



LCFF Budget Overview for Parents

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

CDS Code: 50-71050

School Year: 2022-23

LEA contact information:

Cherise Olvera

Superintendent

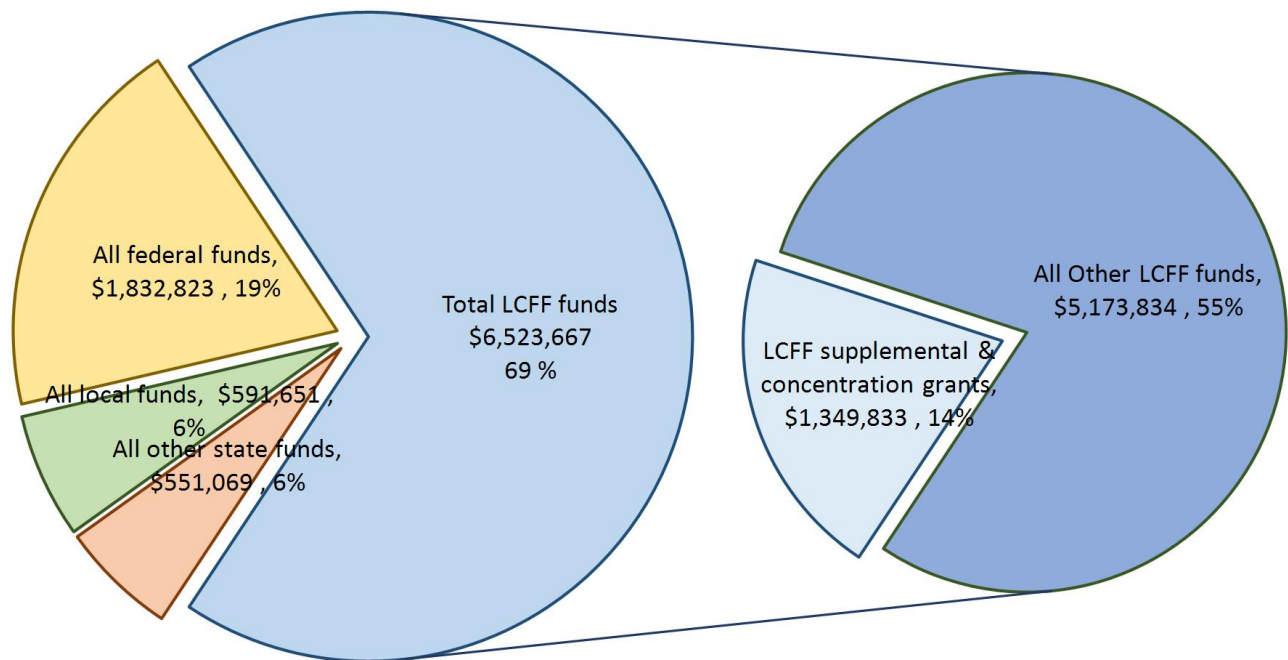
colvera@chatom.k12.ca.us

209-664-8505

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

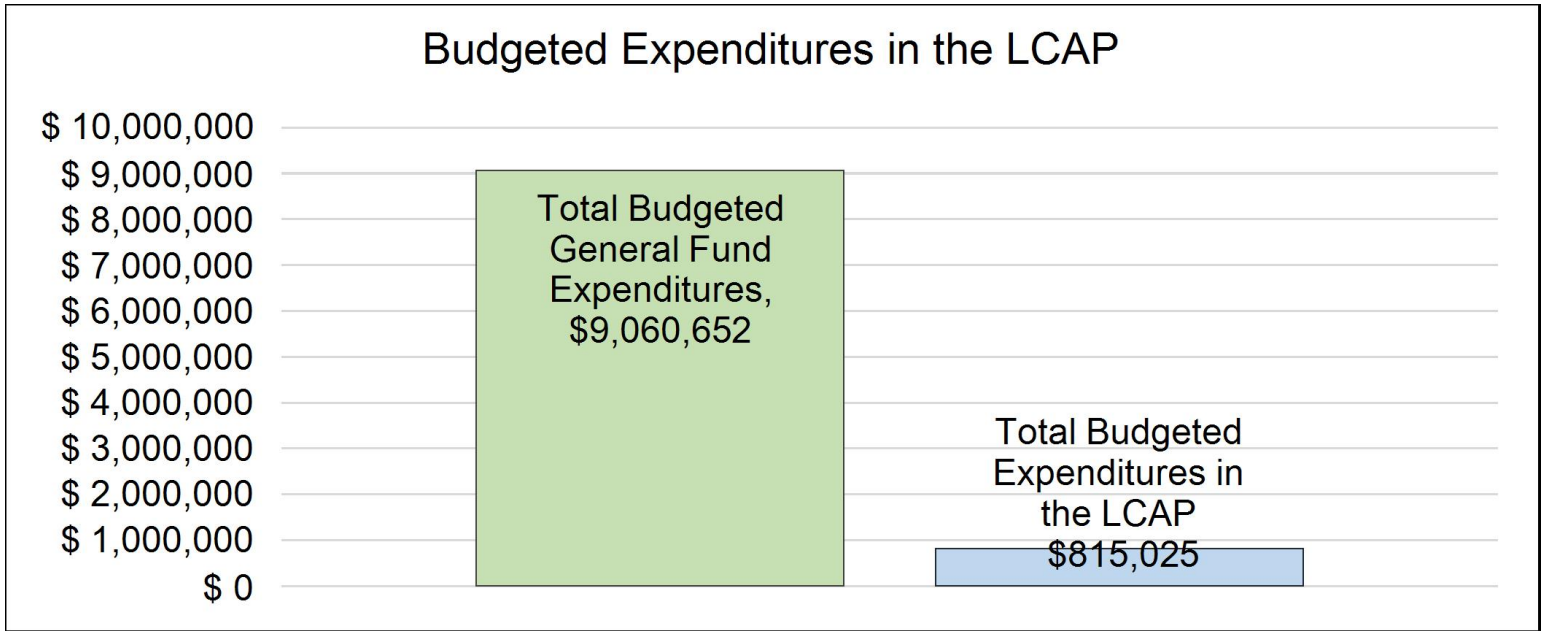


This chart shows the total general purpose revenue Chatom Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chatom Union School District is \$9,499,210, of which \$6,523,667 is Local Control Funding Formula (LCFF), \$551,069 is other state funds, \$591,651 is local funds, and \$1,832,823 is federal funds. Of the \$6,523,667 in LCFF Funds, \$1,349,833 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Chatom Union School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

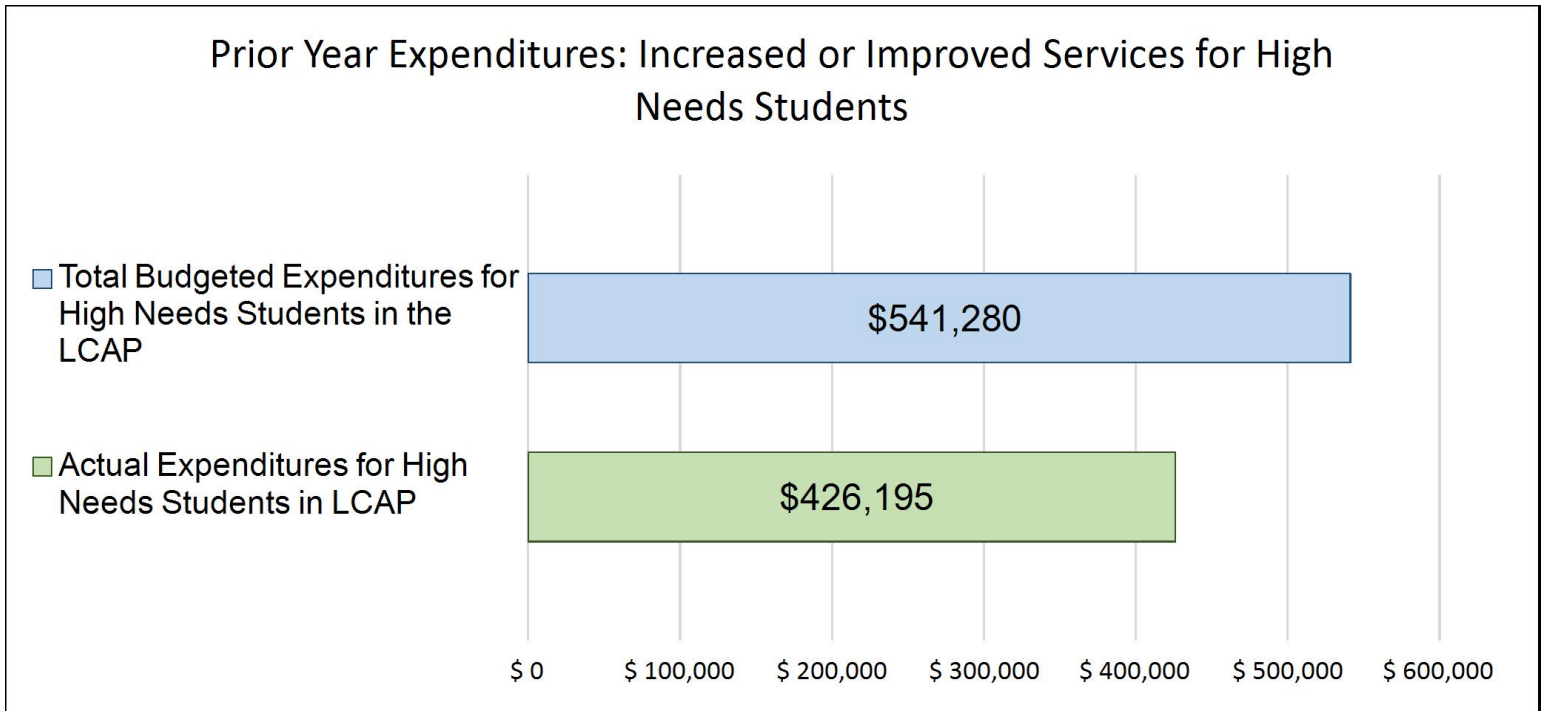
The text description of the above chart is as follows: Chatom Union School District plans to spend \$9,060,652 for the 2022-23 school year. Of that amount, \$815,025 is tied to actions/services in the LCAP and \$8,245,627 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Chatom Union School District is projecting it will receive \$1,349,833 based on the enrollment of foster youth, English learner, and low-income students. Chatom Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Chatom Union School District plans to spend \$584,280 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, Chatom Union School District's LCAP budgeted \$541,280 for planned actions to increase or improve services for high needs students. Chatom Union School District actually spent \$426,195 for actions to increase or improve services for high needs students in 2021-22.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chatom Union School District	Cherise Olvera	colvera@chatom.k12.ca.us 2096648505

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Chatom Union School District Local Control Accountability Plan (LCAP) typically focuses on general LCFF funds and LCFF supplementary and concentration funds. The funds from the Budget Act of 2021 are typically not included in the LCAP.

Engagement with staff, parents, and community partners has occurred in several different fashions including; staff surveys, parent surveys, PTC Meetings, Board Meetings, DELAC/ELAC Parent Advisory Meetings, COVID Planning Committee Meetings, LCAP Committee Meetings, and direct individual input. All of the input was considered in the development of the Local Control Accountability Plan and the use of additional COVID-19 funding. A list of suggestions was collected from all of the public meetings and committee meetings. Items from the lists have continued to be implemented based on priority, available resources, and evolving student and staff needs. For instance, initially, the focus was on personal and facility safety needs with an emphasis on personal protective equipment, sanitation materials, and sanitation equipment. Additional immediate needs also included technology items to get devices and provide online access to students for remote learning. As the length of the pandemic extended additional resources were added to support the academic, physical, social, and emotional needs of students and staff. Additional items continue to be implemented from the original list of suggestions, along with new items, based on

input from staff and families to further support learning loss and the impacts of distance learning. Public meetings and surveys will continue to be provided throughout the school year to have ongoing input from all educational partners.

A complete list of committee members and dates can be found in section one of the Local Control Accountability Plan, section one of the Expanded Learning Opportunity Plan, and section one of the ESSER III Plan which can all be found on the Chatom website at www.chatom.k12.ca.us.

Discussions occurred and input was collected based on academic, staff, facility, nutritional, technological, social, emotional, and safety needs of all. Discussions were not divided by State funding versus Federal funding. Therefore engagement and use of one-time Federal funds and State funds were considered at the same time.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The Chatom Union School District has used additional concentration and grant funds to increase the number of staff who provide direct services to students on the school campus in the following ways:

- Additional paraeducators to support academics, behavioral and language needs
- Full-time Foundations teacher at the middle school to support language proficiency and academics
- Intervention teacher at the elementary site to support reading, writing, mathematics, and language proficiency
- Internal roving substitute to support staff shortages and added intervention for students
- Saturday school staff for expanded learning
- Summer school staff for expanded learning
- Increased IT staff time to support students, staff, and maintenance of devices
- Additional custodial time for increased sanitation
- Increased counseling time as needed
- Increased nursing time for COVID testing and tracing and other health needs

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Engagement with staff, parents, and community partners has occurred in several different fashions including; staff surveys, parent surveys, PTC Meetings, Board Meetings, DELAC/ELAC Parent Advisory Meetings, COVID Planning Committee Meetings, LCAP Committee Meetings, and direct individual input. All of the input was considered in the development of the Local Control Accountability Plan and the use of additional COVID-19 funding. A list of suggestions was collected from all of the public meetings and committee meetings. Items from the lists have continued to be implemented based on priority, available resources, and evolving student and staff needs. For instance, initially, the focus was on personal and facility safety needs with an emphasis on personal protective equipment, sanitation materials, and sanitation equipment. Additional immediate needs also included technology items to get devices and provide online access to students for remote learning. As the length of the pandemic extended additional resources were added to support student academic, physical, social, and emotional needs of students and staff. Additional items continue to be implemented from the original list of suggestions, along with new items, based on input from staff and families to further support learning loss and the impacts of distance learning. Surveys will continue to be provided throughout the school year to have ongoing input from all educational partners.

A complete list of committee members and dates can be found in section one of the Local Control Accountability Plan, section one of the Expanded Learning Opportunity Plan, and section one of the ESSER III Plan which can all be found on the Chatom website at www.chatom.k12.ca.us.

Discussions occurred and input was collected based on academic, staff, facility, nutritional, technological, social, emotional, and safety needs of all. Discussions were not divided by State funding versus Federal funding. Therefore engagement and use of one-time Federal funds and State funds were considered at the same time.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The Chatom Union School District is planning on implementing the Federal American Rescue Plan Act and Federal Elementary and Secondary School Emergency Relief in the following mannerism:

- Purchasing protective equipment, testing kits, and cleaning supplies to provide a safe environment and decrease the spread of COVID-19.
- Provide standard aligned instructional materials and supplemental materials to give additional support and learning tools to close the learning gap caused by COVID-19.
- Increase and improve facilities to reduce the risk of COVID-19 transmission to students and staff. Including increased ventilation, handless fixtures, HVACS, and roof structures to improve indoor air quality.
- Obtain and maintain highly qualified staff to provide instruction, intervention, supervision, and a safe learning environment.
- Maintain access to technology and the internet through one-to-one devices, hot spots, and IT support.

- Implement a variety of intervention and support systems to accelerate learning. Including embedded intervention, afterschool intervention, Foundations, I-Ready, and diagnostic tools to identify intervention needs.
- Provide extended learning opportunities including Saturday School, Summer School, and after-school programs.
- Provide mental health support and resources to students, staff, and families. Support whole child including academic, social, and emotional needs to develop positive healthy behaviors.
- Provide parent classes, family events, and increased communication.
- Provide professional learning to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.
- Maintain funds to sustain programs for COVID recovery. Students will still need instructional support, mental support, and access to devices for years following the end of the pandemic.

Some of the successes of the implementation include:

- All students, with the exception of two, are enrolled for in-person learning
- Every child has access to a device
- More technology is being used in every classroom
- Professional learning for certificated and classified staff is occurring to support instruction
- Increased communication with home and school
- Cross-training is occurring to support staff absences

Some of the challenges of the implementation include:

- Staff shortages
- Inconsistent attendance due to current CDPH K-12 Guidance quarantine requirements
- The larger academic gap between students based upon the level of understanding and participation during distance learning

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

All of the fiscal resources received for the 2021-2022 school year will be used to support the following:

- 1) Conditions of Learning - Increase the conditions of learning through the use of state standards-aligned instructional materials, supplemental materials, and highly qualified staff in a clean and safe learning environment.
- 2) Improve Instruction and Well-Being- Strengthen students' academic, language, social and emotional development through a broad scope of learning opportunities and appropriate instructional strategies and support. Including expanded learning opportunities.
- 3) Engagement - Parents and students will be engaged partners in the education of students and the development of character traits, safety, and school connectedness.

All of the items listed below are in direct correlation to Goal 1, Goal 2, and Goal 3 within the Local Control Accountability Plan and are also included in the Safe-Return to In-Person Instruction Plan, Continuity of Services Plan, and the ESSER III Expenditure Plan.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



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
Chatom Union School District	Cherise Olvera Superintendent	colvera@chatom.k12.ca.us 209-664-8505

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.

Introduction:

The Chatom Union School District (CUSD) is located in a small rural community. It is located west of Turlock in an agricultural area, bordered by orchards, dairies, and cornfields. The District consists of Chatom Elementary School, Mountain View Middle School, and Chatom State Preschool. The District is part of a wonderfully supportive community. The students at CUSD are part of a long legacy of community involvement, agriculture, student enrichment, and quality education. As of March 30, 2022, there are 566 students enrolled in the District with 93.69% average daily attendance. The student population consists of 40.82% English learners, 69.44% free and reduced program participants, 7.42% homeless, and 0.71% foster students. Motivational programs are established at both sites to encourage positive behavior and minimize suspensions and expulsions. The Chatom Union School District prides itself on providing quality educational programs in a safe and clean learning environment. Chatom Elementary offers a rigorous academic program designed to meet state standards and challenge students to think creatively and problem-solve for transitional kindergarten students through the fifth grade. Transitional kindergarten provides students with a full day solid academic foundation. The close-knit staff collaborates regularly to meet the needs of students and analyze student progress. Supplemental instructional support is available at both sites. A physical education specialist provides instruction to grades 3-5 students. Chatom Elementary also offers a quality after-school program that includes homework help, academic

intervention, and enrichment electives. Enrichment course offerings vary. Some course examples include; art, Yosemite Environmental Living Program, keyboarding, hands-on science, photography, Spanish, sports, computer art, science with food, or AR reading club. A late bus is provided for students who participate in after-school courses. Chatom is a place where students can get a high-quality, college-prep education within a positive and safe learning environment.

Mountain View Middle School offers a quality education that reflects the state standards, curriculum, and instruction which focuses on providing 6th-8th grade students with the 21st-century skills necessary for students to be successful in college and beyond. It is the vision of Mountain View to provide an environment where all students can reach their fullest potential both academically and socially. They strive to create an environment where all students can feel safe and valued for their uniqueness and abilities. Communication continues to be a focus to reach out to parents and community members through monthly newsletters, Aeries Parent Portal, JupiterEd, Parent Square, Mountain View website, electronic marquee, and Facebook. In addition to the regular school curricular program, Mountain View offers many enrichment, intervention, and support programs. Some of the support programs include tutoring and intervention held during lunch and after school. Enrichment courses vary. Some course examples include; technology club, math club, choir, drama, computer science, art, dance, volleyball club, basketball clinics, intramural sports, and yearbook. The after-school sports program includes volleyball, soccer, girl's basketball, boy's basketball, and track. Students take pride in their school as part of the "Warrior Way" which demonstrates the elements of civility.

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 was not released in the 2020-2021 school year. Progress made in the area of technology was one of the greatest successes. Prior to the COVID-19 pandemic, technology devices were available in every 4th-8th grade classroom and there was one computer lab at each site. In the current year, the District obtained one-to-one devices for every child in every grade. The acquisition of devices was made possible through the use of COVID-19 funds and the California Advanced Services Fund (CASF) Grant. Professional learning occurred to optimize the usage of Google Classroom and Zoom functions. Technology also became the primary source for parent communication through the use of Parent Square. Prior to COVID-19, we had encouraged families to utilize the electronic option but many families did not sign-up and preferred to receive their communication through weekly communication folders. 98% of parents now utilize technology to access communication through Parent Square. Additional technology growth includes greater use of Epson projectors, OWL cameras, and interactive virtual forms of assessment. GoGuardian software was also piloted and purchased to help schools easily manage their devices, better understand their students and keep students safer online. Another technology enhancement is the acquisition and use of Smart Boards in nearly every classroom in 2021-2022.

Another success was how staff pulled together amidst the COVID-19 pandemic to move forward in providing support to students in a safe environment under the requirements of local and state health officials. The staff transitioned from school closures in March 2020, to student

meetings in August 2020, hybrid model in October, and In-person five days a week in February 2021. The COVID-19 pandemic was a fluid situation that had many changes and pivots throughout the school year. More assemblies, family events, and engagement opportunities occurred in March 2022 following the decline of the Omicron surge. The staff has learned and grown a lot due to the circumstances of COVID-19.

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.

Based on the reflection of the 2019 California Dashboard, we found that the greatest needs were to focus on chronic absenteeism, ELA and math which were within the orange performance level. Decreasing the number of suspensions through the use of PBIS was also identified as a need with an emphasis on the Hispanic subgroup.

In the absence of the 2020-2021 California Dashboard, we have also locally determined that the greatest needs for our students for 2021-2022 are as follows:

- 1) Provide additional mental health support to address trauma and other impacts of COVID-19 such as anxiety and depression for all students as needed.
- 2) Provide instructional support in mathematics and English language arts to all at-risk students to address areas of pupil learning loss.
- 3) For ELs, students with disabilities, foster youth, and students experiencing homelessness ensure that diagnostic and formative assessments are administered regularly to monitor progress and implement support as needed.

LCAP Highlights

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

In summary, the goals of the 2021-2024 LCAP include:

1. Schools will increase the conditions of learning through the use of California Standards-aligned instructional materials and highly qualified teachers in a clean and safe learning environment. (State priorities 1, 2 & 7)
2. Student's academic language, social, and emotional development will be strengthened through a broad scope of learning opportunities and appropriate instructional strategies and support. (State priorities 4 & 8)

3. Parents and students will be engaged partners in the education of students and the development of character traits, safety, and school connectedness. (State priorities 3, 5 & 6)

Key features which focus on the successes and needs of the District and should be emphasized are outlined in the prior section.

Comprehensive Support and Improvement

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

Schools Identified

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

No schools within the LEA were identified for CSI.

Support for Identified Schools

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

No schools within the LEA were identified for CSI.

Monitoring and Evaluating Effectiveness

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

No schools within the LEA were identified for CSI.

Engaging Educational Partners

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

In order to solicit feedback from stakeholders, several actions were taken.

Surveys - A survey in English and Spanish was sent to all staff and families to seek input on ways to increase and improve instructional programs to support learning loss due to the COVID-19 pandemic, items or services needed due to COVID-19, and suggestions to further support the social and emotional needs of students and staff.

Surveys also solicited input on ways to increase and improve technology, parent involvement, food service, transportation, facilities, and general District successes and needs. Responses were received in English and Spanish. Most responses were received electronically but some responses were received via phone calls to the District Office. All responses were shared with the planning committee.

Surveys were also sent to staff, parents, and students to seek input on school safety.

COVID-19 Planning Committee - The COVID Planning Committee consisted of the following individuals: Nurse/Parent, Elementary Principal/Parent, Elementary Teacher/CUEA Vice President, Middle School Teacher/CUEA President, data Communications/CSEA President, Middle School Secretary/CSEA Vice President, Middle School Principal/Parent, Food Service Director, Preschool Director, After-School C.A.R.E Coordinator, Transportation Director/EL Parent and Superintendent. The committee continued to meet as we transitioned to new instructional learning models, received new responses from parent/staff/student surveys, and revised safety protocols in alignment with changes reflected in the California Department of Public Health K-12 School Guidance.

LCAP Planning Committee - The committee consisted of certificated and classified staff which included the CUEA Union President and Vice President and the CSEA Chapter #585 Union President and Vice President. The committee also included parents and administration from each site in addition to a representative from the Chatom Union School District Board of Trustees. The committee worked together to review parent surveys, staff surveys, student surveys, 2021-2024 Local Control Accountability Plan, Expanded Learning Opportunity Program- Plan, and Universal Prekindergarten Plan.

School Nurse and Superintendent continued to receive weekly guidance from the local Stanislaus County Health Services Agency.

A draft of the plan was sent to Stanislaus County Special Education Local Plan Area (SELPA) for additional input on students with disabilities.

Board Meetings - Stakeholders were given an opportunity to share input at every public Board Meeting. There was an increase in public comments and attendance at the 2020-2021 and 2021-2022 Board Meetings.

Additional input was also considered from the Parent Advisory Group - Parent Teacher Club, (DELAC/ELAC), and School Site Councils.

A summary of the feedback provided by specific educational partners.

Some of the feedback received from specific stakeholders through comments at meetings and survey responses include:

Staff Feedback-

- * Concerned there needs to be greater accountability to help raise student achievement and involvement
- * Identified a need for professional learning on student engagement strategies
- * Identified a need for social and emotional resources and training
- * Identified a need for ongoing assessments to monitor progress and revise support as needed
- * Identified a need for security cameras

Parent Feedback -

- * Requested parent training on technology, English, and mental health
- * Identified the need to maintain devices for all students and hot spots for families that do not have internet access
- * Several families expressed appreciation for tutoring and after-school care
- * Some families requested more after-school program options
- * Many parents expressed relief and thankfulness to have schools back open and to have the mask mandate lifted
- * Identified needs for continuation of meals, social and emotional support, and basic needs
- * Requested more volunteer opportunities
- * Requested less packaged foods for the cafeteria

Parent & Staff Feedback -

- * Most individuals expressed they prefer the use of electronic communication but one parent suggested returning to weekly communication folders
- * Expressed a need for continued support on mental health
- * Review yard duty expectations and review for additional yard supervision
- * Identified a need for additional leveled academic support
- * Additional language support needed for English learners
- * Appreciate the opportunity to make parent requests and volunteer

Committee Feedback-

- * Technology needs to be a regular part of instruction reflected in all LCAP Goals
- * Extra IT support is helpful now that there are one-to-one devices for every student
- * Security cameras
- * Parent Square is very helpful and more families are utilizing the service

* More enrichment after-school options

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

Some of the aspects of the 2021-2024 LCAP that were influenced by specific stakeholder input include:

1) Use of Electronic Communication - Goal 3

Communication used to be distributed through weekly communication folders which contained newsletters, flyers, menus, meeting dates, and school information. We have found that electronic communication through Parent Square has been a more timely and efficient way to communicate with families. School information and COVID-19 communication have been sent regularly through the electronic communication system. 98% of families are now utilizing the program and it will continue to be a primary source of communication to increase and improve parent involvement and engagement in goal three of the 2021-2024 LCAP.

2) Mental Health Support - Goal 3

In the past, mental health services for students were requested mostly by parents, but we also learned that we need to have feedback directly from students to check in on their mental well-being. Mental health survey results indicated that some students were experiencing an increase in depression and anxiety. Student social and emotional needs will be identified through ongoing student observation of social behaviors and the collection of surveys completed by students, parents, and staff. Additional needs will be identified through counseling requests and referrals by the student, parent, or teacher. Once a need has been identified, the student will be referred to the Behavior Health Clinician or District Counselor for formal and informal behavioral evaluations used to develop care plans and provide additional resources. Actions in the 2021-2024 LCAP will support events and activities which promote positive behavior, social interaction, and connectedness to school to support mental health and social-emotional well-being. Social and emotional resources, tools, and training will also be reviewed for 2022-2023. The District is also working with Stanislaus County Behavior Health Services to extend the current agreement for their clinical services on site.

3) Use of Technology - Goal 1, 2 & 3

In past Local Control Accountability Plans, technology has been a separate goal. After further reflection, we have determined that technology is not an isolated need but instead should be embedded within other goals as a basic condition of learning, regular instructional practice, and tool to support student and parent engagement. In addition to one-to-one devices in 2020-2021, Smart Boards were added to nearly every classroom in 2021-2022. Technology will also be a part of goal three to help increase parent involvement through more regular communication with parents. Staff and parent training will also be included to maximize technology usage.

4) Technology IT Support- Goal 1

In the past, there was a need to increase computer lab hours to provide greater access to technology for grades TK-3rd. Now that every student has a device in every classroom, the need for additional computer lab time has decreased but the need for IT support to maintain 600 units has increased.

5) Instructional Support for All Students- Goal 2

Although there has been a focus on academic intervention in the past, there will be an added emphasis in the 2021-2024 LCAP for learning loss mitigation related to the COVID-19 pandemic. This will include students with unique needs. Pupil learning loss will continue to be evaluated by the use of diagnostic and formative assessments. Such assessments may include benchmark assessments, reading records, interim block assessments, interim comprehensive assessments, STAR Reading, IXL, Study Sync, and state assessments. Local and state assessments will continue to be analyzed to determine the most effective actions to support increased and improved learning of all students. The after-school programs will also be reviewed for added instructional support.

6) Support for Students with Unique Needs and Students with Disabilities - Goal 2

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports was added to goal two. A supplemental curriculum that is research-based to support students with unique needs will be reviewed for classroom use and expanded learning use. Paraeducator training and support will also be provided.

7) Support for English learners - Goal 1 & 2

The 2021-2024 LCAP will also incorporate more support for English learners to increase language development and professional development activities related to English learners. Language proficiency needs will be evaluated through the initial and summative ELPAC, ELPAC practice tests, and local assessments. A recommendation was made to add a summer school class that focuses on language development. New summer learning curriculum which is rich in academic language was added to support English learners through expanded learning opportunities. This is an increased need because some grade levels have found that students who have continued on distance learning have been mostly utilizing their primary language at home and have not had as many opportunities to practice listening and speaking skills in English.

8) Additional actions that were already included in the LCAP were expanded to address specific needs. For example, professional learning was already included in the LCAP but more specific topics such as mental health and engagement strategies were included based on stakeholder input.

9) Several family members and staff expressed the need for more after-school instructional support, enrichment and art opportunities. The after-school program is reflected in goal 2 of the LCAP but the suggestions were also incorporated into the Expanded Learning Opportunity Program (ELO-P) Plan.

Goals and Actions

Goal

Goal #	Description
1	Schools will increase the conditions of learning through the use of CCSS aligned instructional materials, and highly qualified teachers in a clean and safe learning environment.

An explanation of why the LEA has developed this goal.
 To ensure that all basic conditions of learning are met.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator- Facility Inspection Tool	Local Indicator- Facility Inspection Tool Chatom - Good	Local Indicator- Facility Inspection Tool September 2021 Chatom - Good			Local Indicator- Facility Inspection Tool Chatom - Maintain good or higher
Local Indicator - Sufficiency of Materials	Mountain View - Good	Mountain View - Good			Mountain View - Maintain good or higher
Local Indicator - Highly Qualified Staff properly assigned by credential	Local Indicator - Sufficiency of Materials Chatom- 100%	Local Indicator - Sufficiency of Materials Chatom- 100%			Local Indicator - Sufficiency of Materials Chatom- Maintain 100%
Local Indicator - Implementation of Standards	Mountain View - 100%	Mountain View - 100%			Mountain View - Maintain 100%
Study Trip or program to access a broad course of study, including unduplicated	Local Indicator - Highly Qualified Staff properly assigned by credential Chatom - 100%	Local Indicator - Highly Qualified Staff properly assigned by credential Chatom - 100%			Local Indicator - Highly Qualified Staff properly assigned by credential

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
pupils and students with exceptional needs	Local Indicator - Implementation of ELA Chatom- 3 Mountain View- 2	Local Indicator - Implementation of ELA Chatom- 5 Mountain View- 5			Chatom - Maintain 100% Mountain View - Maintain 100%
	Local Indicator - Implementation of NGSS Chatom- 2 Mountain View- 2	Local Indicator - Implementation of NGSS Chatom- 2 Mountain View- 4			Local Indicator - Implementation of ELA Chatom- 4 Mountain View- 4
	Minimum of 1 Study Trip or Program per grade level	Minimum of 1 Study Trip or Program per grade level Kdg - R.A.M. Pumpkin Farm			Local Indicator - Implementation of NGSS Chatom- 4 Mountain View- 4
	IT Time- 15 hours per week	1st Grade - Fresno Chaffee Zoo 2nd Grade- Fossil Discovery Center 3rd Grade- Monterey Bay Aquarium 4th Grade- Columbia State Park 5th Grade- Sutters Fort - Old Sacramento 6th Grade- Foothill Horizons & Big Trees 7th Grade- Foothill Horizons & Medieval Day 8th Grade- College Visits			Minimum of 1 Study Trip or Program per grade level IT Time- 40 hours per week

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		IT Time- 15 hours per week IT time has been expanded to 35 hours per week for 2021-2022			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Learning	<p>Train staff on technology, student engagement, and state content standards in tandem with ELD standards by attending local and county training and provide ongoing research-based professional learning to support teachers in meeting the needs of students at varying academic levels and proficiency levels.</p> <p>Professional learning for 2022-2023 will be based on data from 2022 CAASPP, identified academic and social-emotional needs related to the recovery of COVID-19 and staff input.</p> <p>Professional Learning for 2022-2023 focused on ELA/Literacy at Chatom Elementary and Mathematics for Mountain View Middle School</p>	\$15,000.00	Yes
1.2	Study Trips	Increase real-life hands on student experiences through study trips or programs for each grade level in order to provide access to a broad course of study for all students.	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Instructional Materials and Supplemental Materials	Adopt new standards aligned materials and supplemental materials including learning software to support all needs of students, including students with disabilities, English learners, foster youth students, homeless students and low-income students.	\$50,000.00	Yes
1.4	Facilities	Increase and improve facilities and sanitation to ensure a safe and well maintained school environment.	\$30,000.00	No
1.5	Highly Qualified Staff	Increase and improve services through highly trained staff, recruitment and career development.	\$109,129.00	Yes
1.6	Playgrounds and Equipment	Increase safety of playground and equipment.	\$100,000.00	No
1.7	Technology Infrastructure	Improve technology infrastructure including equipment and voice systems.	\$26,500.00	No
1.8	Technology Devices or Equipment	Increase or improve technology devices or equipment for students and staff.	\$27,500.00	Yes
1.9	IT Support	Increase IT Support time due to the increase in technology needs and devices	\$50,000.00	No

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.

It was the goal to maintain one-to-one devices and integrate technology across subject matters. In addition to meeting this goal, the District also acquired Smart Boards for nearly every classroom and expanded the Wide-Area Network (WAN) services. The increased WAN services from 100 MBPS to 1 GB will further support the use of all technology.

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.

The cost of increased Wide-Area Network services was not reflected in the LCAP because the cost was offset by E-Rate funding. Other cost increases were mostly due to inflation post COVID.

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

The Smart Boards made a positive impact to goal one because it supports students during the regular instructional day as well as special programs that are provided after-school. The added IT support has been greatly utilized to support staff and students in the full implementation and use of technology. Professional learning for certificated and classified staff related to new instructional literacy materials has also been very effective at Chatom Elementary in making progress toward goal one.

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.

Professional learning will be expanded at both Chatom Elementary and Mountain View based on 2021-22 CAASPP data and feedback received by staff.

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	Students' academic, language, social and emotional development will be strengthened through a broad scope of learning opportunities and appropriate instructional strategies and support.

An explanation of why the LEA has developed this goal.

To increase academic achievement, language proficiency and promote positive mental health.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Indicator - EL Proficiency	State Indicator - EL Proficiency as measured by ELPAC	State Indicator - EL Proficiency as measured by ELPAC (All Grades)			State Indicator - EL Proficiency as measured by ELPAC
State Indicator - ELA Achievement	Well Developed - 16.40%	Well Developed - 11.06%			Level 4 - Well Developed - Increase percentage each year
State Indicator - Math Achievement	Moderately Developed - 37.77%	Moderately Developed - 31.49%			Level 3 - Moderately Developed
State Physical Fitness Test (PFT)	Somewhat Developed - 30.12%	Somewhat Developed - 40.43%			Increase percentage each year
Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.	Minimally Developed- 15.71%	Minimally Developed- 17.02%			Level 2 - Somewhat Developed
	41% Making progress towards proficiency LTEL: 36 students Reclassification - 12 students	60 % Making progress towards proficiency LTEL: 44 students Reclassification - 12 students			Decrease percentage each year
	State Indicator - ELA Achievement				Level 1 - Minimally Developed Decrease percentage each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>CUSD - Yellow Maintained 5.6 Chatom - Yellow Increased 11.5 Mountain View - Yellow maintained 0.7</p> <p>State Indicator - Math Achievement CUSD - Orange Decreased -50.7 Chatom - Yellow Maintained 42.8 Mountain View -Red Decreased 57.9</p> <p>State Physical Fitness Test (PFT): 5th Grade: >60% in HFZ in 2 of 6 areas 7th Grade: >60% in HFZ in 4 of 6 areas</p> <p>API - NA</p> <p>Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.</p>	<p>State Indicator - ELA Achievement (CAASPP 2020-2021) 2020-2021 Met or Exceeded Standards CUSD - 32.89% Chatom - 32.23% Mountain View - 33.51%</p> <p>State Indicator - Math Achievement (CAASPP 2020-2021) 2020-2021 Met or Exceeded Standards CUSD - 22.02% Chatom - 27.22% Mountain View - 17.26%</p> <p>State Physical Fitness Test (PFT): 5th and 7th Grade State PFT was not administered in 2020-2021</p> <p>Local physical education skill assessments were given quarterly and all students received a passing score.</p>			<p>Increase the percentage of EL students making progress each year</p> <p>LTEL: Decrease the percentage of LTEL each year Reclassification: Increase the percentage each year</p> <p>State Indicator - ELA Achievement CUSD - Increase change level from the prior year Chatom - Increase change level from the prior year Mountain View - Increase change level from the prior year</p> <p>State Indicator - Math Achievement CUSD - Increase change level from the prior year Chatom - Increase change level from the prior year Mountain View - Increase change level from the prior year</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>API - NA</p> <p>Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.</p>			<p>State Physical Fitness Test (PFT): 5th Grade: >60% in HFZ in 6 of 6 areas 7th Grade: >60% in HFZ in 6 of 6 areas</p> <p>API - NA</p> <p>Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Data Systems	<p>Acquire and/or maintain data systems to measure and monitor student progress at a deeper level and identify need to provide additional academic intervention programs for students identified as long-term English learners or at risk of failure.</p> <p>Utilize AERIES, Jupiter, and STAR</p>	\$1,000.00	Yes
2.2	Instructional Support	Provide support to accelerate progress to close learning gaps through the implementation, expansion, or enhancement of learning supports for all students including students with unique needs.	\$144,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Implement ongoing analysis to determine appropriate next steps to address areas of pupil learning loss.		
2.3	Expanded Learning - Summer School	Increase instructional time to at-risk students by offering a Summer School Program	\$43,000.00	Yes
2.4	EL Support	Increase instructional support to English Learners attaining language proficiency and support educator planning of Designated and Integrated ELD through collaborative planning and professional learning opportunities.	\$29,490.00	Yes
2.5	SPSA - Site Goals	Increase student achievement through goals identified at each site within the SPSA based on a needs assessment and evaluated by parent advisory groups.	\$87,525.00	Yes
2.6	Technology Instruction	Increase use of technology within classroom instruction and projects.	\$0.00	Yes
2.7	Increase Academic Accountability and Engagment	Review re-engagement plans and instructional strategies to increase student engagment	\$0.00	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 reflected in Goal 2 were carried out in the 2021-2022 school year. Due to needs associated with distance learning, additional data systems were purchased such as Go Guardian. Another substantive difference was increasing the 1/2 day Foundations class which

provides intensive support to students across all subject matter. The Foundations class was expanded to a full day at Mountain View Middle School. An additional part-time Intervention teacher was added to Chatom Elementary to support learning loss due to the COVID-19 pandemic.

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.

Material differences were mostly related to increased wages due to added hours and increase of product costs due to post COVID-19 inflation.

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

The additional purchase of Go Guardian helped increase the effectiveness of instruction in several ways. The Go Guardian software program increased the teachers' ability to monitor student usage of their one-to-one devices, hold students accountable for online assignments, and track how long students were actively engaged in the online assignments. The program also added to student cyber safety because the teacher could monitor what websites or searches were made during instructional time. The expansion of the Foundations class at Mountain View Middle School was more effective because it offered services to more students in need for a longer period of time. Expanding the Foundations class also increased the safety and prevention of COVID-19 because the staff member remained at one site for the full day and did not mix with staff members from multiple sites. The added technology support was very effective for students, parents, and staff. The technology support person not only helped maintain devices they provided technical assistance to staff and parents which was essential in the successful transition to one-to-one devices.

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.

Once we collect end of year data including 2022 CAASPP scores, we will reevaluate student needs to determine if the Chatom Elementary intervention teacher time needs to be increased from .25 FTE to .5 FTE for the 2022-2023 school year.

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	Parents and students will be engaged partners in the education of students and the development of character traits, safety and school connectedness.

An explanation of why the LEA has developed this goal.

To increase parent and student engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator - Parent Involvement	Local Indicator - Parent Engagement Local Indicator Tool	Local Indicator - Parent Engagement Local Indicator Tool -			Family Local Indicator - Parent Engagement Local Indicator Tool
State Indicator - Suspension Rate	Building Relationships - 3.94	Building Relationships - 4.25			Building Relationships - 4.5
State Indicator - Chronic Absenteeism	Building Partnerships for Student Outcomes - 4.03	Building Partnerships for Student Outcomes - 4.43			Building Partnerships for Student Outcomes - 4.5
	Seeking Input for Decision Making - 4.59	Seeking Input for Decision Making - 4.5			Seeking Input for Decision Making - 5.0
	Parenting Class 1 training (6 participants)	Parenting Class Training Family Literacy November 17, 2021, with over 50 participants			Parenting Class- Minimum of 2 trainings
	State Indicator - Suspension Rate (2019-2020) CUSD - 2.8% Chatom- 1.4%	Family Literacy scheduled for January 26, 2022,			State Indicator - Suspension Rate CUSD - Decrease change level from the prior year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Mountain View- 6.1%</p> <p>State Indicator - Chronic Absenteeism (2018-2019) CUSD - 2.46% Chatom- 2.68% Mountain View- 2.01%</p> <p>State Indicator - Chronic Absenteeism (COVID-19 School Closure Year 2019-2020) CUSD - 9.9% Chatom- 11.0% Mountain View- 7.4%</p> <p>Expulsion Rate: Chatom: 0% Mountain View: 0%</p> <p>Average Daily Attendance - April 2021 ADA CUSD - 95.54% ADA Chatom: 96.4% ADA Mountain View: 93.86%</p> <p>Middle School Dropout Rate: 0%</p> <p>Chatom Union is a TK-8th grade District.</p>	<p>was canceled due to the Omicron surge Family Literacy was held on March 2, 2022 Family Literacy was held on April 13, 2022</p> <p>State Indicator - Suspension Rate (2020-2021) CUSD - 0.5% Chatom- 0.5% Mountain View- 0.5%</p> <p>State Indicator - Chronic Absenteeism (2020-2021) CUSD - 12% Chatom- 7.1% Mountain View- 21.4%</p> <p>Stanislaus County - 16.5% California - 14.3%</p> <p>Expulsion Rate: Chatom: 0% Mountain View: 0%</p> <p>Average Daily Attendance - April 2022 ADA CUSD - 93.95% ADA Chatom: 93.98%</p>			<p>Chatom- Decrease change level from the prior year Mountain View- Decrease change level from the prior year</p> <p>State Indicator - Chronic Absenteeism CUSD - Decrease change level from the prior year Chatom- Decrease change level from the prior year Mountain View- Decrease change level from the prior year</p> <p>Expulsion Rate: Chatom: Maintain 0 Mountain View: Maintain 0</p> <p>Average Daily Attendance - ADA CUSD - Increase change level from the prior year ADA Chatom - Increase change level from the prior year</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	High School metrics are not applicable.	ADA Mountain View: 93.89% Middle School Dropout Rate: 0% Chatom Union is a TK-8th grade District. High School metrics are not applicable.			ADA Mountain View: Increase change level from the prior year Middle School Dropout Rate: 0 Chatom Union is a TK-8th grade District. High School metrics are not applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Involvement	Increase parent academic classes, mental health classes and attendance (Classes, workshops, and trainings).	\$7,000.00	Yes
3.2	Home-School Communication	Increase home/school academic communication (AERIES Parent Portal, Parent Square and Facebook usage).	\$12,500.00	Yes
3.3	Guest Speakers & Presentations	Maintain the number of guest speakers and presentations on the topics of college, careers, motivation, and mental health. Build school and career partnerships (SPIE).	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	After-School Programs & Transportation	Extend after-school programs and provide after-school transportation to increase participation.	\$35,000.00	Yes
3.5	Counseling Support	Maintain increased counseling services to maintain safety and involvement where students are supported academically, socially, emotionally and develop positive healthy behaviors. Include review of social and emotional resources, tools and training.	\$31,381.00	Yes
3.6	Positive Behavior	Review discipline procedures in the District to reduce the number of suspensions and referrals. This will include concepts learned through PBIS and MTSS.	\$0.00	Yes
3.7	Campus Safety	Review yard duty expectations, coverage, and security cameras to increase safety		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 reflected in Goal 3 were carried out in the 2021-2022 school year. However, the implementation of the Positive Behavioral Interventions and Support (PBIS) program was not fully implemented to the anticipated level. Prior to the COVID-19 pandemic, a committee from Chatom Elementary and Mountain View participated in Positive Behavioral Interventions and Supports (PBIS) training. The program was just getting launched when the COVID-19 pandemic hit. Some of the key components such as the use of positive behavior rewards were implemented but the full implementation of the PBIS program did not occur. The District will continue to build the program in 2022-2023.

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 significant material differences between budgeted expenditures and estimated actuals.

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

It was the intent of goal 2 to increase parent involvement. Parents were involved but it was limited due to the CDPH K-12 COVID-19 Guidance which stated that visitors, volunteers, and activities should be limited in the K-12 school setting. Assemblies and presentations held indoors with full participation did not occur until December of 2021. Parent involvement and participation increased further after March 11, 2022, when the mask mandate was lifted. Parent Square continued to be an effective form of electronic communication with all parents in their primary language. The use of Parent Square was also more effective in sending out more timely communication as opposed to weekly communication used prior to COVID-19. The offering of counseling and after-school programs was essential in supporting the academic and mental health needs of all students.

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

Based on the feedback received by parents and staff, the District will review yard duty coverage & expectations and the possible installation of security cameras to increase safety. An additional mental health grant written with the Stanislaus County Office of Education will also be reviewed to determine how it could best provide further support to students in the 2022-2023 school year. As mentioned above, prior to the COVID-19 pandemic, a committee from Chatom Elementary and Mountain View participated in the Positive Behavioral Interventions and Supports (PBIS) training. The program was just getting launched when the COVID-19 pandemic hit. Some of the key components such as the use of positive behavior rewards were implemented but the full implementation of the PBIS program did not occur. The District will continue to develop the program in 2022-2023.

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)
\$1,349,833	\$143,707

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
27.73%	5.11%	\$247,747.61	32.84%

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.

The actions provided to an entire school or entire District pertain to school safety and technology infrastructure. Increasing and improving playgrounds and facilities to ensure a safe and well maintained school environment supports all students including foster youth, English learners and low-income students. The technology infrastructure to support wireless access on the school site along with IT support to maintain all devices also benefits all students. Additional technology support is available to help meet the goals and needs of students with unique needs such as hot spots provided for internet access off site.

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

In order to further support foster youth, low-income students, and English learners additional services, academic support, and emotional support are provided. Services above and beyond those provided for all students include additional instructional support in reading, writing, and mathematics. Additional counseling is provided for emotional, social, behavioral, and academic support. Supplemental materials in reading, math, and science are provided to support the implementation of the state standards and increase academic achievement. Increased access and use of technology during school hours, in addition, to increase after-school support through tutoring and intervention

are also provided. Professional learning topics for staff are carefully selected to focus on the grade-span needs of our at-risk and English learner students.

Additional outreach to parents and community in order to build a stronger home/school connection and increase parent involvement of foster youth, low-income students, and English learners. As a small school district, we are able to make personal connections with families of students with unique needs to better meet their individual needs. Expenditures include communication tools, workspaces, academic classes, presenters, and materials.

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.

Additional funding has been utilized to increase the number of staff providing certificated intervention support to students in addition to classified para-educators to provide further support to students within the classroom under the direction of the certificated teacher. Some para-educators have also participated in professional learning with the teachers to learn instructional strategies to support foster youth, English learners, low income students and at-risk students who are performing below grade level.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:41.49
Staff-to-student ratio of certificated staff providing direct services to students		1:21.63

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$755,780.00	\$40,000.00		\$19,245.00	\$815,025.00	\$477,525.00	\$337,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Learning	English Learners Foster Youth Low Income	\$12,500.00			\$2,500.00	\$15,000.00
1	1.2	Study Trips	English Learners Foster Youth Low Income	\$10,000.00	\$5,000.00			\$15,000.00
1	1.3	Instructional Materials and Supplemental Materials	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00
1	1.4	Facilities	All	\$30,000.00				\$30,000.00
1	1.5	Highly Qualified Staff	English Learners Foster Youth Low Income	\$109,129.00				\$109,129.00
1	1.6	Playgrounds and Equipment	All	\$100,000.00				\$100,000.00
1	1.7	Technology Infrastructure	All	\$26,500.00				\$26,500.00
1	1.8	Technology Devices or Equipment	English Learners Foster Youth Low Income	\$27,500.00				\$27,500.00
1	1.9	IT Support	All	\$15,000.00	\$35,000.00			\$50,000.00
2	2.1	Data Systems	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Instructional Support	English Learners Foster Youth Low Income	\$144,000.00				\$144,000.00
2	2.3	Expanded Learning - Summer School	English Learners Foster Youth Low Income	\$43,000.00				\$43,000.00
2	2.4	EL Support	English Learners	\$14,745.00			\$14,745.00	\$29,490.00
2	2.5	SPSA - Site Goals	English Learners Foster Youth Low Income	\$87,525.00				\$87,525.00
2	2.6	Technology Instruction	English Learners Foster Youth Low Income					\$0.00
2	2.7	Increase Academic Accountability and Engagment	English Learners Foster Youth Low Income					\$0.00
3	3.1	Parent Involvement	English Learners Foster Youth Low Income	\$5,000.00			\$2,000.00	\$7,000.00
3	3.2	Home-School Communication	English Learners Foster Youth Low Income	\$12,500.00				\$12,500.00
3	3.3	Guest Speakers & Presentations	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
3	3.4	After-School Programs & Transportation	English Learners Foster Youth Low Income	\$35,000.00				\$35,000.00
3	3.5	Counseling Support	English Learners Foster Youth Low Income	\$31,381.00				\$31,381.00
3	3.6	Positive Behavior	English Learners Foster Youth Low Income					\$0.00
3	3.7	Campus Safety	English Learners Foster Youth Low Income					

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
\$4,868,119	\$1,349,833	27.73%	5.11%	32.84%	\$584,280.00	22.28%	34.28 %	Total:	\$584,280.00
								LEA-wide Total:	\$569,535.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$14,745.00

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	1.1	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,500.00	
1	1.2	Study Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
1	1.3	Instructional Materials and Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
1	1.5	Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$109,129.00	
1	1.8	Technology Devices or Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$27,500.00	
2	2.1	Data Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	

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 (%)
2	2.2	Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$144,000.00	
2	2.3	Expanded Learning - Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,000.00	
2	2.4	EL Support	Yes	Schoolwide	English Learners	All Schools	\$14,745.00	
2	2.5	SPSA - Site Goals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$87,525.00	
2	2.6	Technology Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		0.27%
2	2.7	Increase Academic Accountability and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		0.14%
3	3.1	Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
3	3.2	Home-School Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,500.00	
3	3.3	Guest Speakers & Presentations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
3	3.4	After-School Programs & Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	
3	3.5	Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,381.00	
3	3.6	Positive Behavior	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		14.58%
3	3.7	Campus Safety	Yes	LEA-wide	English Learners Foster Youth	All Schools		7.29%

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			

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$801,525.00	\$752,526.00

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	Professional Learning	Yes	\$15,000.00	\$29,775
1	1.2	Study Trips	Yes	\$15,000.00	\$587
1	1.3	Instructional Materials and Supplemental Materials	Yes	\$50,000.00	38,243
1	1.4	Facilities	No	\$30,000.00	\$37,097
1	1.5	Highly Qualified Staff	Yes	\$109,129.00	\$102,280
1	1.6	Playgrounds and Equipment	No	\$100,000.00	\$118,384
1	1.7	Technology Infrastructure	No	\$26,500.00	\$4,299
1	1.8	Technology Devices or Equipment	Yes	\$27,500.00	\$90,244
1	1.9	IT Support	No	\$36,500.00	\$39,253
2	2.1	Data Systems	Yes	\$1,000.00	

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)
2	2.2	Instructional Support	Yes	\$144,000.00	\$145,607
2	2.3	Expanded Learning - Summer School	Yes	\$43,000.00	\$21,758
2	2.4	EL Support	Yes	\$29,490.00	\$44,239
2	2.5	SPSA - Site Goals	Yes	\$87,525.00	
2	2.6	Technology Instruction	Yes	\$0.00	\$28,612
2	2.7	Increase Academic Accountability and Engagment	Yes	\$0.00	
3	3.1	Parent Involvement	Yes	\$7,000.00	\$1,844
3	3.2	Home-School Communication	Yes	\$12,500.00	\$22,674
3	3.3	Guest Speakers & Presentations	Yes	\$1,000.00	
3	3.4	After-School Programs & Transportation	Yes	\$35,000.00	
3	3.5	Counseling Support	Yes	\$31,381.00	\$27,630
3	3.6	Positive Behavior	Yes	\$0.00	

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)
\$1,401,048	\$541,280.00	\$426,195.00	\$115,085.00	14.99%	14.99%	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	1.1	Professional Learning	Yes	\$12,500.00	\$9,000		
1	1.2	Study Trips	Yes	\$10,000.00	\$587		
1	1.3	Instructional Materials and Supplemental Materials	Yes	\$50,000.00	\$38,243		
1	1.5	Highly Qualified Staff	Yes	\$109,129.00	\$102,280		
1	1.8	Technology Devices or Equipment	Yes	\$27,500.00	\$32,697		
2	2.1	Data Systems	Yes	\$1,000.00			
2	2.2	Instructional Support	Yes	\$144,000.00	\$145,607		
2	2.3	Expanded Learning - Summer School	Yes				
2	2.4	EL Support	Yes	\$14,745.00	\$18,865		
2	2.5	SPSA - Site Goals	Yes	\$87,525.00			
2	2.6	Technology Instruction	Yes		\$28,612	0.27%	0.27%
2	2.7	Increase Academic Accountability and Engagment	Yes			0.14%	0.14%

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)
3	3.1	Parent Involvement	Yes	\$5,000.00			
3	3.2	Home-School Communication	Yes	\$12,500.00	\$22,674		
3	3.3	Guest Speakers & Presentations	Yes	\$1,000.00			
3	3.4	After-School Programs & Transportation	Yes	\$35,000.00			
3	3.5	Counseling Support	Yes	\$31,381.00	\$27,630		
3	3.6	Positive Behavior	Yes			14.58%	14.58%

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)
\$4,850,603	\$1,401,048	0	28.88%	\$426,195.00	14.99%	23.78%	\$247,747.61	5.11%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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