

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Big Creek Elementary School District

CDS Code: 10-62026-0000000

School Year: 2022-23

LEA contact information:

Jimmie Eggers

Superintendent

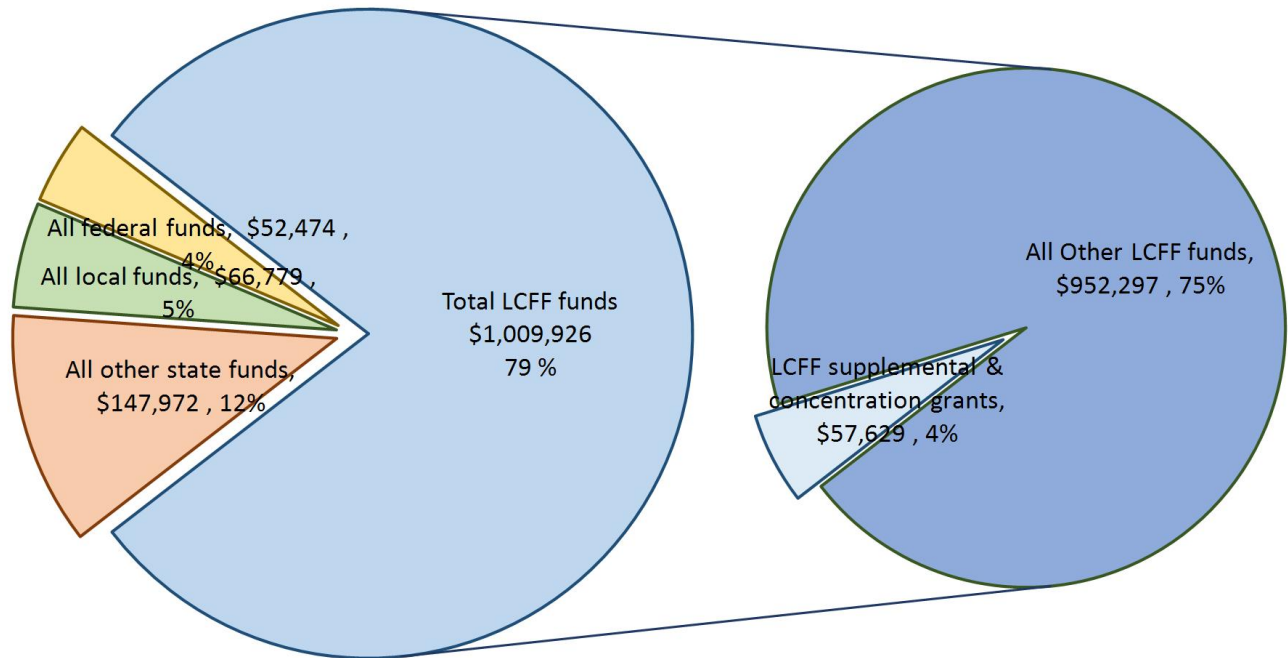
jeggers@bigcreekschool.com

559-893-3314

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



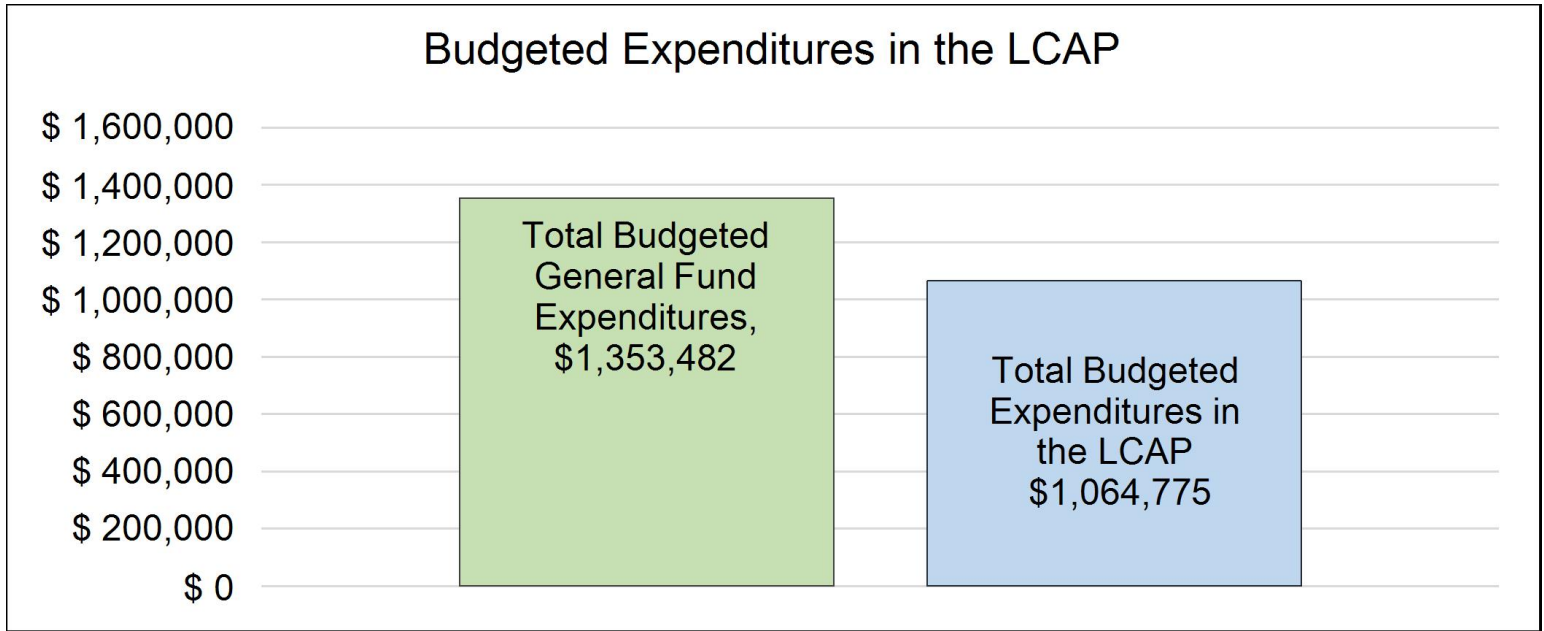
This chart shows the total general purpose revenue Big Creek Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Big Creek Elementary School District is \$1,277,151, of which \$1,009,926 is Local Control Funding Formula (LCFF), \$147,972 is other

state funds, \$66,779 is local funds, and \$52,474 is federal funds. Of the \$1,009,926 in LCFF Funds, \$57,629 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 Big Creek Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Big Creek Elementary School District plans to spend \$1,353,482 for the 2022-23 school year. Of that amount, \$1,064,775 is tied to actions/services in the LCAP and \$288,707 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The funds not included in the LCAP are used for basic operational costs that allow for additional necessary projects.

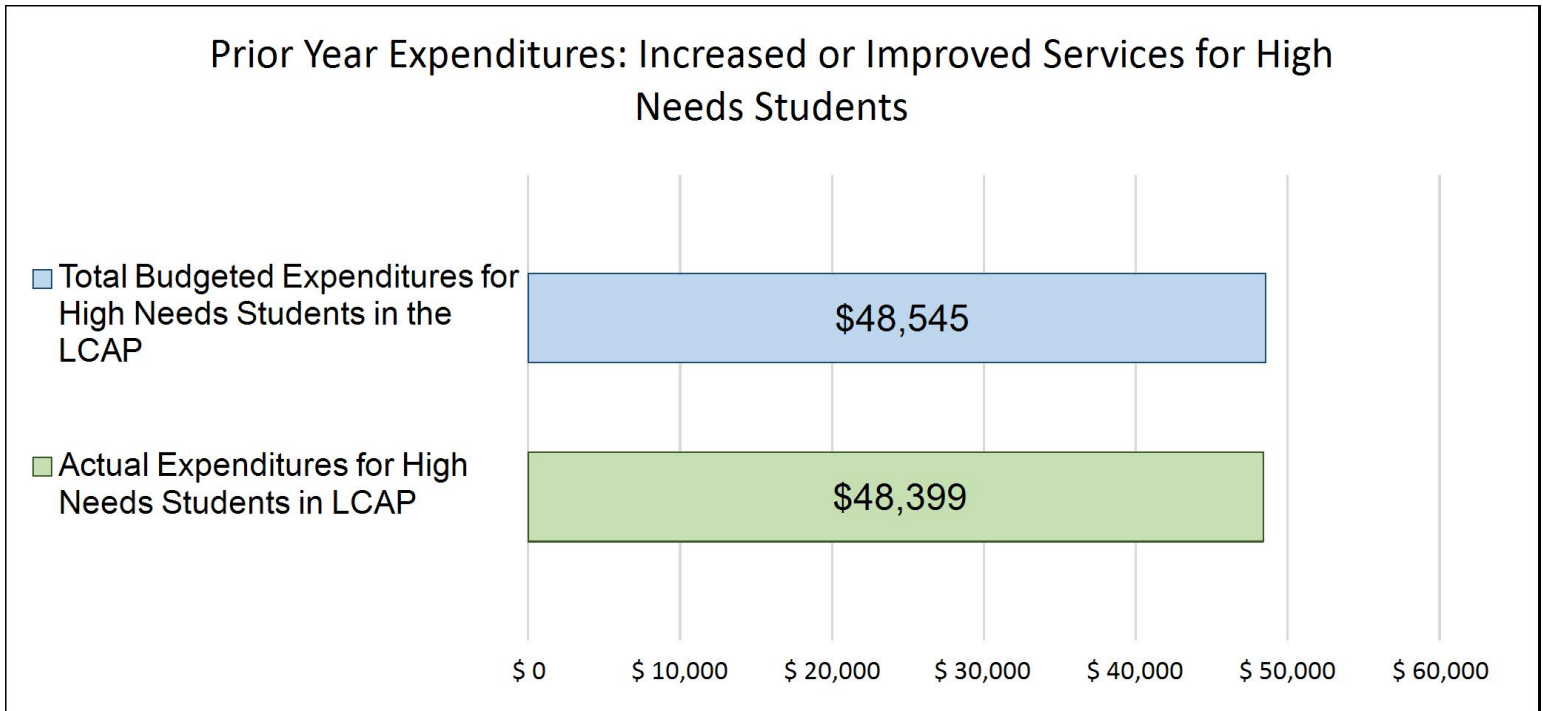
Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Big Creek Elementary School District is projecting it will receive \$57,629 based on the enrollment of foster youth, English learner, and low-income students. Big Creek Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Big Creek Elementary School District plans to spend \$57,775.00 towards meeting this requirement, as described in the LCAP.

Big Creek Elementary School District plans to spend more than the required amount to increase or improve services for high needs students in the LCAP for the 2022-23 school year.

LCFF Budget Overview for Parents

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



This chart compares what Big Creek 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 Big Creek 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 2021-22, Big Creek Elementary School District's LCAP budgeted \$48,545 for planned actions to increase or improve services for high needs students. Big Creek Elementary School District actually spent \$48,399 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-146 had the following impact on Big Creek Elementary School District's ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures was due to the lack of subs and professional development opportunities during the 2021-2022 school year. Big Creek has already secured professional development opportunities for teachers both in person and virtually for the upcoming school year.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Big Creek Elementary School District	Jimmie Eggers Superintendent/Principal	jeggers@bigcreekschool.com (559)893-3314

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

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

Big Creek has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Big Creek will continue to engage community partners regarding LCFF Dollars.

Previous engagement opportunities include:

Local Control and Accountability Plan 2021-2022

https://www.fcoe.org/sites/fcoe.org/files/Big_Creek_Elementary_School_District_2021.2022_LCAP_v5.pdf (Pg. 39)

Upcoming engagement opportunities for these funds include:

Big Creek will host meetings with education partners in the spring of 2022. Each of the meetings will focus on making improvements to Big Creek School utilizing the LCAP process. Pupils, teachers, employees, administrators, and the principal will be involved in the LCAP development input. Due to the community being so small, between formal meetings, informal meetings at the local post office and store, and phone calls between every family and the superintendent, all community members will have involvement in this LCAP development process. SELPA meetings will be attended and consultations will occur to discuss how to best support our SWD student group. There are no classified or certificated bargaining units in the district.

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

Big Creek did not receive a concentration grant add-on.

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

Big Creek has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The district's practices have been further enhanced during the pandemic as Big Creek sought the input and feedback of its educational partner groups from the onset of the pandemic and continued through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan. The following links and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic.

- Learning Continuity and Attendance Plan:(pg. 4)
- Expanded Learning Opportunities Grant Plan:(pgs. 1-2)
- Local Control and Accountability Plan
- ESSER III Expenditure Plan:(pgs. 2-3)

https://www.fcoe.org/sites/fcoe.org/files/Big_Creek_Elementary_School_District_2021.2022_LCAP_v5.pdf (p. 35)

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

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan Health and safety of students, educators, and other staff

Successes: Big Creek's Safe Return to In-Person Instruction & Continuity of Services Plan provided a framework to ensure safe instruction for the students we serve. As new information comes in and state/local guidance changes, we will continue to re-evaluate our instructional models to ensure that we are being responsive to the safety-related needs of our students, educators, staff, family, and community. Big Creek was able to get everyone back on campus quickly with proper safety measures. These additional supports included mitigation strategies such as social distancing, wearing a facial covering, hand hygiene, temperature checks, and monitoring of symptoms.

Challenges: Big Creek was faced with not only the COVID-19 Pandemic but the Creek Fire in the fall of 2020. The fire still impacts the students, educators, staff, and families of Big Creek due to the loss of homes, infrastructure, displacement, technology, wifi, and connectedness. Big Creek continues to provide hot spots, technology, and community outreach events to support our community.

Continuity of services

Successes: Big Creek was able to provide support and technology in a timely manner. Our assessment system and class sizes allowed for our teachers to know the exact learning needs of each student and provide them with additional educational opportunities and scaffolds. When students are out due to COVID-19 quarantine we are working to ensure continuity of services through online instruction and curriculum support at home.

Challenges: Due to the COVID-19 Pandemic and the Creek Fire staffing for the entire schooling has been a challenge due to lack of housing and transportation as a result of the fire. Big Creek continues to keep the emotional well-being of all of our students, staff, and community at the forefront when working together to combat the challenges of both the fire and the pandemic.

Implementation of the ESSER III Expenditure Plan

Successes: Big Creek is using ESSER III funds for an instructional assistant to provide one-on-one and additional reading instruction. This will provide specific support to 3rd through 8th-grade students. The staff member will provide specific reading intervention support to address learning loss related to COVID-19. Provide funding contribution for a new bus that provides transportation to our students accessing our after-school program. The new bus is needed to provide consistent transport for all students due to COVID.

Challenges: The ESSER III Expenditure Plan was brought to the board in October and Big Creek is working to implement the actions outlined in the ESSER III Plan. Big Creek has approved the bus and it has been ordered. Big Creek has until September 30, 2024, to obligate the funds.

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

Safe Return to In-Person Instruction and Continuity of Services Plan

Big Creek used its financial resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by purchasing technology, wifi, hotspots, transportation, and additional staffing to ensure students had everything they needed to be engaged in learning. By doing so students and teachers had the resources needed to provide students with a light level of access during the COVID-19 Pandemic and the Creek Fires.

The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP:

Goal 1: Big Creek Elementary School District will increase the academic achievement of all students, including students with disabilities, in English / Language Arts and mathematics.

Goal 2: Big Creek Elementary School District makes a commitment that all students, including students with disabilities, have specific exposure to the arts, technology, physical education, and extra-curricular and co-curricular activities.

ESSER III Expenditure Plan

Big used its financial resources to implement the requirements of the ESSER III Expenditure Plan by purchasing additional transportation support and aide support for grades 3 through 8 to support learning loss related to COVID-19.

The implementation of the additional funds received in the 2021-2022 school year are specifically aligned to the LCAP:

LCAP Goal 1 Action 2: A review of the local data indicates the need to increase academic achievement with a specific focus on low-income, and foster youth.

The unduplicated students are in greatest need of additional support in order to achieve academic success. Instructional assistants provide small group and/or one-on-one assistance to struggling unduplicated students within the classroom, including English learners, low-income, and foster youth. Big Creek Elementary will use instructional assistants to help facilitate classroom instruction focused on unduplicated students. These assistants are available to all students including students with disabilities. The identified students will benefit significantly from the district recruiting and retaining qualified instructional assistants to support our unduplicated students within the classroom. The paras will work directly with students to facilitate and enhance teachers' instruction so that students can benefit from additional explanations, examples, models, and other similar supports that make content more accessible to unduplicated students. The district anticipates growth in academic achievement in, ELA, and Math standardized or local assessments.

LCAP Goal 3 Basic School Services: Big Creek Elementary School believes that achieving proficiency for all students begins with qualified teachers leading instruction in a safe learning environment with parental involvement.

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

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

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs

to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

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

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

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

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

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

Instructions

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

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

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

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

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff*

who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Big Creek Elementary School District	Jimmie Eggers Superintendent	jeggers@bigcreekschool.com 559-893-3314

Plan Summary [2022-23]

General Information

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

The Big Creek School District is a small, rural school district serving approximately 36 students in pre-school through grade 8. The district is located in the town of Big Creek, sixty four (64) miles east Fresno, CA. The primary employer of school aged children is the Southern California Edison (SCE) company. The "Big Creek Project", for which the town is aptly named, was the largest engineering project in the world prior to the development of the Panama Canal. The Edison company continues to operate one of the greatest engineering feats in the world today, producing hydroelectric power through a variety of power plants, reservoirs and dams. In addition to the town of Big Creek, the district encompasses the towns of Shaver Lake and Lakeshore (Huntington Lake). While all three towns are considered tourist/recreational communities, students arrive to school daily from all three towns. Big Creek School (BCS) has three (3) fully credentialed teachers in grades pre- K-8. Grade combinations are as follows: pre-school; K-1-2; 3-4-5; 6-7-8. Furthermore, the district has one part time fully credentialed Social Science teacher who instructs students in grades 3-8 in Social Science on a daily basis; one Technology Literacy Center (TLC) instructional tutor who instructs students in technology related subjects, including Computer Science Coding. In addition to the classroom teachers, BCS employees two (2) para professionals who work directly with students with disabilities. Furthermore, the district has one (1) part time cafeteria server; one (1) office worker who is also the Chief Business Officer; one (1) part time Speech / Language Pathologist and two (2) Bus Driver / Mechanic / Custodian positions. The district offers a free preschool for students age three-five. In addition to the core curriculum, the district offers a variety of co-curricular activities not commonly found in primary grade school's today. These activities include snow skiing, archery, bowling, rock climbing (mountaineering), and athletics, including swimming, cross-country, football, volleyball, pep and cheer, and wrestling. The district believes a "true education" must include life experiences not found in the textbook. Although a small rural school, the district faces the same challenges of the larger, urban districts found throughout California. The following metrics do not apply to our district because we are a k-8: A-G, CTE Completion, AP Passage, EAP ELA, EAP Math, HS Dropout Rate, HS Graduation Rate.

Reflections: Successes

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

Upon review of the California School Dashboard, Big Creek Elementary School continues to make significant progress on all indicators. Specifically, the single school site performs at a high level as measured by the English/Language Arts and math performance indicators as well as California Science Test in grades 5 and 8. Furthermore, the district uses the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments to further monitor student academic performance. Both measures of the assessment guide the district in the decision-making process and facilitate discussions around student engagement and performance.

Overall Successes:

Year 1: 45% Proficient All students

Year 1: 50% Low-Income

Note: EL & FY N/A

Year: 2020-2021

Data Source: NWEA Winter 2021

Year 1: 50% Proficient All students

Year 1: 37.5% Low-Income

Note: EL & FY N/A

Year: 2020-2021

Data Source: NWEA Winter 2021

Big Creek students showed less learning loss than anticipated on computer-adaptive tests. Big Creek is committed to supporting student learning growth through ongoing professional development with an emphasis on writing and reading instructions.

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.

For the all-student group, there are two state priorities in the Orange category: chronic absenteeism and suspension. In order to address this need, the district is providing additional support for transportation given a lack of transportation on the family's part. Other factors contributing to the challenge are distance, geography, and weather severe conditions are significant factors affecting chronic absenteeism. As for suspension rate, each individual incident will be looked at closely to explore all protentional options before the suspension is considered given the context of low enrollment and one suspension can produce an orange indicator. Part of the way we will avoid suspensions reflected in the LCAP goal 2 with the opportunities to engage in extra-curricular activities. Big Creek will continue to look at the expansion of elective opportunities for students as well as provide additional learning supports for students in need of intervention post-pandemic and Creek Fire.

Source: Dataquest
Data Year: 2020-21
Year 1: 49.1%

****PLEASE BE ADVISED:** The COVID-19 pandemic resulted in statewide physical school closures in February/March 2020 followed by the widespread implementation of distance learning during the 2020–21 academic year. The CDE recommends caution when comparing data across academic years. For more information about the impact of COVID-19 on data reporting, please visit the CDE COVID-19 and Data Reporting webpage.

Part of the way we will avoid suspensions reflected in the LCAP goal 2 with the opportunities to engage in extra-curricular activities. Big Creek will continue to look at the expansion of elective opportunities for students as well as provide additional learning supports for students in need of intervention post-pandemic and Creek Fire.

LCAP Highlights

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

The Local Control and Accountability Plan (LCAP) is the driving mechanism for increased student performance at Big Creek Elementary School. The instructional staff attends professional development in English/Language Arts, Social Science, Science, and math, along with elective courses, each year. In addition to the continued focus on ELA and math. The district will continue to build upon the strong performance in English / Language Arts where the district has had gains as measured by the local Measures of Academic Performance (MAP). Lastly, the district has implemented STEAM activities, including computer coding utilizing Code.org as well as physical education for students in grades 3- 8, where students get rock wall climb, bowling, hiking, mountain biking, and participate in additional field trip opportunities.

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.

Not applicable.

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.

The district met with the School Site Council to engage parents and the community in the development of LCAP. Specifically, the district held LCAP meetings on the first Friday of each month. In addition, informational meetings on the second Tuesday of each month. Each of the meetings focused on improving Big Creek School by utilizing the LCAP process. Pupils, teachers, employees, administrators, and the principal were all involved in the LCAP development input. Due to the community being so small, between formal meetings, informal meetings at the local post office and store, and phone calls between every family and the superintendent, all community members were significantly involved in this LCAP development. SELPA meetings were attended and consultations occurred during those meetings on how to best support our SWD student group. There are no classified AND certificated bargaining units in the district. The district is not required to have a DELAC/ELAC based on the enrollment of English learner students. The new administration is unsure whether the PAC/DAC meetings were held and if the LCAP was discussed/presented to this group for feedback or comment. A public hearing occurred at the May governing board meeting, Public Comment was conducted during the 10 days prior to the public comment starting on May 29h. The budget's board approval date for the LCAP was on June 13, and the local indicators were presented as an informational item at this same meeting.

Parents: Parent meetings were held on the first Friday of every month in 2022. These meetings were held in person and structured to allow for ongoing parent feedback

PAC: April meeting was held to gather feedback for the LCAP

PAC: Draft LCAP presented on May 19, 2022. No questions were asked.

DELAC: N/A - The LEA does not have a significant about of English Learner Students

DELAC: N/A - The LEA does not have a significant about of English Learner Students

Pupils: Student Survey was sent out Spring of 2022 to get feedback from students in grades 3-8

Bargaining Units Certificated: N/A - The LEA does not have a certificated bargaining unit

Bargaining Units Classified: N/A - The LEA does not have a classified bargaining unit

Teachers (certificated): In April 2022, Teacher meetings were held in person.

Other Employees (classified): In April 2022, Classified meetings were held in person.

Administration (principals, directors, cabinet, etc. -management) : April 2022, In-person and via Zoom

Community:

SELPA (for SWD Action(s)): SELPA Operations Committee Meeting dates are January 28, February 17, and March 23, April 15

- The SELPA was consulted on activities that align with a district's LCAP development and discussions. This will include the following: Special Education Plan: Targeted Monitoring and Intensive Monitoring Reviews Operations Committee Meetings Superintendent Governance Council FCSS LCAP and Compliance Workshops/Office Hour Meetings

Public Comment Period: May 27 to June 13

Public Hearing Date: June 7

Local Indicators were presented at the same Board Meeting the LCAP is approved on: June 13

LCAP and Budget Governing Board approval date: June 13

A summary of the feedback provided by specific educational partners.

The district made every effort to engage as many educational partners as possible to receive feedback on the development of the LCAP. Specific feedback includes: reading intervention utilizing SRA Reading Mastery; developing a writing club; increasing electives, including art; partnering with the Resiliency Fund to beautify the burn scar area, and building a new playground play structure. This feedback was provided by parents, board members, and teachers. Feedback also indicated a need to increase pupil engagement and provide additional support for students who need additional learning support post-pandemic and Creek Fire.

Feedback Trends from PAC, Teachers, Board, Parents, Classified, SELPA, Administration:

1a) improve student performance in writing; 1b) use fiscal resources for professional development in writing and reading, and 2) use the high level of parent involvement to support academic focus. Our Board of Trustees would like to see consistency in our academic goals.

Feedback Trends from Students, Teachers & Parents: 1) Increase in personal interactions and extra activities 2) Increasing internal and external communication and engagement opportunities 3) Increased small group and in-person learning opportunities.

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

Due to the COVID - 19 pandemic and the aftermath of the Creek Fire, the district did not offer art, ceramics, and the wood shop (elective courses) during the 2021-2022 school year. Instead, the district has been focused on English / Language Arts and math instruction to accelerate student achievement. Moving forward, the district has engaged with the development of a new playground play structure. Moving forward, the priority will be to restart the elective courses for the 2022-23 school year. We will also provide additional pupil engagement opportunities and intervention support.

Goal 1: Action 1: English / Language Arts and Math professional development

Goal 1: Action 2: Specific academic support provided by instructional assistants

Goal 2: Action 1: All students will engage in visual and performing arts (art class), student performance activities, and physical education four (4) days per week. Students will engage in elective courses, band, wood shop, and STEAM, to foster greater connectiviness to school.

Goals and Actions

Goal

Goal #	Description
1	Big Creek Elementary School District will increase the academic achievement of all students, including students with disabilities, in English / Language Arts and mathematics.

An explanation of why the LEA has developed this goal.

Big Creek Elementary School District believes that increasing student achievement is the primary focus of a school district.

In order to be prepared for high school and college learning, students must master the required level of skills and knowledge and meet benchmarks at each grade level. This goal was developed after looking at student data and determining that our students should be achieving higher in all academic content areas. Our goal is to ensure that all students are college and career ready. The focus for the 22-23 year is on writing and reading across all grade levels and content areas.

Big Creek has no ELD students, therefore for privacy regulations, we will not publicly provide metrics for our ELD students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA SBAC	Baseline: TBD Year: TBD Data Source: SBAC	Year 1: TBD Year: TBD Data Source: SBAC			TBD
Math SBAC	Baseline: TBD Year: TBD Data Source: SBAC	Year 1: TBD Year: TBD Data Source: SBAC			TBD
NWEA MAP ELA/Reading	Baseline: 63.8% Proficient Year: 2020-2021	Year 1: 50% Proficient All students			75% Proficient (All Students)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: NWEA Winter	Year 1: 37.5% Low-Income Note: EL & FY N/A Year: 2020-2021 Data Source: NWEA Winter			75% Proficient (Low-Income)
NWEA MAP Math	Baseline: 25% Proficient Year: 2020-2021 Data Source: NWEA Winter	Year 1: 45% Proficient All students Year 1: 50% Low-Income Note: EL & FY N/A Year: 2020-2021 Data Source: NWEA Winter			45% Proficient (All Students) 45% Proficient (Low-Income)
Implementation of standards for all students and enable ELs access to CCSS and ELD standards *language updated to provide clarity to Educational Partners	Baseline: 2.0 Year: 2020-2021 Data Source: State Standards Implementation Tool	Year 1: 2.0 Year: 2021-2022 Data Source: State Standards Implementation Tool			3.5 or greater
Access to and Enrollment in a Broad Course of Study *Added for the 22-23 School Year	N/A	Year 1: 100% of students have access to a broad course of study Year: 2021-2022 Data Source: Local Data			100% of students have access to a broad course of study

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Other Pupil Outcomes: Students attending enrichment activities and co-curricular opportunities *Added for the 22-23 School Year	N/A	Year 1: 100% of students are participating in a co-curricular activity Year: 2021-2022 Data Source: Local Data			100% of students are participating in a co-curricular activity

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	English / Language Arts and Math professional development	The low-income student population has some of the lowest rates of performance on local and state ELA and Math assessments as noted in the metric section. Based on a local Needs Assessment there is a need for increased professional development to support our low-income students in ELA and Math. Teacher feedback has indicated that our low-income students need strategic foundational ELA and Math learning concepts. In order to increase their knowledge, professional development will be provided to all certified and classified staff to support the teaching of foundational reading, writing, and basic math skills to support first best instruction and the necessary scaffolds to fill gaps in student learning. We expect that strategic professional development opportunities will result in increased student performance on local and state measurements for low-income students as the program is designed to meet the needs most associated with the stresses and experiences of these students. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis.	\$14,206.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Specific academic support provided by instructional assistants	<p>A review of the local data indicates the need to increase academic achievement with a specific focus on low-income youth. A local needs assessment identified that our low-income students are in greatest need of additional support in order to achieve academic success. Teacher feedback indicated the need for instructional assistants to provide small group and/or one-on-one assistance to struggling low-income students within the classroom.</p> <p>Big Creek Elementary will use instructional assistants to help facilitate classroom instruction focused on low-income students. The identified students will benefit significantly from the district recruiting and retaining qualified instructional assistants to support our low-income students within the classroom because of the expertise necessary to support the different grade levels and different learning needs of each student. The paras will work directly with students to facilitate and enhance teachers' instruction so that students can benefit from additional explanations, examples, models, and other similar supports that make content more accessible to low-income students.</p> <p>We expect that additional instructional aid supports will result in increased student performance on local and state measurements for low-income students as the program is designed to meet the needs most associated with the stresses and experiences of these students. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis.</p>	\$36,819.00	Yes
1.3	Formative assessments in ELA and math	<p>BCS will use the Northwest Education Association (NWEA) Measures of Academic Progress (MAP) formative assessments three (3) times per year to determine progress toward meeting the goal.</p> <p>State and local data indicate that our low-income students are underperforming all students. A local needs assessment identified that additional supplemental and individualized instructional resources are needed to provide students with differentiation, scaffolds, and</p>	\$6,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
		additional instructional support. Big Creek will purchase NWEA to support instruction by providing data points and targeted intervention for low-income students in need of additional instruction scaffolds. We expect that the ELA and Math achievement data for low-income students will increase as the services are designed to meet the needs most associated with low-income students. However, because we expect that all students needing additional support in ELA and Math will benefit, this action is provided on an LEA-wide basis. These additional tools will reduce gaps in skills and increase performance on state and local assessments for low-income students.		

Goal Analysis [2021-22]

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

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

The Actions in Goal 1: English / Language Arts and Math professional development (Action1), Specific academic support provided by instructional assistants (Action 2), Formative assessments in ELA and math (Action 3) were implemented as expected in order to achieve the goal that, "Big Creek Elementary School District will increase the academic achievement of all students, including students with disabilities, in English / Language Arts and mathematics."

Successes: Big Creek was able to train all new staff in the use of NWEA in order for them to use RIT scores and growth goals to drive instruction in both ELA and Math.

Challenges: NWEA data and teacher feedback revealed an increased need for support for students in the area of writing. Big Creek will increase its focus on writing for the 22-23 school year.

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

There are not material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Goal 1: Big Creek Elementary School District will increase the academic achievement of all students, including students with disabilities, in English / Language Arts and mathematics.

Action 1: English / Language Arts and Math professional development, Action 2: Specific academic support provided by instructional assistants & Action 3: Formative assessments in ELA and math:

Based on NWEA and Implementation of State Standards Metrics we did not see growth in the number of students showing proficiency but we saw that our students were meeting their growth goals as outlined in NWEA normative data in both ELA and Math. We can attribute this to the success of training all teachers on how to use NWEA reports to guide instruction and support individual learning needs. The additional instructional aid supports provided increased students within the classroom and an opportunity to target students learning needs in a small group setting.

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

Based on needs assessment and evaluation of our success towards meeting goal 1 we will increase our focus on writing. NWEA data and teacher feedback revealed an increased need for support for students in the area of writing. Big Creek will increase its focus on writing for the 22-23 school year. We also are looking more closely at our student subgroup data as noted in the metric section. Additional metrics were added to ensure alignment with the education code. Big Creek is increasing PD to provide online reading intervention training through Oton-Gillingham as well as providing in-person training.

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	Big Creek Elementary School District makes a commitment that all students, including students with disabilities, have specific exposure to the arts, technology, physical education, and extra-curricular and co-curricular activities.

An explanation of why the LEA has developed this goal.

Big Creek Elementary School District believes that in order to increase academic achievement, students must also be connected to school through STEAM activities, physical education, extra-curricular activities, and co-curricular activities.

Students need to feel safe and connected at school and that they are part of a school community that supports student learning. Parents need to be heard and well informed about their child's education and school events/activities. In order to help facilitate this we will continue to offer engagement activities to support community engagement. The actions and metrics were grouped together in order to meet the need of the school community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
chronic absenteeism rate	Source: Dataquest Data Year: 2018-2019 Baseline:15%	Source: Dataquest Data Year: 2020-21 Year 1: 49.1% **PLEASE BE ADVISED: The COVID-19 pandemic resulted in statewide physical school closures in February/March 2020 followed by the widespread implementation of			less than 8%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		distance learning during the 2020–21 academic year. The CDE recommends caution when comparing data across academic years. For more information about the impact of COVID-19 on data reporting, please visit the CDE COVID-19 and Data Reporting webpage.			
Suspension rate	Source: Dataquest Data Year: 2019-2020 Baseline: 3%	Source: Dataquest Data Year: 2021-2022 Year 1: 0%			0%.
Expulsions rate	Source: Dataquest Data Year: 2019-2020 Baseline: 1%	Source: Dataquest Data Year: 2021-2022 Year 1: 0 %			0%.
Attendance Rate	Source: P2 Attendance Data Year: 2020-2021 Baseline: 84.82%	Source: P2 Attendance Data Year: 2021-2022 Year 1: 87.72 %			93%
Middle School Dropout Rate *Added during for the 22-23 LCAP	N/A	0% Middle School Drop Out Rate Year 2021-22 Data source: CALPADS Fall 1			Maintain 0% Middle School Drop Out Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Parent Survey/meeting Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs *Added during for the 22-23 LCAP	N/A	85% of parents who responded to the parent survey reported feeling welcome to participate in school activities Year: 2021-22 Data Source: Local Parent Survey/meetings			85% of parents who responded to the parent survey reported feeling welcome to participate in school activities
Local Survey: Surveys of pupils, parents, and teachers on the sense of safety and school connectedness *Added during for the 22-23 LCAP	N/A	TBD - Establishing new Baseline during the 22-23 school year Data Source: Local GR K-8 Student Survey Local Parent Survey Local Staff Survey			TBD

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Visual and performing arts and physical education	All students will engage in visual and performing arts (art class), student performance activities (Christmas program), and physical education four (4) days per week. Students will engage in elective courses, band, wood shop, and STEAM, to foster greater connectiveness to school.	\$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Extra-curricular and co-curricular activities	All students will engage in at least one (1) after school sports team or cheer team and at least one (1) co-curricular school activity.	\$3,000.00	No

Goal Analysis [2021-22]

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

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

Visual and performing arts and physical education (Action 1) and Extra-curricular and co-curricular activities (Action 2) are designed to meet the goal, "Big Creek Elementary School District makes a commitment that all students, including students with disabilities, have specific exposure to the arts, technology, physical education, and extra-curricular and co-curricular activities." Both Action 1 and Action 2 were implemented as expected.

Successes: Students were able to attend in-person activities through multiple field trips and VAPA opportunities. Physical education standards and increased experiences were provided to all students through a part-time PE teacher. Students were able to participate in; skiing, bowling, rock wall climbing, trips to Monterey, Cambria, the Zoo, Christmas Program, and participate in other enrichment activities. Challenges: Big Creek was not able to take all of the desired trips due to the COVID-19 Pandemic. We were not able to offer Band or woodshop due to the COVID-19 Pandemic and a teacher.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Goal 2; Big Creek Elementary School District makes a commitment that all students, including students with disabilities, have specific exposure to the arts, technology, physical education, and extra-curricular and co-curricular activities.

Action 1: By offering Visual and performing arts and physical education we have increased school connection to school and a decreased suspension. This broad course of students allows students to experience physical education and extra-curricular and co-curricular activities.

Action 2: By offering Extra-curricular and co-curricular activities we have increased school connection to school and a decreased suspension. This broad course of students allows students to experience physical education and extra-curricular and co-curricular activities.

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.

There has been no changes to this goal, expected outcomes, metrics, or actions based on the analysis of the data and feedback from educational partners. We also are looking more closely at our student subgroup data as noted in the metric section.

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	Basic Instructional Program

An explanation of why the LEA has developed this goal.

Big Creek Elementary School believes that achieving proficiency for all students begins with qualified teachers leading instruction in a safe learning environment with parental involvement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Properly Credentialed teachers with no mis-assignments nor vacancies as	Source: Credentials Review Data Year: 2020-2021 Baseline:100%	Source: Credentials Review Data Year: 2021-2022 Year 1: 100% Misalignments: 0% Vacancies: 0%			100% of teachers will be properly credentialed. Misalignments: 0% Vacancies: 0%
Sufficient core instructional materials Access to standards aligned instructional materials. *Updated to provide clarity of language	Source: Annual Board Resolution for "Sufficiency of Instructional Materials" Data Year: 2020-2021 Baseline:100%	Source: Annual Board Resolution for "Sufficiency of Instructional Materials" Data Year: 2021-2022 Year 1: 100%			100% of classrooms will have sufficient instructional materials.
Facilities Inspection	Source: FIT Data Year: 2020-2021	Source: FIT Data Year: 2021-2022			Good

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Baseline: Fair	Year 1: Fair			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Basic School Services	<p>The district will provide a comprehensive base program for all that includes but is not limited to providing facilities, maintenance, properly credentialed teachers, textbooks, instructional materials, meals, transportation, district leadership, health and safety staff and materials, and mental health services.</p> <p>The district will provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to this specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity and access to district programming and a free appropriate public education. Services provided will be aligned with other district offerings in order to best support each student's academic and social-emotional needs.</p>	\$998,000.00	No

Goal Analysis [2021-22]

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

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

Basic School Services (Action 1) meets the goal, "Big Creek Elementary School believes that achieving proficiency for all students begins with qualified teachers leading instruction in a safe learning environment with parental involvement." We were able to provide a comprehensive base program for all that includes but is not limited to providing facilities, maintenance, properly credentialed teachers, textbooks, instructional materials, meals, transportation, district leadership, health and safety staff and materials, and mental health services.

Successes: Reconstruction of the facilities of Big Creek have started.

Challenges: Working with the California Water Board to restore our playfields due to water curtailments. Finding a credentialed teacher to commute to Big Creek due to the lack of housing caused by the Creek Fire.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Action 1: Basic School Services have contributed to meeting the goal, "Big Creek Elementary School believes that achieving proficiency for all students begins with qualified teachers leading instruction in a safe learning environment with parental involvement." As measured by an increase in the FIT score for facilities and providing all students with the curriculum and resources needed to access a broad course of study.

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.

There has been no changes to this goal, expected outcomes, metrics, or actions based on the analysis of the data and feedback from educational partners.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
57,629	5344

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
23.18%	0.49%	\$1,695.00	23.67%

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

Required Descriptions

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

The actions listed below are being provided on a “wide” basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action, while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learners, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes targeted to meet each identified student group’s stated need(s). The required justification for how the district is increasing and improving services for the specified unduplicated student group(s) are contained in the action described in the Goals and Actions section of this plan. In the Goals and Actions section of this plan, each action marked as “wide” contains a detailed explanation of how that action is principally directed toward the English learner, foster youth, and/or low-income student population and is effective in helping close equity and performance gaps. Each “wide” action in this plan will meet this requirement by: (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. This unique approach was taken after consultation and input from our educational partners and other interested partners. Our intention in doing this was to increase transparency for our educational partners so they can better understand the rationale behind each “wide” action. We find this approach to be very transparent and well received by our community.

Goal and Action Number List Example:

Goal 1: Action 1: English / Language Arts and Math professional development

Goal 1: Action 2: Specific academic support provided by instructional assistants

Goal 1: Action 3: Formative assessments in ELA and math

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method and/or location that best meets the identified need. All actions were developed using careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Big Creek Elementary School District be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked “yes” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action’s language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness.

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

Big Creek has demonstrated it has met the 9.42% proportionality percentage by providing increased/improved services to our English learners, foster youth, and/or low-income students equivalent to a 9.42%% proportionality percentage based on the contributing actions/services in this plan, which expended all supplemental and concentration funds calculated for the LEA as demonstrated in the action tables. We are meeting/exceeding [choose one] the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and explained and justified in detail in each contributing limited action description within this plan. It is our intent that this approach of justifying how each applicable action is principally directed and effective in the action’s description meets/exceeds requirements for the “principally directed and effective threshold” as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for English learner, foster youth, and/or low-income students by the percentage indicated above as explained in the language of each unique actions.

Big Creek: No Limited Actions

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.

Big Creek received the additional funds due to the Creek Fire and an increase in the number of students who qualified due to homelessness during the fire. Big Creek is projected to fall below the 55% during 23-24 school year.

The additional concentration grant add-on that Big Creek has received is not sufficient to increase staff. The LEA is using the funds to retain staff providing direct services to students at the school by providing additional professional development opportunities (Goal 1 Action 1) needed to best support low-income students. This need was determined based on educational partner feedback, local NWEA MAP data, and needs assessment.

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	8:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	8:1

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,064,775.00				\$1,064,775.00	\$1,024,819.00	\$39,956.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	English / Language Arts and Math professional development	Low Income	\$14,206.00				\$14,206.00
1	1.2	Specific academic support provided by instructional assistants	English Learners Foster Youth Low Income	\$36,819.00				\$36,819.00
1	1.3	Formative assessments in ELA and math	English Learners Foster Youth Low Income	\$6,750.00				\$6,750.00
2	2.1	Visual and performing arts and physical education	All	\$6,000.00				\$6,000.00
2	2.2	Extra-curricular and co-curricular activities	All	\$3,000.00				\$3,000.00
3	3.1	Basic School Services	All	\$998,000.00				\$998,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
248,614	57,629	23.18%	0.49%	23.67%	\$57,775.00	0.00%	23.24 %	Total:	\$57,775.00
								LEA-wide Total:	\$57,775.00
								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	1.1	English / Language Arts and Math professional development	Yes	LEA-wide	Low Income	All Schools	\$14,206.00	
1	1.2	Specific academic support provided by instructional assistants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,819.00	
1	1.3	Formative assessments in ELA and math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,750.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,056,545.00	\$1,073,544.00

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	English / Language Arts and Math professional development	Yes	\$8,000.00	0
1	1.2	Specific academic support provided by instructional assistants	Yes	\$40,545.00	48,399
1	1.3	Formative assessments in ELA and math	No	\$1,000.00	750
2	2.1	Visual and performing arts and physical education	No	\$6,000.00	4,532
2	2.2	Extra-curricular and co-curricular activities	No	\$3,000.00	3,687
3	3.1	Basic School Services	No	\$998,000.00	1,016,176

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
50094	\$48,545.00	\$48,399.00	\$146.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	English / Language Arts and Math professional development	Yes	\$8,000.00	\$0		
1	1.2	Specific academic support provided by instructional assistants	Yes	\$40,545.00	\$48,399		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
346038	50094	0	14.48%	\$48,399.00	0.00%	13.99%	\$1,695.00	0.49%

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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