling

\* Parent engagement

\* Professional development-Explicit Direct Instruction, mathematics strategies, engagement strategies, training on childhood trauma and poverty, and social-emotional skills.

\* One-on-one support with instructional assistants

\* Electives

\* Homeless/Foster Youth Coordinator

\* Attendance Clerk and attendance campaign

\* School Attendance meetings for chronically absent students

\* Transportation (encroachment)

\* Field Trips

\* After School Tutoring

\* After School activities

\* English Learner Coordinator

\* Provide communication about the week and upcoming events

\* Opportunity Class

\* Provide incentives and accolades

\* Music Program

- \* Robotics Program
- \* STEM
- \* Kindergarten Readiness
- \* Student Study Team
- \* Physical Education
- \* Classified Instructional Aides
- \* Support Staff
- \* College/Career Lessons
- \* Preschool
- \* Dean of Students, Teacher on Special Assignment, and the Behaviorists
- \* Restorative Justice professional development
- \* Quarterly collaborative meetings with SCOE to target support for Native American students.

Intervention-daily intervention and extension time offered for all students in literacy and mathematics. Response to Interventions-k-8-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. Will be able to provide instructional services to our identified low-performing students. Teachers will also be able to collaborate with our grade level teachers to ensure that students are receiving appropriate intervention services, making adequate progress, and are able to participate in the classroom as much as possible.

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.

Professional Development-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, 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.

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.

Food Services-To ensure that the basic needs of our low income students are met, we will also be subsidizing the cost of both breakfast and lunch meals for low income students that qualify for reduced school meals. This service will ensure that these students will have their basic needs met so that they can be able to engage and be available for learning in the classroom.

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.

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.

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.

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

After School Tutoring-Provided to all student but is principally directed at supporting our unduplicated pupils. Tutoring provides one on one support for students struggling in math or literacy. The program also allows for a safe place for students to complete their work instead of going home to an empty house (if their parents are working).

After School activities-provides a safe place for students to socialize and learn new skills.

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.

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.

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

Incentive/Accolades-provide students and staff with incentives and accolades about good things taking place.

Music Program-provides unduplicated students an opportunity to learn new skills and promotes confidence.

Robotics Program-provide students with an opportunity to create, collaborate, communicate, and compete with their peers and other school sites. Introduce students to STEM opportunities and travel, if applicable.

STEM- provides unduplicated students opportunity to be exposed to and learn about Science Technology Engineering and Mathematics.

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.

Student Study Team substitutes-Substitutes are provided to allow the teacher to attend Student Study Team meetings to support unduplicated students and develop a plan for interventions and assessments.

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

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.

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

Preschool-will prepare our unduplicated students to meet the standards and school expectations.

Dean of Students, 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.

Restorative Justice Practices professional development for staff to support Native American students.

Quarterly collaboration meetings to target support for our Native American student population in truancy and family engagement.

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 28.56% through As stated above, the CESD plans to spend approximately \$2,544,737 derived from supplemental funds to serve, increase and/or improve services for unduplicated pupils during the 2021-2022 school year. Per the FCMAT LCFF Calculator we calculate the district must achieve 28.56% 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 above actions and services provide the increase and improved services to support our most at-risk student population.

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.

Interventions-Our instructional interventions are implemented daily to assist students with their identified areas of need. Our staff recognize that students can have many different needs. Staff work in small groups to support individual student need in academically and socially.

Instructional interventions are:

Intentional: They're aimed at a particular challenge.

Specific and formalized: Intervention is provided within the classroom and a intervention teacher provides small group instruction based on student needs.

They're set up this way so you and the school can monitor progress .

Even though instructional interventions are formalized, they can be flexible, too. For example, if a program isn't helping a student, the school might change it. This could mean increasing the amount of time a student gets reading support each week. Or it might mean getting more intense support—like moving from small group instruction to one-on-one help.

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 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.

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

Behavioral Specialists-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.

Restorative Justice Practices professional development for staff to support Native American students.

Quarterly collaboration meetings to target support for our Native American student population in truancy and family engagement.

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

Restorative Justice Practices professional development for staff to support Native American students/low income students.

Quarterly collaboration meetings to target support for our Native American/low income student population in truancy and family engagement.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	1:12.1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:13.4

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,543,674.00	\$1,608,839.00	\$2,500.00	\$968,570.00	\$6,123,583.00	\$4,961,339.00	\$1,162,244.00

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
1	1.2	Standards-aligned curriculum is used in all subjects at all grade levels.	All					\$0.00
1	1.4	Professional Development in other content areas and social emotional learning	All		\$62,500.00			\$62,500.00
1	1.5	Broad Course of Study	All					\$0.00
1	1.6	After School Enrichment	English Learners Foster Youth Low Income	\$19,582.00				\$19,582.00
1	1.7	Interventions	English Learners Foster Youth Low Income				\$177,875.00	\$177,875.00
1	1.8	Elective classes	All					\$0.00
1	1.9	Band/Music Teachers	English Learners Foster Youth Low Income	\$133,332.00				\$133,332.00
1	1.10	PE Teachers	English Learners Foster Youth Low Income	\$162,373.00				\$162,373.00

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	\$255,897.00				\$255,897.00
1	1.12	Choir/Drama	All					\$0.00
1	1.13	Librarians	English Learners Foster Youth Low Income	\$168,719.00				\$168,719.00
1	1.14	Educational Technology Specialist	English Learners Foster Youth Low Income	\$149,132.00				\$149,132.00
1	1.15	Music Supplies	English Learners Foster Youth Low Income	\$18,050.00				\$18,050.00
1	1.16	Class size reduction for Meadow Lane	All	\$102,674.00				\$102,674.00
1	1.17	Expanded Learning Opportunities	English Learners Foster Youth Low Income	\$21,766.00				\$21,766.00
1	1.18	Field Trips	English Learners Foster Youth Low Income	\$53,000.00				\$53,000.00
1	1.19	Athletics	English Learners Foster Youth Low Income	\$61,973.00				\$61,973.00
1	1.20	Before- and after-school tutoring	English Learners Foster Youth Low Income					\$0.00
1	1.21	5th Grade Outdoor Education Camp	English Learners Foster Youth Low Income					\$0.00

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	\$1,941.00				\$1,941.00
1	1.24	English Learner Aide/Interpreter-English Learner Engagement	English Learners	\$27,404.00			\$11,608.00	\$39,012.00
1	1.25	Parent Engagement English Learners	English Learners					\$0.00
1	1.26	Home School Program	English Learners Foster Youth Low Income	\$123,144.00			\$212,291.00	\$335,435.00
1	1.27	Independent Study Program	All	\$43,460.00				\$43,460.00
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	\$330,018.00	\$98,350.00		\$50,960.00	\$479,328.00
1	1.30	ERICS Program at North State Aspire Academy	English Learners Foster Youth Low Income					\$0.00
1	1.31	Tiered interventions in math and English language arts-Staff	English Learners Foster Youth Low Income	\$66,356.00	\$274,488.00			\$340,844.00
1	1.32	Foster Youth and Homeless Youth	Foster Youth	\$3,418.00			\$18,904.00	\$22,322.00
1	1.33	Special Education	Students with Disabilities					\$0.00
1	1.34	English learners	English Learners					\$0.00
1	1.35	Supporting Unduplicated Pupils	English Learners Foster Youth Low Income	\$325,655.00				\$325,655.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.36							
1	1.37		All					\$0.00
1	1.38	Teachers will augment instruction with enriching supplements/programs makes learning fun.	All		\$15,000.00		\$200,000.00	\$215,000.00
1	1.40	Discipline and Communication	English Learners Foster Youth Low Income	\$62,299.00			\$62,299.00	\$124,598.00
2	2.1	Staff Development Days	All					\$0.00
2	2.2	Professional Development	Low Income					\$0.00
2	2.3	LCSP Native American Grant for Student Success	Low Income	\$1,938.00				\$1,938.00
2	2.4	Consulting Services	All	\$20,000.00				\$20,000.00
2	2.5	Curriculum	English Learners Foster Youth Low Income					\$0.00
2	2.6	Technology	All	\$60,942.00			\$215,449.00	\$276,391.00
2	2.7	Standards aligned assessments	All					\$0.00
2	2.8	Safe Campuses, Safe Students	All					\$0.00
2	2.9	Addressing social-emotional needs of students	English Learners Foster Youth Low Income	\$132,131.00				\$132,131.00
2	2.10	Interventions	English Learners Foster Youth Low Income					\$0.00
2	2.11	Parent Engagement	English Learners Foster Youth Low Income					\$0.00
2	2.12	Interventions	English Learners Foster Youth Low Income					\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.13	Special Education	Students with Disabilities					\$0.00
2	2.14	UPK Plan	English Learners Foster Youth Low Income					\$0.00
3	3.1	Boys Council/Girls Circle	Foster Youth Low Income	\$8,000.00				\$8,000.00
3	3.2	Parent Outreach/Engagement	English Learners Foster Youth Low Income	\$12,604.00				\$12,604.00
3	3.3	Campus Supervision	All	\$58,772.00				\$58,772.00
3	3.4	Facilities	All					\$0.00
3	3.5	Behavior Interventions	English Learners Foster Youth Low Income	\$327,888.00			\$19,184.00	\$347,072.00
3	3.6	Safety	Foster Youth Low Income					\$0.00
3	3.7	Transportation	English Learners Foster Youth Low Income	\$317,547.00				\$317,547.00
3	3.8	Behavior Matrices (Howie Knoff) Positive Behavior Support Systems	All					\$0.00
3	3.9	School Attendance Review Team (SART) Meetings	Foster Youth Low Income					\$0.00
3	3.10	Community Engagement	English Learners Foster Youth Low Income					\$0.00
3	3.11	Foster Youth Liaison	Foster Youth					\$0.00
3	3.12	Homeless Liaison	Homeless Youth					\$0.00
3	3.13	Psychologists	Students with Disabilities	\$86,909.00	\$514,133.00			\$601,042.00
3	3.14	Behavior Supports	Foster Youth Low Income					\$0.00
3	3.15	Speech Pathologists	Students with Disabilities	\$227,212.00	\$347,253.00			\$574,465.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.16	Target Chronically Absent Students	English Learners Foster Youth Low Income					\$0.00
3	3.17	Saturday School	Foster Youth Low Income					\$0.00
3	3.18	Mountain Valley Education Consortium of School Districts	All	\$20,000.00				\$20,000.00
3	3.19	Nursing Services	Students with Disabilities	\$138,915.00	\$297,115.00	\$2,500.00		\$438,530.00

## 2022-23 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
9462375	2680879	28.33%	0.00%	28.33%	\$2,784,167.00	0.00%	29.42 %	<b>Total:</b>	\$2,784,167.00
								<b>LEA-wide Total:</b>	\$2,718,450.00
								<b>Limited Total:</b>	\$3,418.00
								<b>Schoolwide Total:</b>	\$62,299.00

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	1.6	After School Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,582.00	
1	1.7	Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.9	Band/Music Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$133,332.00	
1	1.10	PE Teachers	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	\$162,373.00	
1	1.11	Transitional Kindergarten	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$255,897.00	

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	1.13	Librarians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$168,719.00	
1	1.14	Educational Technology Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$149,132.00	
1	1.15	Music Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,050.00	
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	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$53,000.00	
1	1.19	Athletics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$61,973.00	
1	1.20	Before- and after- school tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
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		
1	1.23	Saturday School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,941.00	
1	1.24	English Learner Aide/Interpreter- English Learner Engagement	Yes	LEA-wide	English Learners	All Schools	\$27,404.00	
1	1.25	Parent Engagement English Learners	Yes	LEA-wide	English Learners	All Schools		
1	1.26	Home School Program	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$123,144.00	

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	1.29	Community Day School Program at North State Aspire Academy	Yes	LEA-wide	Low Income	All Schools	\$330,018.00	
1	1.30	ERICS Program at North State Aspire Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.31	Tiered interventions in math and English language arts-Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$66,356.00	
1	1.32	Foster Youth and Homeless Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$3,418.00	
1	1.34	English learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	1.35	Supporting Unduplicated Pupils	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$325,655.00	
1	1.40	Discipline and Communication	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Anderson Middle School	\$62,299.00	
2	2.2	Professional Development	Yes	LEA-wide	Low Income	All Schools		
2	2.3	LCSPNP Native American Grant for Student Success	Yes	LEA-wide	Low Income	All Schools	\$1,938.00	
2	2.5	Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.9	Addressing social-emotional needs of students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$132,131.00	
2	2.10	Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

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 (%)
2	2.11	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.12	Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Anderson Middle School 6-8		
2	2.14	UPK Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.1	Boys Council/Girls Circle	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: AMS 6-8	\$8,000.00	
3	3.2	Parent Outreach/Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,604.00	
3	3.5	Behavior Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$327,888.00	
3	3.6	Safety	Yes	LEA-wide	Foster Youth Low Income	All Schools		
3	3.7	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$317,547.00	
3	3.9	School Attendance Review Team (SART) Meetings	Yes	LEA-wide	Foster Youth Low Income	All Schools		
3	3.10	Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.11	Foster Youth Liaison	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		
3	3.14	Behavior Supports	Yes	LEA-wide	Foster Youth Low Income	All Schools		
3	3.16	Target Chronically Absent Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

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 (%)
3	3.17	Saturday School	Yes	LEA-wide	Foster Youth Low Income	All Schools		

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$5,973,892.00	\$5,740,227.00

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	1.3	Professional Development Writing (West Ed)	No	\$20,000.00	\$59,000
1	1.4	Professional Development in other content areas and social emotional learning	Yes	\$54,600.00	\$95,600
1	1.5	Broad Course of Study	No	\$0.00	0
1	1.6	After School Enrichment	Yes	\$46,023.00	\$19,930
1	1.7	Interventions	No  Yes	\$393,690.00	\$210,582
1	1.8	Elective classes	No	\$0.00	0
1	1.9	Band/Music Teachers	Yes	\$172,443.00	\$90,270

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	Yes	\$148,229.00	\$154,485
1	1.11	Transitional Kindergarten	Yes	\$173,498.00	\$248,319
1	1.12	Choir/Drama	No	\$0.00	0
1	1.13	Librarians	Yes	\$160,909.00	\$152,617
1	1.14	Educational Technology Specialist	Yes	\$131,829.00	\$145,398
1	1.15	Music Supplies	Yes	\$14,650.00	\$18,050
1	1.16	Class size reduction for Meadow Lane	No	\$77,766.00	\$97,789
1	1.17	Extended Learning Opportunities	Yes	\$20,015.00	\$21,472
1	1.18	Field Trips	Yes	\$18,000.00	\$111,250
1	1.19	Athletics	Yes	\$58,392.00	\$71,564
1	1.20	Before- and after- school tutoring	Yes	\$0.00	0
1	1.21	5th Grade Outdoor Education Camp	Yes	\$25,000.00	0
1	1.22	Extending Instructional Minutes	Yes	\$424,177.00	\$406,898

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	1.23	Saturday School Program	Yes	\$1,412.00	\$1,901
1	1.24	English Learner Aide/Interpreter-English Learner Engagement	Yes	\$36,384.00	\$40,612
1	1.25	Parent Engagement English Learners	Yes	\$0.00	0
1	1.26	Home School Program	Yes	\$209,588.00	\$369,203
1	1.27	Independent Study Program	No	\$6,134.00	\$71,976
1	1.28	Home & Hospital Program	No	\$1,232.00	612
1	1.29	Community Day School Program at North State Aspire Academy	Yes	\$469,690.00	\$472,318
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	Yes	\$477,583.00	\$447,817
1	1.32	Foster Youth and Homeless Youth	Yes	\$5,876.00	\$8,376
1	1.33	Special Education	No	\$0.00	0
1	1.34	English learners	Yes	\$0.00	0
1	1.35	Supporting Unduplicated Pupils	Yes	\$227,430.00	\$257,737

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	Challenging discourse is utilized in every classroom.	No	\$0.00	0
1	1.37	Engaging strategies	No	\$0.00	0
1	1.38	Teachers will augment instruction with enriching supplements/programs makes learning fun.	No	\$55,800.00	\$15,000
1	1.39	Continue Distance Learning Program	No	\$0.00	0
1	1.40	Discipline and Communication	Yes	\$120,761.00	\$126,266
2	2.1	Staff Development Days	No	\$0.00	0
2	2.4	Consulting Services	No	\$20,000.00	\$20,000
2	2.5	Curriculum	Yes	\$0.00	0
2	2.6	Technology	No	\$188,469.00	\$376,295
2	2.7	Standards aligned assessments	No	\$0.00	0
2	2.8	Safe Campuses, Safe Students	No	\$0.00	0
2	2.9	Addressing social-emotional needs of students	Yes	\$205,878.00	\$203,072

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	2.10	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
3	3.1	Boys Council/Girls Circle	Yes	\$8,000.00	\$8,000
3	3.2	Parent Outreach/Engagement	Yes	\$8,266.00	\$12,541
3	3.3	Campus Supervision	No	\$37,351.00	\$58,410
3	3.4	Facilities	No	\$100,000.00	\$527,108
3	3.5	Behavior Interventions	Yes	\$255,775.00	\$343,913
3	3.6	Safety	Yes	\$0.00	0
3	3.7	Transportation	Yes	\$292,056.00	\$347,733
3	3.8	Behavior Matrices (Howie Knoff) Positive Behavior Support Systems	No	\$20,000.00	0
3	3.9	School Attendance Review Team (SART) Meetings	Yes	\$123,391.00	\$128,113

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	3.10	Community Engagement	Yes	\$0.00	
3	3.11	Foster Youth Liaison	Yes	\$0.00	
3	3.12	Homeless Liaison	No	\$0.00	
3	3.13	Psychologists	No	\$376,537.00	
3	3.14	Behavior Supports	Yes	\$0.00	
3	3.15	Speech Pathologists	No	\$579,936.00	
3	3.16	Target Chronically Absent Students	Yes	\$0.00	
3	3.17	Saturday School	Yes	\$0.00	
3	3.19	Nursing Services	No	\$207,122.00	

## 2021-22 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)
\$2,674,508	\$2,877,661.00	\$2,934,029.00	(\$56,368.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Professional Development in other content areas and social emotional learning	Yes	\$20,000.00	\$20,000		
1	1.6	After School Enrichment	Yes	\$46,023.00	\$19,930		
1	1.7	Interventions	Yes	\$52,964.00	\$11,371		
1	1.9	Band/Music Teachers	Yes	\$172,443.00	\$90,270		
1	1.10	PE Teachers	Yes	\$148,229.00	\$154,485		
1	1.11	Transitional Kindergarten	Yes	\$173,498.00	\$248,319		
1	1.13	Librarians	Yes	\$160,909.00	\$152,917		
1	1.14	Educational Technology Specialist	Yes	\$131,829.00	\$145,398		
1	1.15	Music Supplies	Yes	\$14,650.00	\$18,050		
1	1.17	Extended Learning Opportunities	Yes	\$20,015.00	\$21,472		
1	1.18	Field Trips	Yes	\$18,000.00	\$111,250		

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	1.19	Athletics	Yes	\$58,392.00	\$71,564		
1	1.20	Before- and after- school tutoring	Yes		0		
1	1.21	5th Grade Outdoor Education Camp	Yes	\$25,000.00	0		
1	1.22	Extending Instructional Minutes	Yes		0		
1	1.23	Saturday School Program	Yes	\$1,412.00	\$1,901		
1	1.24	English Learner Aide/Interpreter- English Learner Engagement	Yes	\$25,469.00	\$29,626		
1	1.25	Parent Engagement English Learners	Yes		0		
1	1.26	Home School Program	Yes	\$89,487.00	\$125,812		
1	1.29	Community Day School Program at North State Aspire Academy	Yes	\$328,096.00	\$327,226		
1	1.30	ERICS Program at North State Aspire Academy	Yes		0		
1	1.31	Tiered interventions in math and English language arts-Staff	Yes	\$399,356.00	\$173,299		
1	1.32	Foster Youth and Homeless Youth	Yes	\$3,376.00	\$3,376		
1	1.34	English learners	Yes		0		
1	1.35	Supporting Unduplicated Pupils	Yes	\$227,430.00	\$257,737		
1	1.40	Discipline and Communication	Yes	\$60,382.00	\$63,133		
2	2.5	Curriculum	Yes		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)
2	2.9	Addressing social-emotional needs of students	Yes	\$115,069.00	\$203,072		
2	2.10	Interventions	Yes		0		
2	2.11	Parent Engagement	Yes		0		
2	2.12	Interventions	Yes		0		
3	3.1	Boys Council/Girls Circle	Yes	\$8,000.00	\$8,000		
3	3.2	Parent Outreach/Engagement	Yes	\$8,266.00	\$12,541		
3	3.5	Behavior Interventions	Yes	\$153,919.00	\$187,434		
3	3.6	Safety	Yes		0		
3	3.7	Transportation	Yes	\$292,056.00	\$347,733		
3	3.9	School Attendance Review Team (SART) Meetings	Yes	\$123,391.00	\$128,113		
3	3.10	Community Engagement	Yes				
3	3.11	Foster Youth Liaison	Yes				
3	3.14	Behavior Supports	Yes				
3	3.16	Target Chronically Absent Students	Yes				
3	3.17	Saturday School	Yes				

**2021-22 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)
8828219	\$2,674,508	0	30.29%	\$2,934,029.00	0.00%	33.23%	\$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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

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

## Data Entry Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

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

**LCFF Carryover Table**

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

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

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

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