



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lake Elementary School District

CDS Code: 11 62596

School Year: 2023-24

LEA contact information:

Nikol Baker

Superintendent/Principal

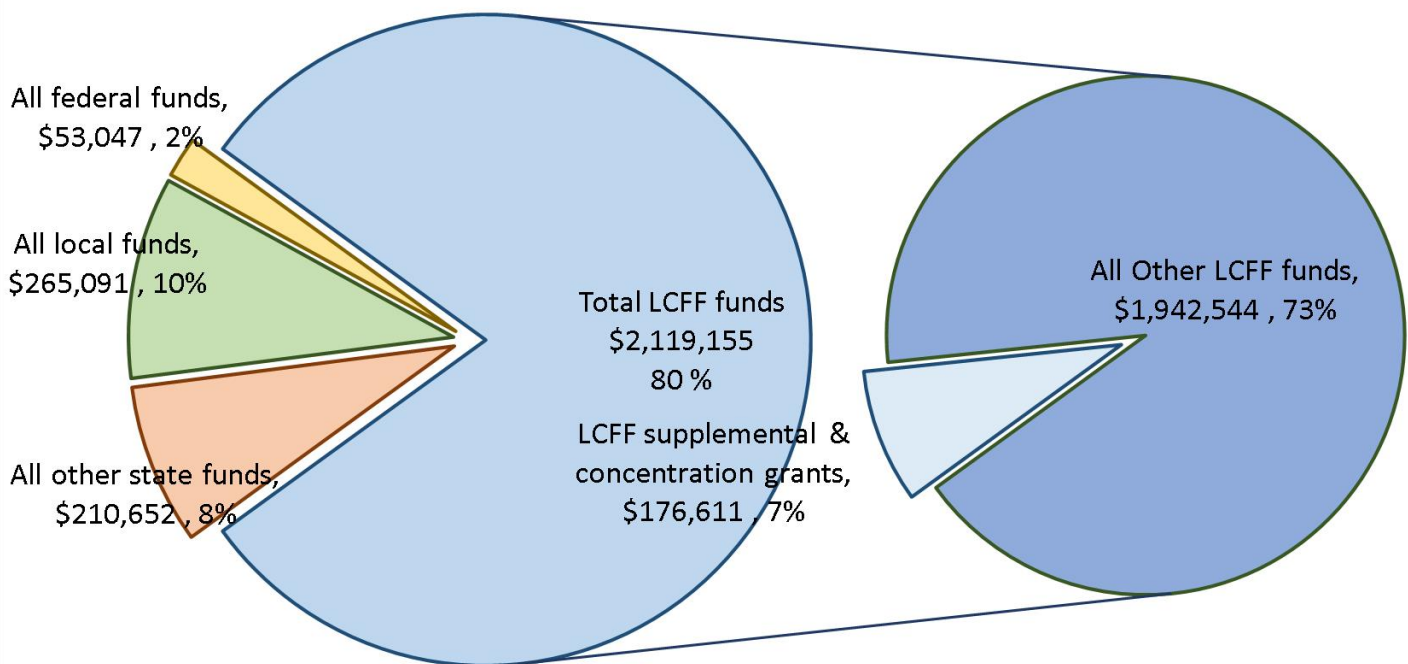
nbaker@lakeschool.org

530-865-1255

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

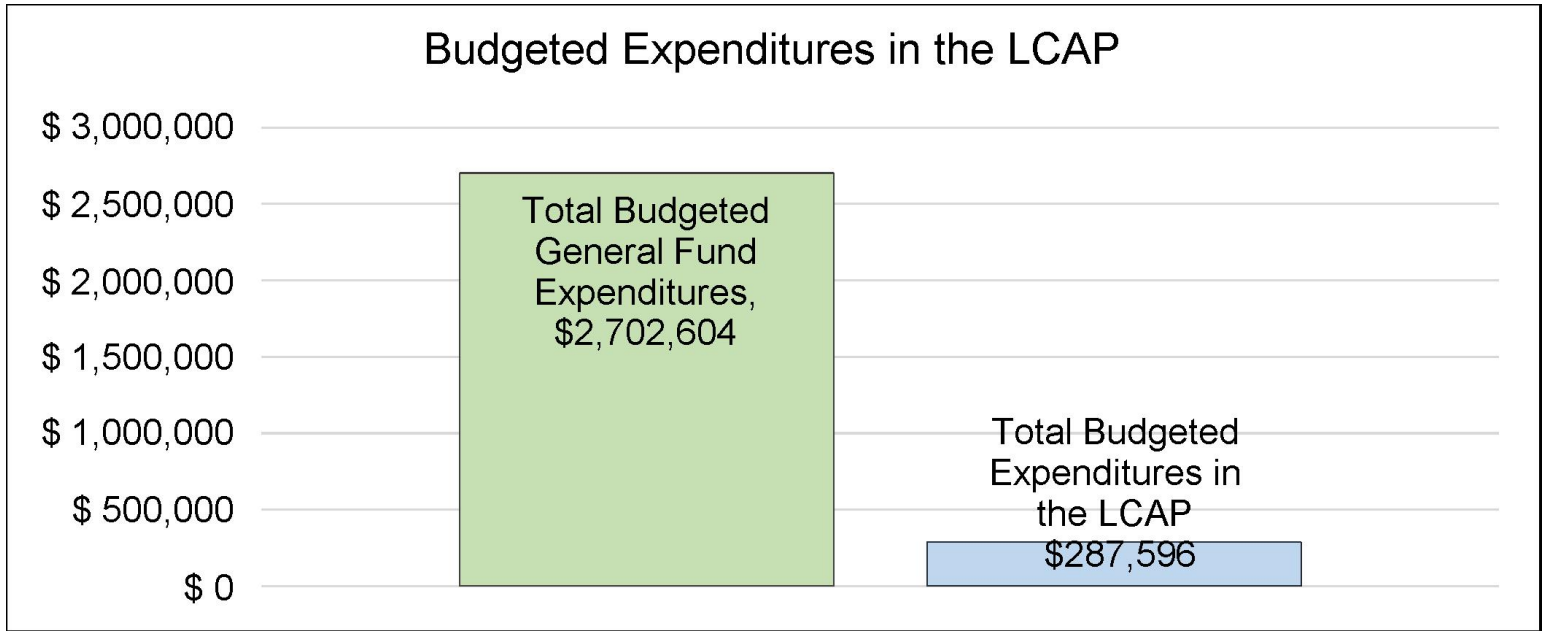


This chart shows the total general purpose revenue Lake Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lake Elementary School District is \$2,647,945, of which \$2,119,155 is Local Control Funding Formula (LCFF), \$210,652 is other state funds, \$265,091 is local funds, and \$53,047 is federal funds. Of the \$2,119,155 in LCFF Funds, \$176,611 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 Lake Elementary School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lake Elementary School District plans to spend \$2,702,604 for the 2023-24 school year. Of that amount, \$287,596 is tied to actions/services in the LCAP and \$2,415,008 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

- Recruiting, employing, and retaining highly qualified certificated and classified staff
- Providing standards-aligned instructional materials and professional development
- Providing a broad course of study covering all required academic subjects that support college and career readiness
- Providing a comprehensive, research-based English Language Development (ELD) program; Special Education services; and alternative educational opportunities
- Providing opportunities for exploration and participation in athletics, visual and performing arts (VAPA), clubs, and more to build school connectedness when allowed per public health guidelines
- Providing parents/guardians opportunities for meaningful engagement during a pandemic
- Maintaining basic operating services (i.e., facilities, transportation, and technology infrastructure)
- Providing Educational Services, Human Resources, and Business Services

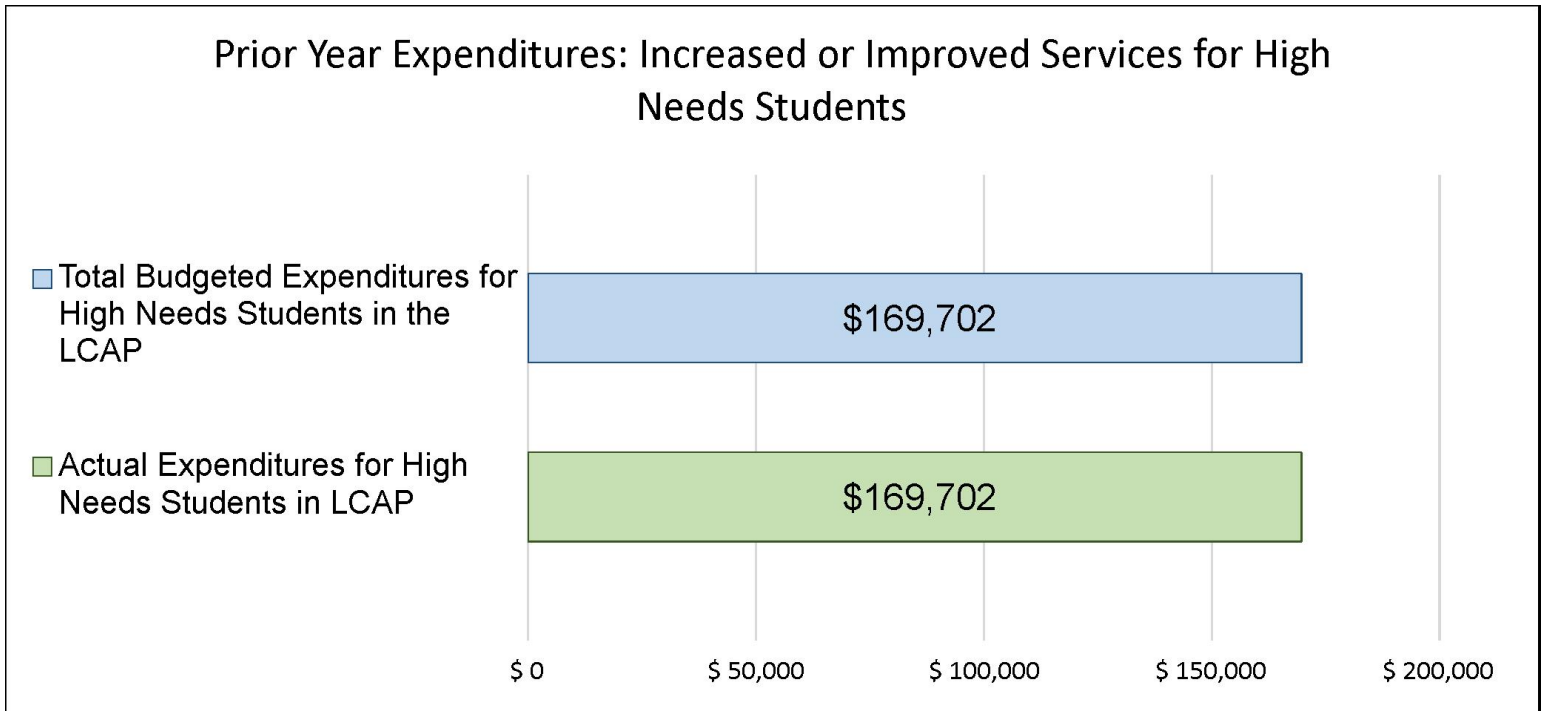
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Lake Elementary School District is projecting it will receive \$176,611 based on the enrollment of foster youth, English learner, and low-income students. Lake Elementary School District must describe how it

intends to increase or improve services for high needs students in the LCAP. Lake Elementary School District plans to spend \$199,202 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Lake Elementary 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 Lake Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Lake Elementary School District's LCAP budgeted \$169,702 for planned actions to increase or improve services for high needs students. Lake Elementary School District actually spent \$169,702 for actions to increase or improve services for high needs students in 2022-23.



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
Lake Elementary School District	Nikol Baker Superintendent/Principal	nbaker@lakeschool.org 530-865-1255

Plan Summary [2023-24]

General Information

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

Lake Elementary School District is a small single school district situated on approximately 5 acres in the Sacramento Valley 100 miles North of Sacramento and approximately 3 miles north of Orland, California in Glenn County. Lake School District was named for Daniel Jefferson Lake who settled in the district in 1872, the school opened that same year. The primary industry is agriculture.

Lake is a K-8 district that currently serves approximately 180 students in single-grade classrooms. District population includes 44%

socioeconomically disadvantaged, 10% students with disabilities, and 10% English learners. Student demographics include 68% White, 28% Hispanic, 2% American Indian, and 0.5% Filipino, African American, Pacific Islander, and students with two or more races.

It is the mission of Lake Elementary School that the united efforts of students, parents, staff and community will develop students who:

- value themselves and others
- pursue high academic achievement
- come to school ready to learn
- speak and write effectively
- compute and problem solve both individually and in groups
- value personal health and fitness
- use information and technology resources

The vision is that Lake Elementary School students, parents, and staff will strive for high quality student work within a safe, enriched environment, utilizing a wide variety of resources and strategies.

The guiding principle at LAKE - Leading the Advancement of Knowledge Everyday - provides a common theme throughout the school community.

Reflections: Successes

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

2022 data from the CA School Dashboard displays performance using five status levels (ranging from Very High, High, Medium, Low, and Very Low). Chronic absenteeism is rated at medium. The suspension rate is very low. Performance in mathematics and language arts is rated at medium. Standards were met for all of the following areas: Basics-Teachers, Instructional Materials, Facilities, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study. Additionally, dashboard data from the 2022 school year reflects an 8.9% chronic absenteeism rate, which still continues to meet standards in absenteeism. The district maintained zero expulsions and 0% suspensions (of at least one day) in the previous school year, all of which reflect a quantitative measure of positive school climate and culture. Furthermore, these data sets provided the required metrics that identified Lake Elementary as a CA Distinguished School. The state program recognizes schools that show exemplary performance in implementing academic content and performance standards.

Qualitatively speaking, it is the belief of Lake Staff that strong school connectedness is a direct correlation to student recognition and student voice. During the 2022-23 school year, the superintendent principal has:

- announced student and staff birthdays daily at the all-school flag salute
- maintained daily opportunities for students to receive praise from the principal and reflect on the great "Lake Panther" behaviors they demonstrated
- created and distributed weekly audio announcements to the school community
- implemented staff recognition routines: a student-led spin-the-wheel staff award and a staff nomination "Who's got Hootie"
- maintained a monthly Pizza with the Principal routine where students are again recognized for outstanding behavior and/or academic performance
- hosted an annual onsite K-8 Christmas Program for families
- hosted an annual onsite holiday craft fair open to the community

New this year is the practice of students nominating other students for student of the month, based on observed applications of life skills for emotional well-being and academic growth/effort. Panther Pride recipients are equivalent to “caught being good awards” and are based on Lake’s definition of Panther Pride: Being kind and helpful, having good sportsmanship, expecting success in themselves and believing in others as well as having pride in their school and community with the Lake Panther spirit. In addition to individual awards, classes are now recognized monthly for demonstrating Panther Pride, instead of the highest attendance percentage. The winning class is presented with an Ironman Trophy to proudly display in their classroom for the month. The purpose of this award is to promote team spirit and maintain our positive and nurturing environment.

Survey prompts were used to measure educational partners' perceptions (Elementary-Grades 3-5, Secondary-6-8, Family, Personnel-Classified & Certificated) of Conditions of Learning, Pupil Outcomes, and Engagement

In summary, 91.9% of all educational partners averaged a positive impression of Conditions of Learning, with the exception of the perspective from the middle school population on instructional materials being up-to-date and in good condition and students taking pride in keeping the school building clean. 94.4% of all educational partners averaged a positive impression of Pupil Outcomes. Greater variance existed in the data for Engagement. Adult perspectives from families were 87.3% positive and 94.5% positive from personnel. Students, conversely, averaged 75% positive impressions for Engagement. Thus, the data provided by adults suggests that the school has a system in place to acknowledge and reward positive behavior, which can help to promote a positive school culture and improve student behavior. However, data provided by the students suggests that they may not feel like they are being acknowledge for behavior that holds meaning for them.

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.

According to the dashboard performance levels, the District is not a candidate for strategic assistance or intensive intervention as none of our subgroups have a low or very low performance level in two or more state priority areas. Of note, however, is the students' low average rating (75%) in their positive impressions for Engagement as measured by survey prompts that were used to measure educational partners'

perceptions (Elementary-Grades 3-5, Secondary-6-8, Family, Personnel-Classified & Certificated) of Conditions of Learning, Pupil Outcomes, and Engagement.

While over 70% of students disagree with narratives suggesting that they feel unsafe at school, or worried about other students fighting and harming them, there were several areas of growth identified in all educational partners' perceptions.

- 1) Improve the proportion of students who feel they fit in at school.
- 2) Improve the proportion of students who feel like they are treated fairly at school, regardless of their appearance or academic ability. While there are high levels of agreement that teachers treat students with respect and that students are recognized for good behavior, there is still a significant proportion of students who do not feel like they are treated fairly.
- 3) Address behaviors in classrooms that prevent teachers from teaching so that students can learn.
- 4) Offer a variety of opportunities and flexible tasks for working parents to volunteer, who may be unable to participate in events during normal working hours.
- 5) Implement strategies to increase student voice and involvement, such as using Hart's Ladder from the Youth Leadership Institute, and a more focused survey that gathers qualitative data in the form of a solutions-focused interview with students.
- 6) Implement strategies where acknowledgement of positive behavior is visible to parents, such as through school newsletters, social media updates, or other forms of communication.

LCAP Highlights

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

The overarching goal of the Local Control Accountability Plan (LCAP) is the constant improvement of the educational outcomes for all students. The LCAP represents our district's allocation of resources towards specific actions designed to meet Board-established goals that include identifying resources that will be directed toward each of the State's eight priority areas. The goal-setting process is based on the school district's vision, mission, and values. The current three-year LCAP continues to be organized under three goal areas:

1. Conditions of Learning: Provide all staff with continuous professional development relevant to assignment in order to support high-quality classroom instruction, standards-based curriculum, supported with relevant technology in well-maintained facilities.
2. Pupil Outcomes: Increase student academic achievement by establishing and maintaining support mechanisms for all students.
3. Engagement: Provide a safe, supportive, and nurturing environment for students and their families.

With the aforementioned goals and actions outlined by the Board, refinements and features of this year's LCAP include specific actions outlined within the existing goals:

1. Conditions of Learning

- a) Community involvement regarding campus beautification and school-wide events, such as tree replacement and a PAWS mural in cafeteria and campaign with tangible rewards for building student pride in keeping school buildings clean
- b) Align professional development needs with district and community resources, such as updating instructional materials as needed that builds off of relevant professional development and research
- c) Maintaining a school-wide social-emotional program

2. Pupil Outcomes

- a) Sustain Early Reading Intervention
- b) Sustain minimum days for professional development
- c) Sustain a school-wide social-emotional program
- d) Sustain a school-wide standards-based report card/ data snapshot
- e) Sustain restorative justice practices as delivered by Dean of Students, and implementing an executive functioning skills program, such as Cerebrate
- f) Sustain a school-wide P.E. program with the addition of a paraprofessional on special assignment
- g) expanding paraprofessional support to sustain the departmentalized model in grades 6-8 and build in more prep time for middle school instructors
- h) Implement 30 nine-hour days within the Expanded Learning Opportunities Program

3. Engagement

- a) Sustain stakeholder input via annual surveys, stakeholder meetings with staff, school site council, parent-teacher organization
- b) Improve students' positive impressions of a safe, supportive, and nurturing environment by increasing youth voice using frameworks, such as Hart's Ladder and solutions-focused interviews/surveys
- c) Provide access to executive functioning skills curriculum as identified by teachers
- d) Sustain and expand the role of Dean of students, Physical Education Program Coordinator, Maintenance and Facilities Advisor
- e) Improve the variety of flexible tasks to accommodate working parents, who may wish to volunteer and help with special projects at the school
- f) Improve the variety of family events held at the school, such as a family showcase night and a family movie night

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 school was eligible 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.

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

Lake Elementary consulted with the following educational partners during the 2022-23 school year.

WHO

Student Educational Partners

WHAT

Grades 3-8 School Climate Survey
8th Grade Focus Group Forum
Prior Year 8th Grade Student Survey

HOW

Administered annually, the Grades 3-8 School Climate Survey assists in identifying student perceptions of school climate issues within our school. The data collected from the survey are used to identify student perceptions of school climate strengths and weaknesses within our school.

Eighth grade focus groups were developed to engage eighth graders in the final year at an elementary campus, of which most have been attending since kindergarten. Over the years, staff has observed disrupting behaviors as they begin to mature out of an elementary school environment. To help engage these students in their 8th grade year, we have met with them periodically for input on activities, field trips, lunch menu items and more. The forum began when we invited the class to attend an all-day planning session on August 2, 2022.

Administered annually, the 8th-grade graduate survey's purpose is to identify both academic and social preparedness for high school. Responses indicate that students feel prepared academically, yet need more support in selecting high school coursework. Student responses also indicated that they are not properly prepared for physical education. Student involvement in school decisions leads to a positive school climate and increased student engagement, which has a direct impact on attendance, as required by the LCAP process.

All of the above surveys are used to inform our efforts at improving our school climate.

WHEN

Grades 3-8 School Climate Survey - February 2023
8th Grade Focus Group Forum - Initial meeting August 2, 2022. Trimester meetings followed.
Prior year 8th Grade Survey - April 2023

WHO
School Site Council (SSC)

WHAT

The discussion and identification of updates to LCAP goals keep the LCAP a relevant and timely document. SSC reviews progress on LCAP goals throughout the year. The council assists in the alignment of LCAP goals with existing plans to streamline the process and application of all plans, not just LCAP. School Site Council reviews LCAP and provides input through a series of quarterly meetings.

HOW

SSC focuses on developing and approving their role as a Parent Advisory Council given the district does not receive Title I funds. Furthermore, the district's English Learner numbers do not exceed 51 English Learners, thus, the district does not convene a District English Language Advisory Committee. As allowed by CDE, the district chooses to utilize SSC as an existing advisory committee. For these reasons, both English Learner and Title 1 students are represented via parents through this council.

WHEN

September 12, 2022
October 10, 2022
January 9, 2023
March 13, 2023
May 1, 2023

WHO
Staff Educational Partners

WHAT

Lake Staff meetings (certificated and classified) are held throughout the year and provide opportunities for all staff to engage in the development and implementation of LCAP goals, action steps, measurable outcomes, services, and expenditures. Reviewing goals, action steps, and measurable outcomes helps all staff to clearly understand the goals along with clarifying their role in implementing action steps, which in turn leads to more engagement in the LCAP process. Certificated and classified staff appreciated the open disclosure of the budget as well as the LCAP goals and alignment with district philosophy. As one of the very few districts in the state operating without a Bargaining Unit for either certificated or classified staff, open forum discussions add upon the trust already existing at this site. These types of discussions allow for open communication regarding LCAP and/or other goal-related activities. Providing an opportunity for all staff to mark/identify outcomes in which they may have a direct impact on assisted in a deeper understanding of their own impact on achieving our LCAP goals. Monthly check-ins with staff support implementation of LCAP action steps with the intended consequence of reaching measurable goals. All staff discussed relevant action plans related to school climate, discussed their role in supporting a positive school climate, as well as identifying possible new action plans.

HOW

Monthly staff meetings are held the day after the monthly board meeting.

Vertical Team meetings are held monthly. These are 30-minute focused meetings that provide vertical alignment among the following grade bands: K-2, 3-5, 6-8.

Climate surveys are distributed to all staff annually.

Implementation of standards and administrative support surveys are distributed to certificated staff annually.

WHEN

All Staff Meetings - monthly after board meetings

Vertical Team Meetings - monthly

WHO

Parent Educational Partners

WHAT

Donuts with the Dean

Parent School Climate Survey

HOW

Donuts with the Dean is held monthly. This is an opportunity for parents to meet with the Dean of Students in an informal environment. This time is intended for parents who want to check in, ask questions, and/or brainstorm about anything that has to do with the Lake School community.

Parent School Climate Survey. Distributed annually, the data collected from the survey are used to identify parent perceptions of school climate strengths and weaknesses within the school.

WHEN

Donuts with the Dean - monthly, first Tuesday of the month

Parent School Climate Survey - February 2023

WHO

Parent Educational Partners

WHAT

Donuts with the Dean
Parent School Climate Survey

HOW

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Parent School Climate Survey. Distributed annually, the data collected from the survey are used to identify parent perceptions of school climate strengths and weaknesses within the school.

WHEN

Donuts with the Dean - monthly, first Tuesday of the month
Parent School Climate Survey - February 2023

OTHER

School Board members agree that the LCAP provides strategic guidance to the district. Monthly board meetings provide educational partners opportunities to communicate with the Board to help them establish an LCAP development and adoption process that ensures many ways for all parents and community members to participate and be heard. The superintendent/principal's LCAP Report outlines programs and services currently being offered in the district, and their effectiveness in achieving student outcomes. The LCAP Report also assists the board in its own planning and budget process to meet the requirements of both LCFF and LCAP. Reviewing LCAP progress at Board Meetings keeps all educational partners involved in the process of implementation of goals. Public Hearings provide opportunities for educational partner input. The monthly LCAP Report at board meetings provides the board and attending educational partners with transparency of alignment of all LCAP goals and LCFF funding.

Outside Agencies, including SELPA Director

County office meetings help to assist in clarifying various aspects of the LCAP for all educational partners. These meetings are held monthly during the course of a school year. The district worked with the SELPA Program Specialist on a monthly or as-needed basis to coordinate services. The District Administrator met at least monthly with SELPA Director. In addition, the district LCAP team consulted with the SELPA Director on April 20, 2023, to review the district's plan to support students with disabilities.

STUDENTS

Elementary Perception Data Analysis Summary, Grades 3-5

Only 55.9% of students often or always like school, indicating that more needs to be done to create a positive and engaging learning environment for students. Only 56.4% of students often or always behave in class so they can learn, indicating that there may be a lack of discipline or classroom management strategies in place to support students' learning. Only 58.1% of students often or always treat each other well, indicating that there may be a need for more attention to social-emotional learning and addressing issues of bullying or other negative interactions among students. Although 69.3% of students often or always feel safe at school, there is still room for improvement in ensuring that all students feel secure and protected in their learning environment. While 75.8% of students often or always get along well with other students, this still leaves over 20% of students who may be struggling with peer relationships or feeling isolated. Although 69.4% of students often or always do well in school, it would be beneficial to explore ways to support the remaining 30% of students who may be struggling academically. Overall, these data points suggest that the district should continue its focus on creating a positive, safe, and inclusive learning environment that promotes student engagement and success both academically and socially.

Secondary Perception Data Analysis Summary, Grades 6-8

Based on the data provided, an area of need is to improve the proportion of students who feel they fit in at school. While 74.6% of students somewhat or strongly agree that they feel like they fit in, this still leaves over 25% of students who do not feel like they belong. This can have negative consequences for their academic and social development, as well as their overall well-being. Another area of need is to improve the proportion of students who feel like they are treated fairly at school, regardless of their appearance or academic ability. While there are high levels of agreement that teachers treat students with respect and that students are recognized for good behavior, there is still a significant proportion of students who do not feel like they are treated fairly. Finally, there is a need to address behaviors in classrooms that prevent teachers from teaching so that students can learn. Over 60% of students somewhat or strongly agree that behaviors in classrooms interfere with learning, which can have negative consequences for their academic success.

FAMILY

Family Perception Data Analysis Summary

The parent data provided suggests that there are some positive aspects of the school that are being recognized by parents. Specifically, 78.6% of parents somewhat or strongly agree that students are frequently recognized for good behavior. This indicates that the district has a system in place to acknowledge and reward positive behavior, which can help to promote a positive school culture and improve student behavior. However, the data also suggests that there may be room for improvement in terms of parental involvement in the school. Only 64.3% of parents somewhat or strongly agree that they volunteer to help with special projects at the school. This may indicate a lack of communication or opportunities for parents to become involved, which can be important for creating a sense of community and improving school outcomes.

STAFF

Personnel Perception Data Analysis Summary

The data shows that staff members at the school feel well-supported and get along well with each other. They feel like they are an important part of the school and enjoy working in teams. They also feel like they fit in and are connected to other staff members. The instructional materials are up to date and in good condition, and the teachers keep their classrooms clean and organized. However, there is some room for improvement in the maintenance of the school building, as only 81.9% of respondents somewhat or strongly agreed that the building is well-maintained, and 91% somewhat or strongly agreed that staff members make an effort to keep the school building and facilities clean. The data shows that all respondents agree that teachers at the school have high standards for achievement, and that the school promotes academic success for all students.

The data shows that staff members at the school frequently recognize students for good behavior, and all students are treated fairly regardless of race, ethnicity, or culture. Teachers at the school work hard to make sure that students do well, and students feel safe at school, including when entering and leaving the school building. Students at the school get along well with each other and treat each other with respect, regardless of their academic ability or background. They also demonstrate behaviors that allow teachers to teach and students to learn. However, there is some room for improvement in terms of parents' involvement in school-related activities. While a majority of respondents somewhat or strongly agree that parents attend PTO meetings or parent/teacher conferences and frequently volunteer to help on special projects or during class parties, the percentages are lower than the other items in the survey. Additionally, 81.8% of respondents somewhat or strongly disagree that they have been concerned about their physical safety at school, indicating that there may be some safety concerns that the school should address.

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

STUDENTS

To address these areas of need, schools can implement various strategies, such as creating a welcoming and inclusive environment, promoting positive relationships between students and teachers, providing opportunities for students to connect with each other, promoting equity and fairness, implementing clear behavior expectations and consequences, and using evidence-based instructional strategies that meet the diverse needs of all learners. Additionally, schools can actively solicit feedback from students and use that feedback to inform their efforts to create a positive school environment.

PARENTS

To address this, the school could consider implementing strategies to increase parental involvement, such as offering opportunities for parents to volunteer, providing regular communication and updates about school activities and events, and creating a welcoming and inclusive environment that encourages parents to become more involved in the school. Additionally, the school could consider implementing strategies to promote positive student behavior and acknowledge good behavior in ways that are visible to parents, such as through school newsletters, social media updates, or other forms of communication.

STAFF

Post-construction, the district should continue to take steps to improve the maintenance of the buildings and facilities to ensure that they are clean and safe. This could involve conducting regular inspections and repairs, hiring additional maintenance staff, or establishing a system for reporting and addressing maintenance issues.

Post-COVID, staff continue to discuss increasing parent involvement specific to school-related activities and volunteering in the classroom. Family-friendly events have been presented to School Site Council and Staff. These include family movie nights hosted on site as well as a Family Showcase event.

Call out PAW system, bingo card (PAW-esome stickers); Dean of Students checking in with students so instructional time is not lost on others.

Address safety concerns: The school should take steps to address any safety concerns that staff or students may have, such as improving security measures, increasing supervision during arrival and dismissal times, or conducting regular safety drills.

Maintain instructional materials and classrooms: The school should continue to maintain the up-to-date instructional materials and encourage teachers to keep their classrooms clean and organized.

Continue to promote academic success and positive behavior: The school should continue to promote high standards for achievement and recognize students for positive behavior. They should also continue to ensure that all students are treated fairly and respectfully, regardless of their background.

Action Step	Students	Parents	Staff
startcollapse			
1.1 Community involvement regarding campus beautification and school-wide events	Yes, student input via feedback surveys and focus groups	PTO beautification day and PTO meetings, Donuts with the Dean	Staff meet monthly to discuss facility needs.
1.2 Align professional development needs with district and community resources.	not applicable	not applicable	Vertical Team meetings provide input to administration regarding professional development needs.
1.3 Implement school-wide social emotional program	Observable student behaviors identify areas to provide support regarding social emotional programs needed	Parent teacher conference and other parent meetings provide insight into the emotional needs of our family community. When relevant, resources are shared with parents to support positive behaviors at home.	Continued delivery of social emotional programs K-8, with focus on conflict resolution in 2023-24.

2.1 Implement Early Reading Intervention	Assessment data suggests this is an area of need	not applicable	Review of assessment data indicates area of need regarding early reading intervention.
2.2 Sustain minimum days for professional development	not applicable	not applicable	With limited time during the school day, weekly minimum days allow targeted collaboration and professional development opportunities. This time provides staff with focused conversations that lead to action in classrooms regarding both behavior and academic supports for students.
2.3 Implement school-wide social emotional learning	See 1.3	See 1.3	See 1.3
2.4 Implement a school-wide standards-based report card	Provides clear and consistent feedback on their progress towards achieving specific learning goals, which helps them understand their strengths and areas for improvement, and can ultimately lead to greater academic success.	Provides them with a comprehensive and detailed understanding of their child's academic progress and achievement, allowing them to make informed decisions about how best to support their child's learning and development. It also helps parents communicate more effectively with teachers and provides a common language for discussing their child's performance.	Enables teachers to assess student progress towards specific learning goals and adjust their instruction to better meet student needs. It provides a clear and objective way to communicate student performance to parents and students, and can help identify areas where additional support or enrichment may be needed. Additionally, the use of a standardized report card facilitates collaboration among teachers and ensures consistency in grading and assessment practices.
2.5 Implement restorative justice practices	Student survey indicated some students don't feel their environment is safe. Implementing restorative justice practices can provide a safe and inclusive environment for resolving conflicts and repairing harm, promoting accountability, understanding, and respect among all members of the school community.	Parents would value restorative justice practices at school because it fosters a positive and supportive school culture that prioritizes the well-being and development of their child, while also promoting their child's social and emotional growth through healthy conflict resolution and community building.	Restorative justice practices would add another strategy as an additional approach to addressing behavioral issues in the classroom that is more effective, compassionate, and empowering for students, while also promoting positive relationships and communication among students, teachers, and administrators.
2.6 Implement a schoolwide P.E. program	Student feedback indicated they liked the PE rotation with another classroom teacher.	not applicable	Provides prep time opportunities not often occurring at school due to lack of staff.
2.7 Implement a departmentalized model for grades 6-8	Feedback in current year indicate students like the rotation scheduled the departmentalized model provides them. Additionally, feedback from recent alumni identifies that rotating classes is a weakness of attending a school with self-	Happy students, happy parents.	Staff want to better prepare students for high school.

	contained classrooms at the junior high level.		
3.1 Solicit stakeholder input via annual surveys	Annual surveys are delivered to students in grades 3-8 as well as the annual freshman survey.	Annual surveys - LCAP and climate - are distributed to the parent community.	Staff participate in various surveys throughout the year, both formal and informal, online and focus groups.
3.2 Sustain positive school climate	With continued input from students, it is the goal of staff to sustain the current positive school climate.	Feedback opportunities like Donuts with the Dean and staff attendance at PTO meetings continue to provide opportunities for collaboration with parents in order to sustain the current positive environment.	Staff meet regularly to address strengths and areas of growth regarding school climate.
3.3 Implement solution-focused training	not applicable	not applicable	Staff participated in solution-focused training with the intent to apply these skills during student conflict, parent meetings, as well as peer collaboration.
3.4 Implement a TOSA - Dean of Students, Physical Education Program Coordinator, Maintenance and Facilities Advisor	Implementation of Dean of Students has provided comprehensive support to students, addressing their academic, emotional, and social needs.	The Dean of Students role has provided opportunities for effective communication between parents and the school. This role has provided a point of contact for parents to address any concerns or questions they may have.	Post-construction continues to take time away from students. The additional role of a Maintenance and Facilities Advisor has allowed both the superintendent/principal and Dean of Students to "divide and conquer" their time so students can continue to come first.
endcollapse			

Goals and Actions

Goal

Goal #	Description
1	Conditions of Learning: Provide all staff with continuous professional development relevant to assignment in order to support high quality classroom instruction, standards-based curriculum, supported with relevant technology in well-maintained facilities.

An explanation of why the LEA has developed this goal.

Due to the district's ongoing construction and landscaping phases, students and staff are in need of well-maintained learning and outdoor recreational facilities. The superintendent also continues to encourage families to volunteer time, services, and donate materials to beautifying the school campus. Input and service from students will also come from a newly developed student-led leadership committee. Quarterly agenda items continue to be added to PTO and SSC meetings to approve and review a facilities roadmap. The superintendent and board have appointed a new TOSA to support the district in leading community involvement regarding campus beautification and facilities as well as oversee the school's new physical education program. This will provide general education teachers with weekly vertical collaboration time. Additionally, in response to a William's Complaint regarding restroom cleanliness, the district designed a number of daily auditing procedures to ensure restrooms are well-stocked and within working order.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	SARC report indicates 90% of certificated staff are appropriately assigned and fully credentialed.	SARC report indicates 100% of certificated staff are appropriately assigned and fully credentialed.	SARC report indicates 100% of certificated staff are appropriately assigned and fully credentialed.		100% of certificated staff will be appropriately assigned and fully credentialed as measured by SARC report.
Priority 1: School facilities are maintained in good repair.	Overall SARC/FIT report from July 2021 report rated school as	FIT report rated school as exemplary with a 99.55% rating.	FIT report rated school as exemplary with a 99.55% rating.		Maintain overall SARC/FIT report of good (90-98.99%) or higher (99-100%).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	exemplary with a 99.55% rating.				
Priority 2: The implementation of state board adopted academic content and performance standards for all students	<p>Within the certificated teacher agreement, it is required that certificated staff attend a minimum of one professional development opportunity per year.</p> <p>The superintendent principal notifies classified and certificated staff of professional development opportunities on a trimester basis and provides substitutes. Staff members are also encouraged to approach the district with professional development requests.</p>	All certificated staff participated in at least one professional development opportunity this school year.	All certificated staff participated in one professional development in the beginning of the school year.		Certificated staff will maintain attendance of one professional development opportunity per year. Additionally, the district will have sustained the practice of notifying staff of relevant professional development opportunities and providing substitutes/prep time for staff to participate in trainings regarding implementation of state standards and ELD as measured by narrative summary or self-reflection tool.
Priority 3: The efforts the school district makes to seek parent input in making decisions for the	Stakeholder input regarding school improvements is included annually in the parent survey.	The Healthy Kids Survey was sent to all parents and guardians in November 2021.	All Educational Partners (elementary, secondary, personnel, families) were		The district will have solicited quarterly stakeholder input regarding outdoor landscaping and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
school district and each individual school site			surveyed in the 2022-23 school year.		construction projects via a facilities roadmap at PTO and SSC meetings as measured by log of communication efforts.
Priority 7: Extent to which pupils have access to and are enrolled in: A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable.	Continue offering electives to students in grades 4-8 in order to offer broad course of study on a self-contained campus.	Electives are offered in cohorts across grades 4-8.	Middle School departmentalized this year for language arts, mathematics, and science. Additionally, electives continued to be offered across grades 4-8 to provide prep time for middle school teachers.		Electives schedule that supports electives in all three trimesters for students in grades 4-8.
Priority 1: Pupils in the school district have sufficient access to the standards- aligned instructional materials.	Every pupil in the district has sufficient access to standards aligned materials.	100% of students have access to curriculum.	100% of students continue to have access to curriculum.		100% of students have access to curriculum.
Priority 2: How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content	Priority 2 self-assessment baseline indicates 57% of staff rate programs and services supporting English learner access to standards (both CCSS and ELD)	The self-assessment measuring staff implementation of CCSS and ELD standards was scheduled for a March staff meeting.	A self-assessment survey was distributed to all staff measuring their implementation of state academic standards. 50% of staff rate programs and services		90% of staff rate program at full implementation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
knowledge and English language proficiency	is at full implementation.		supporting English learner access to standards (both CCSS and ELD) and view it at full implementation.		
Priority 2: The implementation of state board adopted academic content and performance standards for all students	Implement the state academic standards, the guidance in the frameworks for all content areas, and the practices of Universal Design for Learning to provide instruction that integrates multiple subject areas and supports cross-cultural understanding through a multi-tiered system of supports and services. Twenty percent (2 of 10) staff currently participating in UDL training.	Certificated teachers representing the elementary grade bands and middle school accompanied the school administrator to a UDL training provided by the Glenn County Office of Education.	All certificated and classified personnel were given an opportunity to participate in an asynchronous multi-year MTSS training.		Fifty percent of teaching staff have participated in UDL training. (More than attending a one-day workshop.)

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Community involvement regarding campus beautification and school-wide events	1.1.1 Solicit community involvement regarding campus beautification and school-wide events, such as updating the 3-5 wing, grading the back parking lot, installing an electronic gate, updating the traffic light, replacing trees, painting a PAWS mural in cafeteria and campaign with	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		tangible rewards for building student pride in keeping school buildings clean		
1.2	Align professional development needs with district and community resources.	1.2.1 District will coordinate with the local county educational services department on planning relevant professional development for staff. 1.2.2 Provide ongoing training and collaboration opportunities for developing and implementing student voice 1.2.3 Align professional development needs with district and community resources, such as updating instructional materials as needed that builds off of relevant professional development and research	\$7,000.00	No
1.3	Implement school-wide social emotional program	1.3.1 Maintain a school-wide social-emotional program, i.e. Grades K-2 will sustain the Toolbox Project. Grades 3-5 will implement Empowering Minds lessons. Grades 6-8 will sustain weekly Kindness 101 lessons. 1.3.2 Implement units focusing on conflict management/resolution, peer counseling/mentoring	\$10,000.00	Yes

Goal Analysis [2022-23]

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

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

The district's ongoing construction and landscaping phases are now dedicated to projects, such as the grade 3-5 wing and staff lounge. The TOSA has been instrumental in being a point person and liaison for the district board and educational partners. The superintendent also continues to encourage families to volunteer time, services, and donate materials to beautifying the school campus. Input and service from students were solicited via a student-led leadership committee. The district has implemented a number of daily auditing procedures to ensure restrooms are well-stocked and within working order. Facilities items are added to SSC meetings occasionally, but not PTO meetings at this time.

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.

No material differences

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

With the exception of more involvement from PTO on facilities items, all actions were implemented effectively as planned. Being well-staffed to implement all the action items was the primary cause for successful implementation.

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.

Most of the building construction and landscaping projects have been completed. However, the TOSA and maintenance director have identified a lot of quality issues and errors in the work, which is impacting current facilities, such as the staff bathrooms. Attention will now be paid to addressing these concerns while also addressing new modernization projects, such as updating the 3-5 building wing, grading the back parking lot, installing an electrical gate, updating the traffic lights to a wireless system, tree replacement, and a new PAWS mural in the cafeteria with tangible rewards for building student pride and keeping school buildings clean.

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	Pupil Outcomes: Increase student academic achievement by establishing and maintaining support mechanisms for all students.

An explanation of why the LEA has developed this goal.

Internal data indicates pupil outcome deficits in reading and mathematic achievement and social, emotional skill development in the areas of motivation and optimism. School-wide reading and mathematics proficiency continues to be below 80%. Primary educators report that students in grades kindergarten through second grade experienced tremendous learning loss in the area of basic reading skills. Additionally, teachers and parents report that students are demonstrating a range of emotions and behaviors in response to the learning disruptions caused by the pandemic. These behaviors range from fatigue in acclimating to full days, to difficulty coping, to demonstrating PTSD symptoms. As a result, students' emotional intelligence and self-esteem have taken a toll and have negatively impacted learning progression. Parents are looking to the school district and teachers for increased communication and resources for addressing these needs. In turn, the school is looking to engage the family community in effectuating sustainable student outcomes. Current grading practices often measure and communicate student work completion versus students' academic levels of performance and social, emotional competency. Research surrounding equitable grading practices reveal that low grades do not prompt greater effort, but cause students to withdraw from learning. Using a 0-4 grading scale in which two-fifths is dedicated to student success and only one-fifth is dedicated to failure helps bridge that gap. By changing the way we grade and broadening the district's course of study to include social-emotional learning, the community will see an increase in student motivation to achieve academic success. Additionally, the district will have reinforced a growth mindset culture and provided more learning opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7: Extent to which pupils have access to and are enrolled in: A broad course of study including courses described under EC sections	SEL instruction is provided by the county student services onsite staff to specific students referred for tier 2 and tier 3 support.	The district implemented a social-emotional learning program using Empowering Education.	The district implemented social-emotional learning across all grade bands.		The district will implement social-emotional learning school wide as measured by local assessment of the master school schedule.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
51210 and 51220(a)-(i), as applicable.		The Healthy Kids survey was sent to all 6th-8th grade students in November to measure growth.			
Priority 2: The implementation of state board adopted academic content and performance standards for all students	Less than 50% of students in grades K-2 are proficient in reading.	K-2 teachers are planning on administering mid-year reading benchmarks by March 2022.	All K-2 teachers implemented mid-year benchmarks and shared those results with parents. Among all three grades, 62% of students are proficient in reading.		70% of students in grades K-2 will meet grade level benchmarks for reading proficiency.
Priority 4: Statewide assessments	According to 2019 dashboard data, 65.04% of students performed met or exceeded.	ELA CAASPP results for the 2020-21 school year show that 50% of students met or exceeded performance expectations.	ELA CAASPP results for the 2021-22 school year show that 55.08% of students met or exceeded performance expectations.		District will maintain all student groups performing above standard as measured by dashboard data.
Priority 4: Statewide assessments	According to 2019 dashboard data, 60.17% of students performed met or exceeded	Math CAASPP results for the 2020-21 school year show that 33% of students met or exceeded performance expectations.	Math CAASPP results for the 2020-21 school year show that 44.45% of students met or exceeded performance expectations.		District will maintain all student groups performing above standard as measured by dashboard data.
Priority 6: Pupil Suspension rate	According to 2019 dashboard data, between 1.7%-5.4% of the student	1% of the student population has been suspended in the 21-22 school year.	According to the the 2022 dashboard data, 0% of students were		Less than 2% of the student population will have been suspended.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	population has been suspended.		suspended at least one day.		
Priority 4: Percentage of English learners who make progress toward English proficiency as measured by the ELPAC	2019-20 baseline data: 60% students designated EL 0-3 years; 33% students designated At-Risk; 6.7% student identified as LTEL.	2020-21: 58% students designated EL 0-3 years; 50% students designated At-Risk; 58% students identified as LTEL	2021-22: 90% students designated EL 0-3 years; 54% students designated At-Risk; 72% students identified as LTEL		Decrease number of LTEL students to zero.
Priority 2: The implementation of state board adopted academic content and performance standards for all students	Kindergarten, First, and Second Grade Teachers have a verbal progression regarding reading norms.	Kindergarten, First, and Second Grade Teachers follow the Lindamood-Bell progression for reading intervention: phoneme sequencing for reading, spelling, and speech (LIPS), a phonological and orthographic processing program for reading and spelling (Seeing Stars), and concept imagery for language comprehension and thinking (Visualizing and Verbalizing).	Kindergarten, First, and Second Grade Teachers continue to follow the Lindamood-Bell progression for reading intervention: phoneme sequencing for reading, spelling, and speech (LIPS), a phonological and orthographic processing program for reading and spelling (Seeing Stars), and concept imagery for language comprehension and thinking (Visualizing and Verbalizing).		The district will publish a school-wide reading norms progression based on common core standards and MTSS.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Additionally, the K-2 Team is engaged in a book study covering The Science of Reading during their monthly vertical collaboration time.	The article study covering The Science of Reading during monthly vertical collaboration time, expanded to include grades 3-8.		
Priority 4: The English learner reclassification rate	2019-20 baseline data: 6.7% students were reclassified.	2020-21: No students (0%) were reclassified.	2021-22: 1% of students were reclassified.		Maintain 50% reclassification rate as outlined on DataQuest.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Implement Early Reading Intervention	2.1.1 Sustain Early Reading Intervention based on Science of Reading research	\$5,000.00	Yes
2.2	Sustain minimum days for professional development	2.2.1 Sustain minimum days for professional development	\$10,000.00	Yes
2.3	Implement school-wide social emotional learning	2.3.1 Grades K-2 will implement the ToolBox Project. Grades 3-5 will implement Empowering Minds lessons. Grades 6-8 will participate in Kindness 101 lessons as well as school-wide opportunities that incorporate service learning, social-emotional learning, gratitude and kindness, student voice, and connections to CTE pathways.	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Implement a school-wide standards-based report card	2.4.1 Certificated staff (K-8) will sustain the use of data snapshots for the initial entry into a grade and the first two trimesters of the school year before issuing a summative report card at the end of the third trimester (reflecting summative performance).	\$5,000.00	No
2.5	Implement restorative justice practices	2.5.1 Restorative justice practices will continue to be reviewed prior to issuing in-school and out-of-school suspension. https://www.hopecityredding.com/restorative-justice.html https://sandiegounified.org/UserFiles/Servers/Server_27732394/File/Departments/Placement%20and%20Appeal/BP%205144%20Restorative%20Discipline%20Policy%20(Public).pdf 2.5.2 Implement Cerebrate as a proactive and reactive tool for addressing executive functioning skill deficits	\$4,880.00	Yes
2.6	Implement a schoolwide P.E. program	2.6.1 A teacher on special assignment will continue to oversee a school-wide physical education program and ensure lessons are implemented daily. 2.6.2 A paraprofessional on special assignment will sustain the incorporation of S'Cool Moves, which is a multisensory approach to improving focus, regulation, developmental and academic skills, into the weekly P.E. program for primary grades	\$108,702.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Implement a departmentalized model for grades 6-8	2.7.1 English Language Arts, Mathematics, and Science will continue to be implemented daily in a 3 block model 2.7.2 Expand paraprofessional support to sustain the departmentalized model in grades 6-8 and build in more prep time for middle school instructors	\$67,514.00	No

Goal Analysis [2022-23]

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

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

2022 data from the CA School Dashboard displays performance using five status levels (ranging from Very High, High, Medium, Low, and Very Low). Chronic absenteeism is rated at medium. The suspension rate is very low. Performance in mathematics and language arts is rated at medium. Standards were met for all of the following areas: Basics-Teachers, Instructional Materials, Facilities, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study. Additionally, dashboard data from the 2022 school year reflects an 8.9% chronic absenteeism rate, which still continues to meet standards in absenteeism. The district maintained zero expulsions and 0% suspensions (of at least one day) in the previous school year, all of which reflect a quantitative measure of positive school climate and culture. Furthermore, these data sets provided the required metrics that identified Lake Elementary as a CA Distinguished School. The state program recognizes schools that show exemplary performance in implementing academic content and performance standards.

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.

No material differences

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

Again, all actions were implemented effectively as planned, and were expanded in some ways to include grades 3-8 in the study of the Science of Reading. High staff morale, collective self-efficacy, and access to a well-staffed team were the primary causes for this success.

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.

Staffing will expand to include an additional paraprofessional to support and sustain the departmentalized model in grades 6-8. Adding additional classified support will help build in more prep time for middle school instructors. Additionally, the Dean of Students will be implementing an executive functioning skills curriculum, such as Cerebrate, as a proactive and reactive tool for addressing executive functioning skill deficits. Finally, the District will implement 30 nine-hour days within the Expanded Learning Opportunities Program in accordance with grant requirements.

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	Engagement: Provide a safe, supportive, and nurturing environment for students and their families.

An explanation of why the LEA has developed this goal.

The district would like to sustain the practice of surveying parents in the fall, middle school students in the spring, and graduates in the winter in order to solicit stakeholder input regarding overall school climate and course access. Furthermore, the district would like to improve student motivation, optimism, and parental involvement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: The efforts the school district makes to seek parent input in making decisions for the school district.	80.7% of parents strongly agree (53.1%) or agree (27.6%) that they feel welcome at the school.	72% of parents strongly agree or agree the school encourages parent involvement.	Adult perspectives from families were 87.3% positive for Engagement.		By 2023-24, parent survey results will reflect at least 90% of parents feeling welcome at school.
Priority 5: Chronic Absenteeism rates	2019-20 No Dashboard Data: Local data reports chronic absenteeism rates as XXX	2020-21 No Chronic Absenteeism rates identified on Dashboard. Local data reports XXX 2020-21 SchoolWise report (Students with Chronic Absences/Truancies) list 5 students with >= 10% absences; 1	2021-22 Dashboard Data: 8.9% for all students; 11.9% white, 8.2% socioeconomically disadvantaged, 3.4% Hispanic.		Reduce truancy count to zero.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		student with $\geq 10\%$ truancy.			
Priority 6: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	82% of parents strongly agree (61%) or agree (21%) that their children are safe and happy at Lake Elementary School.	In measuring School Violence, Victimization, and Safety, 92% of elementary students and 85% of secondary students report feeling safe at school. However, 65% of parents indicate that harassment or bullying is a problem and 37% of parents indicate that physical fights are a problem.	In measuring perception of school safety, 69.3% of elementary students often or always feel safe at school. Over 60% of secondary students somewhat or strongly agree that behaviors in classrooms interfere with learning, which can have negative consequences for their academic success. 91% of families somewhat or strongly agree that their student(s) feel safe at school. 81.8% of personnel respondents somewhat or strongly disagree that they have been concerned about their physical safety at school, indicating that there may be some safety concerns that the		By 2023-24, parent survey results will reflect at least 90% of parents reporting that their children are safe and happy at Lake Elementary School.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			school should address.		
Priority 7: Programs and services developed and provided to individuals with exceptional needs.	Contracted mental health clinician has been implementing solution-focused therapy during therapy sessions.	All certificated staff participated in a solution-focused training at the beginning of the school year.	All personnel were provided access to train in a multi-year asynchronous training in MTSS.		All staff will have been trained in solution-focused mindset for engaging in transformative conversations.
Priority 5: School attendance rates	2020-21 ADA was 96.97%	P1 2021-22 ADA was 93.97%	P1 2022-23 ADA was 95.45%		Prior to the pandemic, the district's ADA was typically above 98%. Post-pandemic goal is 98% or higher.
Priority 5: Middle school dropout rates	0% drop out rate	0% drop out rate	0% drop out rate		Maintain 0% drop out rate.
Priority 6: Pupil suspension rate	Zero suspensions in 2020-21	2 suspensions in 2021-22 school year	2 suspensions in 2022-23 school year		Maintain zero suspensions by implementing Restorative Justice strategies.
Priority 3: The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site	82.7% of parents feel that the district encourages volunteering and parent voice in district decision-making.	72% of parents strongly agree or agree the school encourages Parental Involvement.	Adult perspectives from families were 87.3% positive for Engagement.		Increase to 90%.
Priority 6: Other local measures, including	90.8% of parents satisfied with student	80% of parents strongly agree or	94.4% of all educational partners		Maintain 90% satisfaction rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
surveys of pupils, parents, and teachers on the sense of safety and school connectedness	data snapshots, progress reports, and report cards regarding their child's progress toward grade-level standards.	agree the school provides effective School Supports for students.	averaged a positive impression of Pupil Outcomes.		

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Solicit stakeholder input via annual surveys	3.1.1 School Board, School Site Council, and All Staff will review Educational Partner survey results for positive trends, identify areas of growth, and involve families in improving areas of growth.	\$500.00	No
3.2	Sustain positive school climate	3.2.1 The district would like to continue sending out specific video orientations leading up to school starting. Then, on the first morning of school, the district will continue to host a back to school breakfast on campus followed by an outdoor morning assembly. 3.2.2 Improve the proportion of students who feel they fit in at school. 3.2.3 Improve the proportion of students who feel like they are treated fairly at school, regardless of their appearance or academic ability. 3.2.4 Offer a variety of opportunities and flexible tasks for working parents to volunteer, who may be unable to participate in events during normal working hours. 3.2.5 Implement strategies to increase student voice and involvement, such as using Hart's Ladder from the Youth Leadership Institute, and a more focused survey that gathers qualitative data in the form of a solutions-focused interview with students. 3.2.6 Implement strategies where acknowledgement of positive behavior is visible to parents, such as through school newsletters, social media updates, or other forms of communication.	\$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Implement solution-focused training	3.3.1 District will provide a refresher training in the Solutions-Focused mindset for student services personnel, instructing student services personnel on how to engage in impactful, transformative conversations with students with disabilities and the parent community.	\$1,000.00	No
3.4	Implement a TOSA-Dean of Students, Physical Education Program Coordinator, Maintenance and Facilities Advisor	With the support of a TOSA as Dean of Students, disruptive/unsafe behaviors in classrooms will be addressed in order for teachers to continue instructing core content, and student optimism/motivation will increase.	\$49,000.00	Yes

Goal Analysis [2022-23]

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

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

The Teacher Lead for student leadership chose to design lessons around planning sessions for school events, rather than consulting with the superintendent principal on LCAP agenda items, such as the climate survey.

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.

No material differences

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

Primarily, the District effectively administered all action items. All educational partners were surveyed. The District maintained grade-band cohort recesses to proactively manage the environment and safety in supervising children in a less structured setting. The new Dean of Students consulted restorative justice practices when addressing disciplinary referrals. Students are also proactively and reactively reminded to use their coping skills "tools." A student leadership group was restricted to just middle school students. Video orientations leading up to the start of school have been well received.

The only item that was not well-received was the District monthly informal meetings for the community called Donuts with the Dean. Turn-out has been consistently less than 6 people.

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

The following changes were made to address student perception of school engagement, include more intentional efforts to solicit student feedback to inform District efforts and decision making, and increase the variety of opportunities and flexible tasks or working families to volunteer.

- 1) Improve the proportion of students who feel they fit in at school.
- 2) Improve the proportion of students who feel like they are treated fairly at school, regardless of their appearance or academic ability.
- 3) Offer a variety of opportunities and flexible tasks for working parents to volunteer, who may be unable to participate in events during normal working hours.
- 4) Implement strategies to increase student voice and involvement, such as using Hart's Ladder from the Youth Leadership Institute, and a more focused survey that gathers qualitative data in the form of a solutions-focused interview with students.
- 5) Implement strategies where acknowledgement of positive behavior is visible to parents, such as through school newsletters, social media updates, or other forms of communication.
- 6) With the support of a TOSA as Dean of students, disruptive/unsafe behaviors in classrooms will be addressed. So that teachers can continue instructing core content, and student optimism/motivation will increase.
- 7) District will provide a refresher training in the Solutions-Focused mindset for student services personnel, instructing student services personnel on how to engage in impactful, transformative conversations with students with disabilities and the parent community.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
176,611	0

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
9.20%	0.00%	\$0.00	9.20%

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.

- Goal 1 - Action 3 - Implementing school-wide social emotional program**

(1) While some research suggests there are not significant differences in nonminority students regarding social-emotional skills (MAWI Learning), social emotional skills can be used to predict academic success and dropout rates. And knowing that social emotional skills can help increase grades, social emotional learning can help close achievement gaps.

(2) A school-wide social emotional program that considers the needs of foster youth, English learners, and low-income students can effectively meet the goals for these students by providing targeted support, fostering a sense of belonging, addressing trauma and cultural sensitivity, and equipping them with the necessary skills for success. By focusing on social-emotional development alongside academic achievement, these students can thrive and reach their full potential.

- Goal 2 - Action 1 - Implementing early reading intervention**

(1) The increasing number of students struggling to read continues to dominate grade level conversations. Data review continues to identify low-income and English learners as the majority of those who struggle.

(2) By sustaining and enhancing the school's reading intervention programs that relies on a multisensory approach, the District intends for students to become independent readers at an earlier age and decrease the number of struggling readers in grades 3 and above.

Goal 2 - Action 4 - Implementing school-wide standards-based report card

(1) To continue to increase parent involvement across subgroups, standards-based report cards provide more specific information regarding a child's progress in school. When parents have a better understanding of their child's progress, they have a clearer understanding of what students have or have not mastered.

(2) This understanding can lead to more informed conversations between school and home, resulting in higher parent engagement and increased student achievement.

Goal 2 - Action 5 - Implement restorative justice practices

(1) Foster youth often face a range of emotional and behavioral challenges due to their unique circumstances. English learners often face language and cultural barriers that can lead to misunderstandings and conflicts within the school setting. Low-income students often face social and economic challenges that can affect their behavior and well-being in school.

(2) Restorative justice focuses on repairing harm, building relationships, and promoting a sense of belonging and accountability within the school community. Implementation of the practices will continue to support our "relationship focused" culture as well as reduce, prevent and improve harmful behavior of students.

Goal 3 - Action 2 - Sustaining positive school climate

(1) When considering the needs of foster youth, we understand that a positive school climate prioritizes safety and stability, which is particularly important for foster youth who may have experienced trauma or instability in their lives. A safe and predictable environment can create a sense of security, enabling foster youth to focus on their education and personal growth. Regarding English learners, a positive school climate embraces diversity and promotes inclusivity. English learners feel valued and respected, irrespective of their language proficiency or cultural background. This has fostered a sense of belonging, as a result, we have see an active participation in our school community. Our goal for low-income students is to break the cycle of poverty. A positive school climate empowers low-income students to become advocates for their own education. It encourages their active involvement in decision-making processes, fostering a sense of agency and self-advocacy skills.

(2) According to the National School Climate Center, "school climate refers to the quality and character of school life." By focusing on a positive school climate, all students - including subgroups - will feel welcomed, safe, and engage in learning.

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

Lake Elementary is piloting a new language arts curriculum in Grade 5 that includes embedded in-class intervention. This means that students will receive approximately 12% of additional support within the regular language arts instruction. This intervention is designed to specifically address the needs of foster youth, English learners, and low-income students, helping them improve their language arts skills and meet academic standards.

Grades 3-5 are providing an increase of 30 minutes of reading intervention as well as 30 minutes of differentiated instruction referred to as "ketchup" time. The increased implementation of targeted instruction results in a 48% increase in services provided to students.

Common Sense Media provided to 6th grade students represents a 12% increase of services specific to social media balance and well-being, online privacy and security, understanding digital footprints and personal online identity, online relationships and communication, cyberbullying, digital drama and hate speech, and news and media literacy.

Forty-five minutes of additional, targeted ELD support in literacy as well as targeted literacy support for foster youth and low-income students in the junior high grades represents a 48% increase in services to students in grades 6-8.

Through these initiatives and programs, Lake Elementary is working to increase and improve services for foster youth, English learners, and low-income students by 9.2%. By targeting specific academic needs, providing interventions, incorporating SEL competencies, and offering additional support, the school aims to ensure these students have the necessary resources and opportunities to thrive academically and emotionally.

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.

n/a

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$212,702.00	\$74,894.00			\$287,596.00	\$268,716.00	\$18,880.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Community involvement regarding campus beautification and school-wide events	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.2	Align professional development needs with district and community resources.	All	\$7,000.00				\$7,000.00
1	1.3	Implement school-wide social emotional program	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
2	2.1	Implement Early Reading Intervention	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
2	2.2	Sustain minimum days for professional development	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
2	2.3	Implement school-wide social emotional learning	English Learners Foster Youth Low Income	\$10,000.00	\$5,000.00			\$15,000.00
2	2.4	Implement a school-wide standards-based report card	All	\$5,000.00				\$5,000.00
2	2.5	Implement restorative justice practices	English Learners Foster Youth Low Income	\$2,500.00	\$2,380.00			\$4,880.00
2	2.6	Implement a schoolwide P.E. program	English Learners Foster Youth Low Income	\$108,702.00				\$108,702.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.7	Implement a departmentalized model for grades 6-8	All		\$67,514.00			\$67,514.00
3	3.1	Solicit stakeholder input via annual surveys	All	\$500.00				\$500.00
3	3.2	Sustain positive school climate	English Learners Foster Youth Low Income	\$4,000.00				\$4,000.00
3	3.3	Implement solution-focused training	All	\$1,000.00				\$1,000.00
3	3.4	Implement a TOSA-Dean of Students, Physical Education Program Coordinator, Maintenance and Facilities Advisor	English Learners Foster Youth Low Income	\$49,000.00				\$49,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,919,765	176,611	9.20%	0.00%	9.20%	\$199,202.00	0.00%	10.38 %	Total:	\$199,202.00
								LEA-wide Total:	\$199,202.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Implement school-wide social emotional program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.1	Implement Early Reading Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-2	\$5,000.00	
2	2.2	Sustain minimum days for professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.3	Implement school-wide social emotional learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.5	Implement restorative justice practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	
2	2.6	Implement a schoolwide P.E. program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$108,702.00	

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 (%)
3	3.2	Sustain positive school climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	
3	3.4	Implement a TOSA-Dean of Students, Physical Education Program Coordinator, Maintenance and Facilities Advisor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$49,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$182,702.00	\$182,702.00

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	Community involvement regarding campus beautification and school-wide events	No	\$0.00	
1	1.2	Align professional development needs with district and community resources.	No	\$7,000.00	\$7,000.00
1	1.3	Implement school-wide social emotional program	Yes	\$10,000.00	\$10,000.00
2	2.1	Implement Early Reading Intervention	Yes	\$5,000.00	\$5,000.00
2	2.2	Sustain minimum days for professional development	Yes	\$10,000.00	\$10,000.00
2	2.3	Implement school-wide social emotional learning	Yes	\$10,000.00	\$10,000.00
2	2.4	Implement a school-wide standards-based report card	No	\$5,000.00	\$5,000.00
2	2.5	Implement restorative justice practices	Yes	\$2,000.00	\$2,000.00
2	2.6	Implement a schoolwide P.E. program	Yes	\$108,702.00	\$108,702.00
2	2.7	Implement a departmentalized model for grades 6-8	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Solicit stakeholder input via annual surveys	No	\$500.00	\$500.00
3	3.2	Sustain positive school climate	Yes	\$4,000.00	\$4,000.00
3	3.3	Implement solution-focused training	No	\$500.00	\$500.00
3	3.4	Implement a TOSA-Dean of students, Physical Education Program Coordinator, Maintenance and Facilities Advisor	Yes	\$20,000.00	\$20,000.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$160,280	\$169,702.00	\$169,702.00	\$0.00	69.84%	69.84%	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	1.3	Implement school-wide social emotional program	Yes	\$10,000.00	\$10,000	8.73	8.73
2	2.1	Implement Early Reading Intervention	Yes	\$5,000.00	\$5,000	8.73	8.73
2	2.2	Sustain minimum days for professional development	Yes	\$10,000.00	\$10,000	8.73	8.73
2	2.3	Implement school-wide social emotional learning	Yes	\$10,000.00	\$10,000	8.73	8.73
2	2.5	Implement restorative justice practices	Yes	\$2,000.00	\$2,000	8.73	8.73
2	2.6	Implement a schoolwide P.E. program	Yes	\$108,702.00	\$108,702	8.73	8.73
3	3.2	Sustain positive school climate	Yes	\$4,000.00	\$4,000	8.73	8.73
3	3.4	Implement a TOSA-Dean of students, Physical Education Program Coordinator, Maintenance and Facilities Advisor	Yes	\$20,000.00	\$20,000	8.73	8.73

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,558,821	\$160,280	0	10.28%	\$169,702.00	69.84%	80.73%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **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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