



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: French Gulch-Whiskeytown School

CDS Code: 45 69997 0000000

School Year: 2022-23

LEA contact information:

Moira Casey

Superintendent/Principal

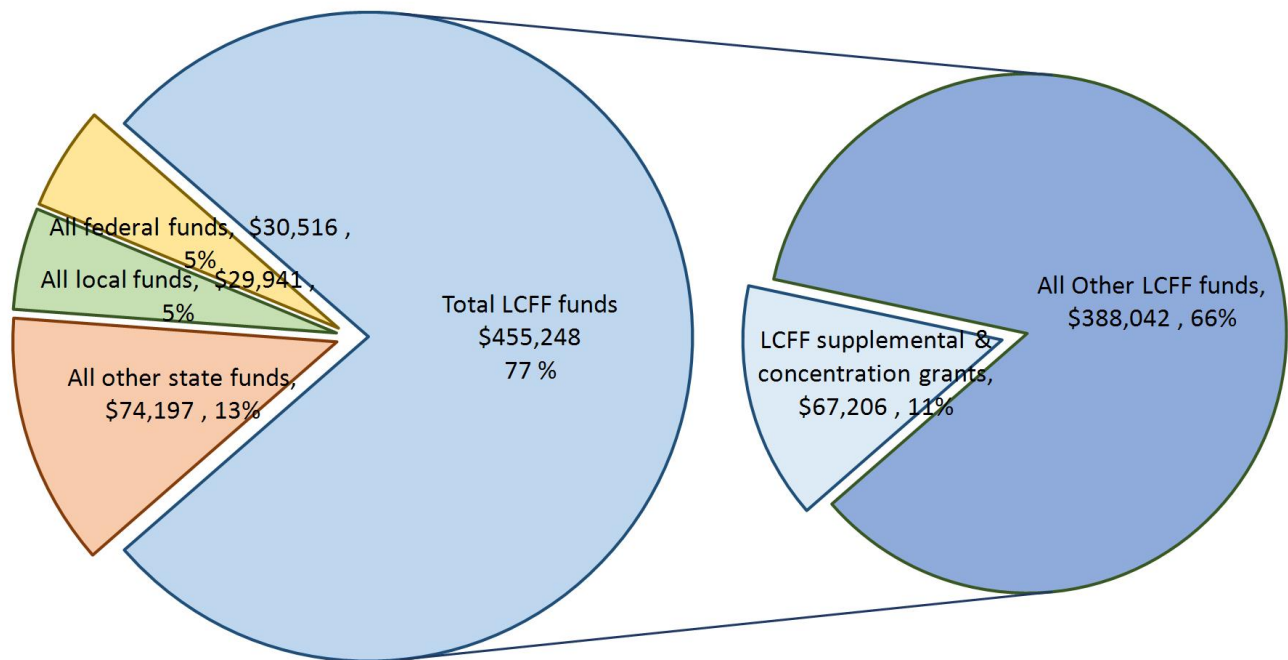
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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

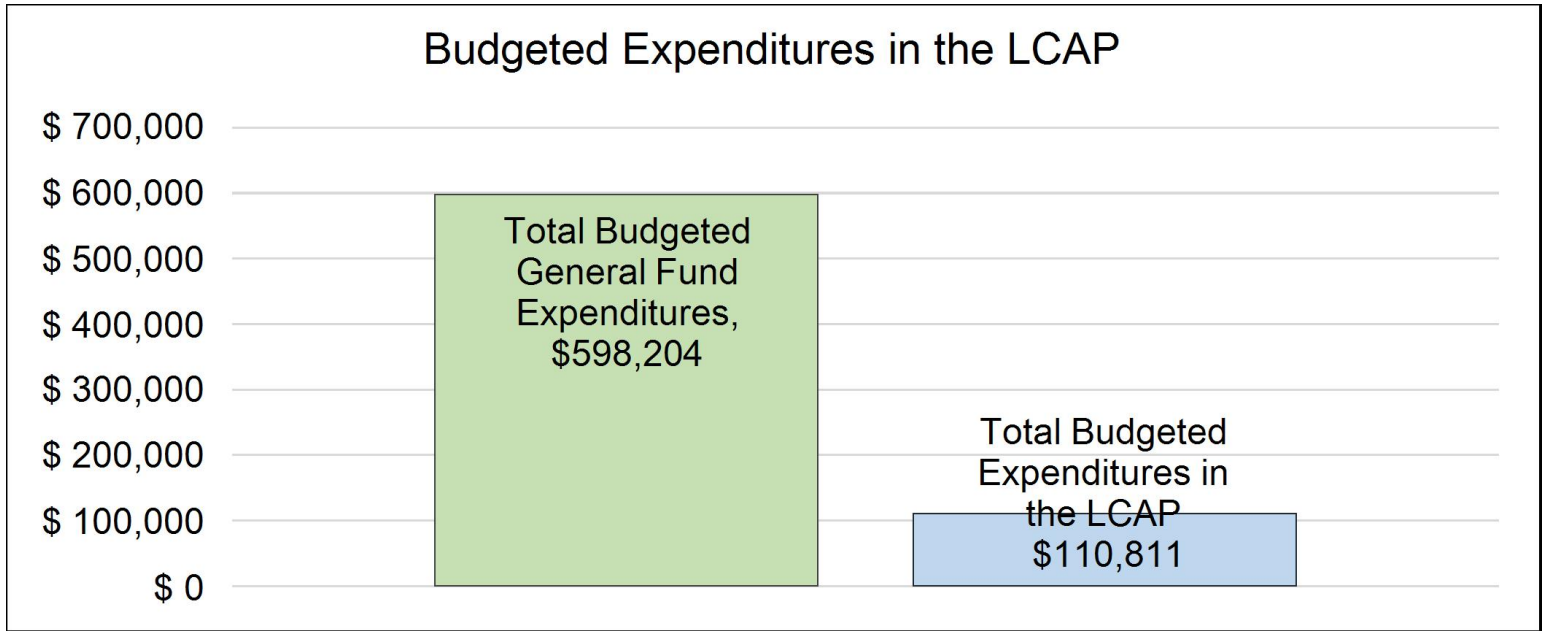


This chart shows the total general purpose revenue French Gulch-Whiskeytown School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for French Gulch-Whiskeytown School is \$589,902, of which \$455,248 is Local Control Funding Formula (LCFF), \$74,197 is other state funds, \$29,941 is local funds, and \$30,516 is federal funds. Of the \$455,248 in LCFF Funds, \$67,206 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 French Gulch-Whiskeytown School 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: French Gulch-Whiskeytown School plans to spend \$598,204 for the 2022-23 school year. Of that amount, \$110,811 is tied to actions/services in the LCAP and \$487,393 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

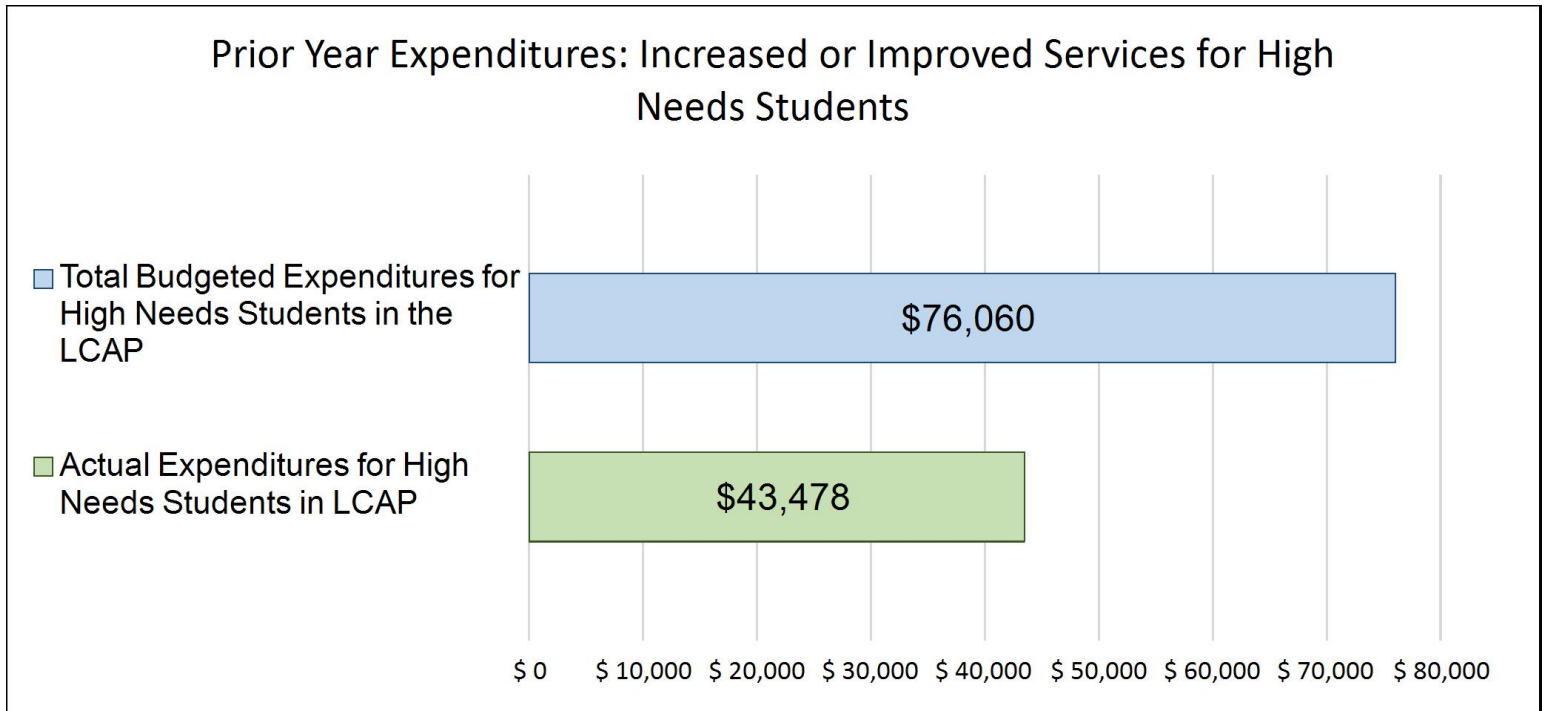
The expenditures that are not included in the LCAP are mostly budgeted for salaries & benefits, various general supplies as well as utilities to run the district.

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

In 2022-23, French Gulch-Whiskeytown School is projecting it will receive \$67,206 based on the enrollment of foster youth, English learner, and low-income students. French Gulch-Whiskeytown School must describe how it intends to increase or improve services for high needs students in the LCAP. French Gulch-Whiskeytown School plans to spend \$78,016 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what French Gulch-Whiskeytown School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what French Gulch-Whiskeytown School 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, French Gulch-Whiskeytown School's LCAP budgeted \$76,060 for planned actions to increase or improve services for high needs students. French Gulch-Whiskeytown School actually spent \$43,478 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-32,582 had the following impact on French Gulch-Whiskeytown School's ability to increase or improve services for high needs students:

FGWS had anticipated a return to a full instructional program in 2021-22. The school planned for and remained mindful of the need to follow county and state guidance and practices to mitigate the potential spread of Covid-19 among staff and students.

Unfortunately, the personnel slated to provide instruction in VAPA, Music, Reading Intervention and IA programs were all in a age group subject to experiencing more severe symptoms were they to contract the virus. Several also had comorbidities that made working on site even more of a potential health risk. FGWS was unable to provide the Music, VAPA and Reading Intervention programs as planned due to these staffing shortages. As the year progressed the IA instructor was able to work with students on a limited basis. We remained hopeful throughout the year that at some point the pandemic would change to endemic status allowing these instructors to feel comfortable in returning to in person instruction but that did not happen.

The unspent salaries for these programs represent the majority of the difference between the budgeted and actual expenditures ending balance for the 2021-22 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
French Gulch-Whiskeytown School	Moira Casey Superintendent/Principal	mcasey@frenchgulchschool.com 5303592151

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).

Parents and community members are advised of expenditures in weekly newsletters. Periodically parents are asked in the newsletters for input and ideas on what they think might be good projects or additions to ongoing programs. Input is requested on midyear surveys. Teachers meet weekly. Once a month on a minimum day the classified staff joins with teachers to discuss student needs, strategize and plan. These ongoing engagement opportunities are provided on a regular basis.

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.

Funds were not sufficient to significantly increase staffing at FGWS. The district is exploring alternative ways to use funds that will comply with the categorical nature of the funding.

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.

Educational partners are engaged through timely posts on the school's website, connect ed messages, weekly school newsletters posted online as well as hard copies on community bulletin boards and weekly staff meetings among other avenues of communication. Teachers maintain robust text messaging with parents as well as 1:1 in person contact. Annual surveys solicit information on how best to allocate available funding. The LCAP Advisory board meets monthly the hour prior to monthly board of trustee meetings. These events are always invitational and active input is encouraged.

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.

N/A FGWS was not eligible to receive ESSER III 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.

Expanding the course offerings for students at FGWS through Reading Intervention, Music, VAPA and IA were planned and budgeted for the 2021-22 academic year. In addition to the content of the courses themselves, the design allowed for periodic smaller groupings in the multi graded classrooms as some students attended instruction in the areas listed while others remained in the classroom with their teachers. This would partially assist in mitigating learning loss issues from the previous two years with more focused instructional time with smaller groups. Unfortunately, due to the course of the pandemic and issued guidelines for certain susceptible age groups, these programs were largely unable to be executed as planned because the instructors were in those high risk groups and chose not to engage in in person instruction for their disciplines. Unforeseen medical issues also complicated one person's projected employment status.

Saturday School sessions were offered several times in the spring provided for another opportunity to assist in mitigating learning loss as well as provide enrichment opportunities for students.

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/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/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
French Gulch-Whiskeytown School	Moira Casey Superintendent/Principal	mcasey@frenchgulchschool.com (530) 359-2151

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.

Established in 1854, French Gulch-Whiskeytown School is the second oldest continually operating public school in the state of California. Its current staff strives to maintain the resourcefulness, passion and commitment of its pioneer founders.

French Gulch-Whiskeytown School (FGWS) is guided by the principles of a child-centered environment focused on developing capable, creative, resilient and respectful learners. We have attempted to adopt a Montessori instructional based approach, enabling us to better meet the individualized learning needs of our students. While we do not have the resources to operate a "pure" Montessori environment, the pedagogical principles of Montessori serve as guiding practices in the classrooms, particularly in the lower elementary program grades TK-4. Montessori classes are multi-graded by choice rather than circumstance. FGWS rural setting necessitates multi-graded classrooms due to its small student body, averaging 25-30 students total in grades TK-8. Although our two multi-graded classes exceed the 3 grade level span of a typical Montessori class, Maria Montessori's pedagogical approach of multiple ages in a single classroom setting allows students the flexibility of acquiring skills in a more organic learning environment, particularly so for the student who requires more time in acquiring

academic skills. The school takes pride in providing an active, vibrant and engaging learning atmosphere both academically and socially. It remains our focus and goal to guide all students entrusted in our care toward meeting their full potentials as scholars and citizens.

We continue to upgrade our technology systems, hardware and technological resources to broaden and differentiate the learning opportunities available to our students. All students are provided with a personal chrome book. More versatile laptop and desk top computers are featured in each classroom. FGWS has three interactive smart boards which are used to broaden online instructional strategies and engagement for students. We provide project-based learning opportunities driven by student interest to deepen knowledge bases in all academic areas.

Hand in hand with a strong academic core, we continue to promote a school environment that has a focused emphasis on stewardship for both our school family and the physical setting in which we reside. Positive regard for one another as members of the same learning community coupled with thoughtful consumption and recycling of resources are hallmarks of French Gulch-Whiskeytown School.

Our demographics include: 83.0% low income, 0% foster youth, 0% English Learners, 0% homeless. While a number of our students have significantly high ACES scores (adverse childhood experiences), we seek to build resilience student by student. The staff continues to learn more about the effects of trauma based experiences on children while focusing efforts at mitigating those effects utilizing trauma informed best practices.

The CARR Fire that started on the outskirts of French Gulch on July 23, 2018 certainly added to the history of this community. The devastating losses that were realized were met with tremendous support not only by the FG community but many private and public agencies throughout the county and state. Both adults and children alike, however, are still dealing with the economic and emotional aftermath of this devastating natural event. With support from organizations such as Hope Shasta, the French Gulch Community Church and SCOE (Shasta County Office of Education), the school and community continue to show recovery while strengthening their resolve, resilience and strength so historically characteristic of the community.

The Covid-19 global pandemic brought to light, in a most pronounced way, some of the issues facing rural areas such as French Gulch. Both the school and community could serve as "poster children" for the trials and tribulations of those drowning in the frustration of living in a digital divide. Contrary to what is believed to be a solution to many, it is not enough to throw a hot spot in a location when existing connectivity is based on visual sight of Shasta Bally where our current internet relay station is located. In this community, one rounds a curve in the road and the mountain can't be seen. Hot spots may help with speed when existing data plans are limited but it's more than that. Finding the sweet spot within the hot spot is crucial. Sweet spots seem to have minds of their own. They move often with the slightest shift of a device, choose their "best times" of reception, often from 10:00 pm- 1:00 am, and establish reliability only in the sense that within a digital divide area they are reliably unreliable. The district and community were exploring the use of Elon Musk's internet provider Starlink to see if could resolve some of the issues local families experience with internet connectivity. Unfortunately it's current availability is based on population density which puts this little community at a disadvantage for meeting that density threshold. With the national lockdown due to the Covid-19 Pandemic in the spring of 2020 precipitating the need for distance learning continuing into the fall of 2020 to support our hybrid scheduling, the lack of consistent, reliable internet connectivity made a challenging situation more challenging. While teachers were able to connect with students and parents fairly reliably through text messaging and phone calls, Facetime and Google Classroom were definitely

more "iffy." As more students contracted Covid-19 in the 2021-22 school year requiring quarantining, the issue with online distance learning continued.

Despite all of the obstacles, as FGWS embraces ever evolving state academic standards, it strives to equip its students with the desire and drive to be lifelong learners who are ready, skilled and confident to contribute to a constantly changing global society.

Reflections: Successes

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

The California School Dashboard was not designed to tell a robust story of a micro-small rural school. In an attempt to preserve privacy, it does not disaggregate information that has a sample size of fewer than 10 subjects. Therefore, virtually no dashboard results are revealed for FGWS delineating information by grade level, gender, socio economic status or some other grouping. With only 12-16 students testing in a given year, the school must generate its own comparison data not by categorical designation but rather individual student progress from year to year. Which achievement band was recorded in the current vs previous year? If not scoring proficient, was there a gain toward meeting that goal from the previous year? If so, by how many points? Reporting out such data to the board and stake holders is based on did Student 1 make progress in the current year and if so by how much? Continuous individual student progress is the focus without revealing that student's identity. It's tricky at times!

Not revealed by the dashboard but by local analysis of state testing results for 2019, 5 FGWS students exceeded standards in math, 3 were proficient, 3 nearly met proficiency and 1 not yet. The 4 students who did not score proficient did make progress toward that goal based on a comparison of points gained between the two consecutive testing years. In ELA, 6 students scored proficient, 6 nearly met proficient, 2 not yet. Clearly there is a difference between math and ELA results, yet all students regardless of which achievement band made point gains from 2018 to 2019. In 2018 for example 91% of students made point gains in math but only 68% did in ELA. We can conclude from the two testing periods we have data on that ELA skills for FGWS students do lag behind those in math. It remains imperative, however, that we examine and determine individual progress vs categorical progress because statistically, our small numbers do not lend themselves to a percentage type of comparative analysis. The sample size is too small to make meaningful longitudinal conclusions over time except in the area of the progress of individual students who have consecutive year enrollment at FGWS over time.

FGWS did participate in CAASPP testing for 2020-21. This academic year was in hybrid mode from August to mid November. Teachers commented that the shorter version of CAASPP that year seemed to be a positive in maintaining student engagement in the testing experience. 13 students tested over all. 3 took the CAA, 10 the regular CAASPP. Results for the CAASPP were encouraging given the lockdown and hybrid experiences. 60% of FGWS students exceeded standards in mathematics, 30% met the standard and 10% nearly met the standard. In ELA 70% met the standard, 30% nearly met the standard. It must be noted that this represents 10 students total. While both results are encouraging, the difference in effectiveness of instruction between math and ELA remains to a degree. Overall, the staff was pleased that FGWS students did so well. In most cases the local averages were higher than state over all averages. Students who took the

CAA all achieved level 2 in ELA (foundational understanding). In math one achieved level 2, one achieved level 3 (understanding) and one level 1 (limited understanding). Given the functional academic levels of these students these scores were also encouraging.

Local data and a more customized disaggregation of state testing preserves the privacy of students but shows a decidedly different overall picture of academic progress. Local ELA data in comparing T2 2020 with T2 2021 results was quite encouraging. Growth was shown between the two mid year results. Despite the spring 2020 lockdown and the 3 month fall 2020 hybrid scheduling most students showed positive growth between T2 and T3 for 2021 in ELA as measured by AimsWeb. In some cases that growth was significant, in others it was slight but forward moving. As a school with such a small "sample size" looking at data essentially comes down to comparing individual student progress over time. The Dashboard is not sensitive enough to give a true overall school picture of progress toward meeting standard proficiency but SBAC data can and is disaggregated in such a way that as a local agency, partners in education can see academic growth that goes beyond percentages which in the past has been skewed by Dashboard representation. This is discussed in a bit more detail in the following section.

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.

At the risk of being redundant, the district has always dealt with the fact that the small sample size of the FGWS student population does not lend itself to purely statistical data or reporting. If you were to look at a grade level for example with one student in it, that student's test/progress report results could be reported as a specific grade level scoring 100% proficient or conversely 0% proficient. State testing reporting for FGWS dashboard purposes, while not reporting out grade levels, gives an overall school report that still does not tell the real story of FGWS student progress toward meeting academic proficiency. It is not a system sensitive to small rural schools who do not have that threshold level of a minimum of 10 students per grade level or other designated group (SES status, gender, etc) to report out on the Dashboard. Micro small schools are square pegs being pounded into a reporting system designed for round holes. It is skewed to say the very least. That is exceptionally frustrating.

Indeed, in reporting out test results to the board of trustees and other stakeholders, care needs to be taken to protect student privacy. In a school which averages a total student population range of 25-30 students K-8 in any given year, it's not hard to see that reporting out by grade level is not an option if student privacy is to be protected. What has been done is to report out students by a number (Student 1, Student 2, etc) and not just give statistical data but rather raw data that presents a profile of students looking at individual progress over time.

Despite inherent challenges of using "blanket" data to inform instruction as a whole, it is clear that at FGWS, ELA skills lag behind math skills. Use of Read Naturally online 2020-21 showed increases in reading fluency, corroborated by AimsWeb data, but also showed that comprehension was not as accurate as it should or needs to be. This is one reason we also believe that ELA SBAC testing results lag behind Mathematics in proficiency. Unfortunately, due to staffing shortages this year we were unable to continue the Read Naturally Online program but hope to rectify that in 2022-23.

There is a continued need for use of programs which assist to differentiate and individualize both ELA and math skill development such as Smarty Ants, IXL and Read Naturally .

Acquisition of more Montessori materials in all curricular areas is necessary to support the district's shift to Montessori pedagogy and instruction but also to foster independent work habits for younger students in order to allow more opportunities for directed 1:1 student guidance within our multi-graded classrooms.

In many studies, VAPA instruction has been linked to academic gains. Having specialists providing VAPA instruction on a regular basis assures that FGWS students will have a more well rounded course offering similar to that available to students at larger school sites and/or available to students whose families have an income that allows private lessons outside of school. The other aspect of our VAPA programs, is that students are pulled for music, clay and visual arts in small groups, often by grade level. This allows reliable periods throughout the school week in which the two classroom teachers have opportunities to work with smaller groups within their classrooms for more concentrated grade specific instruction.

Again, however, staffing shortages affected running a weekly VAPA (music) program this year. The instructor was in a high risk group for Covid and felt that she could not safely deliver the instruction she needed to have a successful program for students as well as guard her own health. Medical issues plagued the visual arts VAPA instructor as well making that instructional component of our program diminished. Classroom teachers did fill in this area of instruction, however, it lacked some of the robust nature it would have had had circumstances been different. Our clay/ceramics program resumed in January 2022. The individual teaching it retired and was unable to returned to a paid position for 180 days post retirement date.

As mentioned previously, staffing shortages prevented us from running the Read Naturally program that was so successful last year. The Read Naturally Program allows students to engage in reading instruction on a 1:1 basis several times throughout the week in addition to general instruction within the classroom. With collaboration among staff members, the addition of these sessions helped to maximize learning time for all students. We hope to reinstitute VAPA (music and visual arts) and Read Naturally on a regular basis for 2022-23 in conjunction with a reading intervention specialist.. Staff shortages have been a huge issue for many schools through out the state since the pandemic began. Unfortunately, FGWS is no exception to this reality.

Having an IA (Industrial Arts) Program at FGWS provides a unique opportunity at such a small school as well. It too addresses some of the benefits mentioned above but additionally opens windows for hands on exploration by students to problem solve and create while tapping into the real world application of the "academics" they are acquiring. The program this year also fell victim to Covid related realities but was implemented on a modified basis.

LCAP Highlights

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

One of the key focal points of the FGWS LCAP is to provide students in our rural community opportunities that most would not have access to were it not offered by the school, particularly among our unduplicated count of socio economic disadvantaged students . Music certainly falls into that category. Both the logistics and expense of getting children into town for private lessons and the costs of private instruction, particularly instrumental, makes music instruction outside of school a fiscally prohibitive activity for many of our school community families. Through LCAP funding, FGWS provides not only classroom vocal musical experience but the opportunity to learn to play a musical instrument. Students may choose the recorder, guitar, ukulele, drums, keyboard or receive instruction in several instruments. They are exposed to different genres of music and guided in beginning composition and improvisation. Younger students are also taught movement/dance. In the past we were told that a number of students requested musical instruments for Christmas. While our two teachers could provide a generalist's overview of music, it would not contain the depth and age group differentiation that a specialist can provide.

LCAP funds the IA (industrial arts) program provided for students in grades 5-8. The very nature of the program requires students to utilize application of real world math and science concepts to design and build a variety of projects using both hand and power tools. In the past students modified a kit greenhouse in order for it to withstand the strong winds that frequent the canyon setting of the school. They measured and configured a hardscape project for the front of the school using their data. Individual students have made books shelf units for use on desktops, designed, cut and routed plaques and worked on wood burning projects. One student made a rifle cabinet to house his hunting rifles. In the past students have made picture frames and even a dog house! A sewing machine is a new addition to the IA program. Although this program used to be offered on a weekly basis, it will be offered throughout the year for special projects such as creating props for the annual FGWS Living History Museum.

Although for state priority reporting purposes, "student engagement" is based strictly on attendance, student and parental feedback continues to give the fine arts/music/clay and Industrial Arts (IA) components of our LCAP extremely high marks. Friday attendance does seem to be increased because students do not want to miss the ceramics program. Prior to Covid this was also the case with the IA day. Wednesday was our music day, another higher attendance day. Due to Covid restrictions and guidelines, it was not offered this year and was greatly missed by students and staff alike. We look forward to reinstating it.

Technology is an area of LCAP focus. Hardware is updated in both of our classrooms yearly. Students, even our younger ones, are using computer technology to delve into areas of interest in greater depth as well as create multi media presentations. We continue to seek out online based programs that will assist in differentiating instruction for each student based on their individual needs and interests. Internet connectivity has improved at the school site but remains problematic in many of our students' homes. FGWS did receive an ECF grant allowing the school to upgrade the technology in the upper elementary program from bottom of the line chrome books to entry level laptops with larger screens and more capability.

In our desire to maintain Montessori pedagogy in this public school setting, we focus yearly on the acquisition of additional Montessori materials to support our the instructional setting in our two classrooms. Many of the materials support and supplement concepts that are being rolled out in the new frameworks for social studies and science.

Classroom libraries continue to grow. New as well as classic children and young adult selections continue to be added to each room. Upper grade additions are often based on student requests.

Our after school program, Project SHARE, continues to grow and evolve into a true extended day program. It is a wonderful balance of academics, creative art activities, and free choice. One very positive addition has been yoga time this year. We have yet to receive payment from any of our families this year and will work on that for next year. It is evident though that the LCAP support of this important aspect of our school. We were told that federal funding would support the program for 2021-22 but there will be a financial contribution from FGWS LCAP funds in subsequent years.

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.

French Gulch-Whiskeytown School

Support for Identified Schools

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

Education partner input is significant in the development of FGWS' comprehensive support and improvement plan. Parents, students and teachers fill out mid year surveys. Some of the expenditures are based on what our unduplicated count students likely would not experience were it not available in school such as instruction in playing musical instruments (recorder, keyboard, guitar and percussion) or beginning use of wood working tools . Students and parents alike cite some of these areas as desirable if not "must keep" additions to our curricular offerings. Technology is also cited often as a desirable focal area. Additionally, our plan seeks to fill in gaps where staff feels academic intervention is needed. Materials to support that intervention are provided in the plan.

Literacy in any educational setting is paramount. It is an avenue into all disciplines. Our plan always provides for the addition of new classroom and library books. Selections are a mix of subject orientated such as science and history, requested series by students, historical novels, YA selections, high interest low level books for struggling but interested readers, graphic novels, leveled readers for students who need lateral practice before moving up in reading complexity among other focus points.

Monitoring and Evaluating Effectiveness

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

The past two years our LCAP advisory board has not been as robust as we would like but the school always makes participation invitational. Staff holds weekly meetings to discuss "how things are going," where we need added focus, participate in shared readings and other matters that need to be addressed.

Engaging Educational Partners

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

Staff, parents, students, and the FGWS School Board have collaborated through formal and informal brainstorm sessions to address the unique challenges of our small rural school resulting in the following key focal features of the FGWS LCAP:

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

State Priority 2: Insuring all curriculum and instruction is standards aligned. Supporting teachers with professional development to help them grow professionally. Providing online programs to better individualize student learning in all curricular areas in order to remediation, maintain or advance skills.

State Priority 3: Provide resources and opportunities that help parents be active participants in helping their child(ren) successfully learn standards and develop the skills to manage that learning. Specific opportunities for parent involvement include Back to School Night, Open House, parent/teacher conferences, school activity volunteers, family event nights such as a VAPA Expo, Winter Holiday music program and a Mother's Day Tea. Home to School communication includes but is not limited to our weekly school newsletter, school website and connect Ed text messaging. Parents are encouraged to be part of the decision making process through Parent Club, LCAP Advisory Committee meetings, School Site Council, and attending Governing Board meetings.

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

State Priority 5: Build within students a strong desire to be at school, motivated by a positive environment, a meaningful curriculum, and more creative curricular activities that support learning goals such as FGWS' VAPA programs: music, visual arts, clay and IA (industrial arts).

State Priority 6: Incorporate leadership principles which help students learn and use effective habits in managing themselves and the way they work with others. Assisting students in developing leadership skills that apply to themselves, school, and the greater community. Helping students develop the skills needed to build a positive and confident self-concept for themselves as well as validating others.

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

State Priority 8: Other student outcomes: Provide opportunities for students to be involved in school and community service projects such as Kids Heart Challenge, STEM activities, mentoring other students during Project SHARE, living history focus days, etc. Providing supplemental and extracurricular activities as CDC guidelines allow such as field trips, attendance at professional music programs,

Montessori personalized "Going Out" activities, guest speakers and other opportunities that develop and assist students in making meaningful connections with real-life applications.

Some of the specific collaborating opportunities contributing to the above priority list included:

Staff and administration met weekly to discuss socio-emotional and academic status of students. In 2020-21, the 3 month hybrid period of in person/distance learning was a challenge due to connectivity issues which were a barrier for some. Teachers remained in constant contact with parents and students most reliably through text messaging. In 2021-22, the number of students quarantined due to positive Covid-19 diagnoses, or held at home based on "decision tree" determinations on those occasions when students presented with high fevers, etc similar connectivity issues occurred. Short and long term independent study packets were used rather often to keep students in "school mode." Outreach to parents was consistent- again texting and phone calls provided the most consistent and reliable method of connecting.

Parents were given the opportunity to participate in monthly School Council Meetings which were advertised in the school's weekly newsletter 3 weeks in advance of each meeting. Newsletters were posted each Friday with a connect ed message announcing the posting. They were also posted weekly in the school foyer, the community bulletin board outside of the post office and the bulletin board outside of E. Frank and Company.

Parent and student surveys were distributed in January 2022. Disaggregated results were discussed at a Monday staff meeting on February 7, 2022 and presented to the Board of Trustees Meeting on February 15, 2022for review and discussion. Parents and community members, as usual were invited to attend the meeting and give further input.

A summary of the feedback provided by specific educational partners.

The parent survey yielded results that overwhelming indicated this stakeholder group strongly agreed or agreed that:

- *FGWS students showed consistent academic growth
- *the school encourages and welcomes parental participation
- *FGWS maintains a positive school climate
- *school facilities are maintained in good repair
- *students have access to core curricular materials and resources preparing them for high school

Student surveys (grades 4-8) covered a number of areas and mostly indicated positive perspectives, despite some challenging behaviors. Some of the comments made about the teachers included:

- * She is quite kind.
- * She is fun.
- * S/he is fun 1/2 the time
- * She throws us parties.

Some comments on what students wished their teachers knew about them included:

- * Some days I have good days. Some days I have bad days.
- * That I can do work above my grade level.
- * That I have problems in my family.
- * Nothing. They are nice to me.

Several comments to the prompt the one thing I would change about my teacher is:

- * She talks a lot.
- * Nothing
- * I don't know.
- * I wish he didn't talk so loud sometimes.
- * That I do better on paper than the computer and when I react, it is for a reason not just for me to react.

Most students agreed or strongly agreed that they:

- * feel safe and welcomed at school
- * recognized that their personal efforts makes a difference in the outcome of learning
- * have an adult at school that they can trust to go to with a problem
- * would recommend the school to others more so than not

Students indicated strongly that they wanted to see continued instruction in:

- *music
- *ceramics
- *industrial arts

Teachers commented that one of the biggest challenges with student learning is that some students do not have parental follow through with practice of skills at home. Although Project SHARE has a robust homework program as a component of its schedule, student progress, particularly with reading, might be enhanced with further practice at home. It was noted that several of our parents have indicated to teachers that as students they struggled learning to read. This is a trait that is often seen generationally and may play a component in our early local ELA data which shows some students lagging behind grade level norms. Many of our younger students take extra time to acquire beginning reading skills such as sound/symbol relationships, blending skills and sight word recognition.

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

Although largely missing this year due to Covid-19 issues, VAPA components were continued in LCAP for several reasons: student request and the fact that it is believed these areas target our unduplicated target population (low SES) in providing experiences they would not be available to them otherwise through a family's inability to pay for private instrumental music lessons for example. While FGWS could provide a generalist's instruction in VAPA areas it would not provide the depth of content, richness of experience or degree of skill development. As mentioned earlier, these instructional offerings additionally allow for greater flexibility within the self contained classrooms when students are pulled for the programs. In the past, parents as well frequently comment on how impressed they are with what their children produce in these programs. Finally, our students with "unique" needs appear to thrive in VAPA settings. For some it's an "oasis" during the week.

Local and state measures indicate that our student skill acquisition in math appears earlier and stronger than ELA areas of reading and writing. As mentioned earlier, this may be a function of several students having a family predisposition in which written language skills tend to develop later according to parents. Repeated reteaching of ELA components and additional reading practice at school has helped but it requires additional adult help in the classroom, particularly in grades K-4 where the foundation skills are being acquired. We have noted that our lower SES students more frequently fall into the pattern of late acquisition of reading skills.

FGWS continues to blend Montessori pedagogy with traditional instructional practices. The hands on component of Montessori materials can result in more independent student discovery and practice of skills enabling an instructor to focus on students who may need greater 1:1 or small group support while other students are meaningfully engaged independently.

Goals and Actions

Goal

Goal #	Description
1	FGWS will continue alignment of Montessori (pedagogy) instruction and student learning to the California State Standards with an emphasis in writing across the curriculum.

An explanation of why the LEA has developed this goal.

In a review of state testing data it was noted that math is a stronger instructional curricular area at FGWS than ELA. Although local data supports continuous improvement in ELA skills (fluency and accuracy) reading comprehension and writing skills need more focus to meet state testing standards of achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Credentialed Teachers	100% teachers are appropriately credentialed	100% teachers are appropriately credentialed			100% teachers are appropriately credentialed
Local Indicator Standard Aligned Materials for all students	100% of students will have access to standards aligned instructional materials as measured Williams Quarterly reports	100% of students will have access to standards aligned instructional materials as measured Williams Quarterly reports			100% of students will have access to instructional materials as measured Williams Quarterly reports
Local Indicator Broad Course of Study	100% of all students had access to a broad course of study as evidenced by written and posted classroom course of study and schedule	100% of all students had access to a broad course of study as evidenced by written and posted classroom course of study and schedule			100% of all students had access to a broad course of study as evidenced by written and posted classroom course of study and schedule

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Montessori materials aligned to core instructional areas	Acquisition of additional Montessori classroom materials Current Montessori related materials include: some ELA materials (vocabulary, prefixes and suffixes) in addition to bead cabinets, geometry cabinets, fraction metal inset trays, maps and several biome study units.	Acquisition of additional Montessori classroom materials Current Montessori related materials include: some ELA materials (vocabulary, prefixes and suffixes) in addition to bead cabinets, geometry cabinets, fraction metal inset trays, maps and several biome study units.			Annual acquisition of Montessori materials targeted curricular areas will vary based on need
Local Indicator Other Student Outcomes- Literacy Assessments: AR, AIMSweb, Read Naturally Online literacy, Smarty Ants	75% students grades 2-8 showed increases in reading measures. Cannot be desegregated by grade level in order to protect student privacy	Trimester testing in Aimsweb for fluency CWPM and comprehension (Maze) indicated that 11 of 14 students showed fluency gains in Tri 3 2 showing slightly lower scores in fluency actually read quite fluently but added more expression, paused for punctuation both which affected "speed" but not really a loss in ability MAZE			85% of all students will show annual growth in reading as based on local indicators

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		results 9 showed gains 3 slight losses			
State Indicator SBAC Testing ELA	2019: 6 of 14 students tested scored in the proficient band. 6 nearly met the proficiency band and 2 had not met the standard.	2020-21 10 students tested ELA 7 students met standards 2 nearly met 1 did not meet standards 3 students tested on the CAA all achieved level 2 (foundational understanding)			80% of students will either meet or exceed proficiency or show positive growth toward reaching proficiency in SBAC ELA testing
State Indicator SBAC Testing Math	2019: 8 of 12 students tested exceed or scored proficient. The remaining 4 showed progress from the previous years' SBAC testing toward meeting proficiency	2020-21 10 students tested 6 students exceeded standards, 2 met standards, 2 nearly met standards CAA 1 at understanding level, 2 at foundational understanding and 1 limited understanding			80% of students will either meet or exceed proficiency or show positive growth toward reaching proficiency in SBAC mathematics testing
No EL students enrolled at this time	NOTE: Because there are no English Learners with the FGWSD, the following	OTE: Because there are no English Learners with the FGWSD, the following			Continuous EL progress toward English Proficiency should EL students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	metrics do not apply: EL Progress toward English Proficiency (CELDT) and EL	metrics do not apply: EL Progress toward English Proficiency (CELDT) and EL			enroll between 2021-22 and 2023-24

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Step Up to Writing Training	Step Up to Writing techniques will be employed at all grade levels using the prescribed format provided in the 2021 training. Sample student writing will be reviewed at a staff meeting every 6 weeks to collaboratively assess progress of individual student writing.	\$0.00	No
1.2	Curricular Alignment of State and Montessori Standards - online data collection	Subscription to Montessori Compass (online data collection) Montessori Compass allows teachers to record anecdotal notes, record progress toward standards and align Montessori curriculum with state standards.	\$468.00	No
1.3	Upgraded Technology	2 desktop replacement units for the K-4 program Desktop computers are used for state testing and for student created reports particularly power point and other and video presentations requiring greater capability than basic chrome books provide.	\$1,500.00	No
1.4	Reading Intervention Program	10.5 hr week reading specialist (3 days a week, 3.5 hours) in the lower elementary program and with older students on a 1:1 basis using Read Naturally Online	\$11,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Online Programs for Differentiated Skill Instruction/Practice	<p>Students will have:</p> <p>access to differentiated instructional online programs in ELA/Math:</p> <p>Smarty Ants \$300</p> <p>IXL \$1079</p> <p>Read Naturally Online \$740</p> <p>Renaissance Learning \$1226</p>	\$3,345.00	Yes
1.6	Leveled Books for Upper and Lower Elementary Classrooms	<p>Students will have:</p> <p>access to new leveled trade books in classroom libraries and the school library</p>	\$1,000.00	Yes
1.7	AIMSweb ELA Data Collection/Monitoring	<p>Trimester benchmarks in CBM and Maze measures will be taken and recorded. Staff will analyze progress from one testing period to another, and in the case of returning students, compare data from the previous year. Data will be cross referenced with data from Read Naturally Online.</p>	\$300.00	No
1.8	Acquisition of Additional Montessori Based ELA Instructional Materials	<p>Montessori materials are designed to pique curiosity and self discovery of the individual learner. They support greater independence and problem solving for the individual learner.</p>	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Maintain Highly Effective certificated staff	Title II funding spent on upper elementary certificated staff	\$543.00	No
1.10	Maintain Highly Effective certificated staff	Salary/benefits not covered by Title II (above) are flexed into the REAP program. Any remaining balance is paid from the general fund.	\$18,054.00	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.

The reading intervention program that was planned (one on one student/instructor interaction using Read Naturally Online) did not materialize because the person who was going to administer it was out for the year due to unforeseen medical issues. Although the AimsWeb program was used "manually" the online data keeping program was not- that subscription was not renewed but plans for renewal are projected into 2022-23. Unfortunately the second Step Up to Writing session scheduled for January 10 did not materialize. FGWS did receive materials for the programs for K-2, 3-5 and 6-8. Many of the principles of the program were utilized across the year. For a number of reasons, the acquisition of additional Montessori materials was limited. Supply chain issues reared their challenging heads in some cases. Additionally, the lack of staffing in the reading intervention program coupled with a classroom aide shortage put a pause on ordering new Montessori materials which require significant student modeling and guidance to properly use. The maximum benefit of these materials is found in the processing and sequencing of their use. The goal is independent student use after a prescribed and precise training period.

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.

Salary for the reading intervention program and subscription for AimsWeb renewal were not spent as per the explanation above. Not all of the allocated funds for leveled readers in the classroom were spent. We were able to receive a 20% discount in books from Barnes & Noble. In addition, many of the books which were purchased were high discounted beyond the 20%. This was one time the district got a lot of "bang for the buck." Only a small portion of the Montessori ELA budget was spent. The lower elementary program suffered the loss of an instructional aide at the beginning of December that greatly impacted management/planning and hence focus on new expenditures.

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

The K-4 program did receive two new desktop computers. Some of the online instructional programs purchased for students were very effective for remediation, on level and accelerated practice for our multi graded classrooms. The acquisition of new desktop computers for the lower elementary program was particularly helpful during state testing.

Both younger and older students expressed how much they enjoyed some of the new book titles that were acquired for classroom libraries. Several students were particularly avid readers with the new titles.

Montessori Compass was helpful in recording anecdotal records as well as tracking attendance.

AimsWeb continues to give us a stable measure of fluency and comprehension progress in our students over time. The teachers also continue to use AimsWeb math assessments each trimester as one of our local measures.

Step Up to Writing was used at the beginning of school, providing a strong format but was not used as consistently as it could have been. The canceled second training probably would have made a difference but that was a situation beyond our control. We are looking into a possible rescheduling of that second session.

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

We are going to shift goal 1.4 to include a reading coach who will work primarily with the lower elementary students student in beginning reading. The program will have a strong writing component to it. While it may also include Read Naturally online it will not necessarily be 1:1 instructional time.

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

Goals and Actions

Goal

Goal #	Description
2	Goal #2: FGWS will provide a safe, nurturing learning environment that promotes Montessori pedagogy and practices while providing differentiated support for each student. Parents will have the opportunity to engage in programs so that they can be active participants in their students' learning.

An explanation of why the LEA has developed this goal.

It was indicated in student surveys that VAPA instruction (music, ceramics and IA) provides opportunities for creativity and engagement beyond traditional classroom instruction. Students specifically requested to have these curricular areas continued in course offerings, and parents too, mentioned them as one of the highlights of the school.

VAPA activities often access right brain areas of learning and expression. Understanding that not all learners learn in the same way, traditionally presented in a verbal sequential format in schools, VAPA instruction allows a more well rounded avenue for integrated learning. VAPA, coupled with the exquisite design of Montessori materials, allows nonlinear opportunities to learn. This is especially important for young learners and those that learn differently, often our SPED and unique learners.

The nature of the VAPA program at FGWS also allows more individualization within instructional settings throughout the week as it is a pull out program reducing the number of students in both the traditional and VAPA classroom at a given time. This especially provides value added instruction to those younger students, SED and students with unique needs who need an opportunity for a lower student/teacher instructional ratio several times a week.

Aide support in the both lower and upper elementary programs will allow teachers greater flexibility in meeting individual student needs particularly those with special needs. It allows for opportunities of greater differentiation of work when adult support is needed to support individual students.

Maintaining a strong home-school connection is essential to providing the most supportive and vibrant learning environment for students. Strong home school connections help to fill any potential cracks either academically or on the SEL front.

A reliable extended day program such as Project SHARE supports both students and parents providing safe child care after school hours, opportunity for homework assistance and/ or academic skill practice as well as physical activity.

Community events help to develop and cultivate a positive school culture both on campus and within the school's community. They are an important part of parent, student and community outreach.

Instilling the need for and benefit of regular and timely attendance is important for student success. We work on this each year. It is generally an issue with a few students but not typically a school wide issue.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Parent-Teacher Conferencing Back to School Night Open House Holiday Programs featuring Student Performances	4 Parent/Family Education Events under Covid restrictions	We held several "quasi" family events but remained mindful of early Covid-19 guidelines that discouraged large indoor gatherings. Several "drive through" events were held. The first day of school featured a drive thru coffee bar. On Veterans Day, families were invited to listen to staff member, Mr. Wilkerson, talk about his experiences from his Viet Nam era military service- light refreshments were served. Adults attending were invited to join the students in			Minimum of 5-6 Parent/Family Events per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>placing flags on the headstones in the FG cemetery of local veterans afterwards. A drive thru hot chocolate bar prepared by students was featured the day before Winter Break. Home delivery was also offered. A modified Open House was held in May. Light refreshments were served as parents and community members were invited to take a "gallery walk" to view art work and projects in the TK-4 room as well as listen to the living history presentations of the 5-8 th grade students. An onsite 8th grade graduation and Kindergarten Moving up Ceremony was held on June 7, 2022. The community was invited.</p>			
Local Indicator Open Invitation for Parental Involvement on various councils	All parents are offered the opportunity to participate in School Site Council meetings	Parents were informed of and invited to join/attend monthly school site			Increased parental participation in decision making bodies within the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(SSC, LCAP Advisory Board , Safety Plan etc)	and other decision making opportunities. 5 parents serve on the Board but only 1 serves on auxiliary councils	council meetings. Weekly newsletters post the meeting times and dates 3 weeks in advance.			school SSC, LCAP Advisory Board
Local Indicator 100% of applicants admitted for enrollment in Project SHARE	All students have access to participate in an After School Program, regardless of a family's ability to pay for services	Project SHARE ran a full after school program serving many of the school's students.			Continued 100% non discriminatory admission fto participate in Project SHARE
Local Indicator Visual Arts Instruction Music Instruction (vocal and instrumental) Limited IA (industrial Arts)	Students received visual arts instruction in 2020-21, limited IA instruction but only access to online music instruction due to Covid related issues affecting in person instruction by properly credentialed personnel	The instructor in the visual arts program this year missed the entire year due to unforeseen medical issues. The music instructor, in a high risk category for more serious Covid-19 complications, chose to remain at home until the pandemic indicators improved. As with the other 2 instructors listed above, IA instruction was not as regular due to similar concerns by did put some in instructional time with the older students.			All students will participate in a course of VAPA instruction that includes visual arts, music instruction and 5-8 grades in a modified IA program

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Annual School Attendance Rate	2020-21 97% attendance rate but normally runs between 91-92% 8 first SARB letters sent, 3 second SARB letters sent	Attendance rate was 95.3% 12 first SARB notices were sent out 12 second SARB notices were sent out			Decreased number of 1st and 2nd SARB letters sent by 50% Maintain an annual attendance rate of 95%+
Local Indicator 0% middle school drop out	0% middle school drop out rate	0% middle school drop out rate			Maintain 0% middle school drop out rate
Local Indicator 0% suspension rate	0% suspension rate	0% suspension rate			Maintain 0% suspension rate
Local Indicator 0% expulsion rate	0% expulsion rate	0% expulsion rate			Maintain 0% expulsion rate
Local Indicator Monthly FIT reports	100% facilities in good repair as measured by Facilities Inspection Tool	100% facilities in good repair as measured by Facilities Inspection Tool			100% facilities in good repair as measured by the Facilities Inspection Tool
Local Indicator Parent Survey	90% Positive responses (Strongly Agree or Agree) to each of the 8 State Priorities represented in the Parent survey (current data)	All responses were agree or strongly agree. Approximately 25% of families represented in returned surveys.			Maintain high rate of positive responses (Strongly Agree or Agree) to each of the 8 State Priorities (90-100%) but increase Parent survey response rate to 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	represented 25% of FGWS families)				
Local Indicator Student Survey	<p>*6 of 13 students felt they received extra help when it was needed</p> <p>*4 of 14 students felt "excited" about learning</p> <p>*1 of 12 students felt that fellow students often treated one another with respect</p>	<p>nine 5-8th grade students responded (not every student responded to each question)</p> <p>* 3 students strongly agreed or agreed they received extra help when needed 5 were neutral in response</p> <p>* 1 student strongly agreed, 4 were neutral 3 disagreed</p> <p>*5 students felt fellow students "sometimes" treated one another with respect 3 indicated rarely</p> <p>*7 students indicated that felt they were cared about by the adults at school</p> <p>*all respondees said they had an adult at school that they could go to</p>			<p>Increase positive student survey responses to their perceptions of:</p> <ul style="list-style-type: none"> *supportive instructional environment *engagement" (excitement) about learning *positive peer interaction * positive SEL factors
Local Indicator Montessori	2 math bead cabinets, 2 geometry cabinets, several geometry die sets (triangles/squares),	additional ELA materials			Increase Montessori materials in subject areas deemed appropriate by teachers to include

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	pink tower, geography maps, some biome sets, Albanesi math task cards (lower and upper elementary), 1 language card cabinet (lower elementary)				state aligned materials in but not limited to: social science (history)and science
Local Indicator N/A	NOTE: Because FGWS is a K-8 District the following state metrics do not apply: A-G, AP Pass rate, EAP, high school drop out rates and high school graduation rates	NOTE: Because FGWS is a K-8 District the following state metrics do not apply: A-G, AP Pass rate, EAP, high school drop out rates and high school graduation rates			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Upper Elementary Industrial Arts Instruction	Students will have access an integrated Industrial Arts (IA) project based program to learn real life application of science and math skills for selected activities such as creation of props for the 5th-8th grade Living History Museum.	\$7,182.00	Yes
2.2	Parent/Family Engagement/Education Events	4-5 scheduled parent / family education nights May involve meals/refreshments to encourage attendance	\$350.00	No
2.3	VAPA - Visual Arts Teacher and Instructional Materials	Visual arts instruction all grades plus art supplies to support the program	\$6,617.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Music Instruction: Vocal, Instrumental, Rhythm and Movement	Music instruction for all grades vocal and instrumental. Keyboard, recorder, drums and ukulele instruction for specific grade levels.	\$9,268.00	Yes
2.5	3.75 hr Aide to Support Low SES and Special Ed Students	Aide time to support 5th-8th grade program	\$12,708.00	Yes
2.6	6.5 hr Day Instructional Aide	Maintain Instructional Aide in lower elementary programs to assist in implementation/differentiation of all curricular areas.	\$20,954.00	Yes
2.7	Sown to Grow	Using a Sown to Grow format, students will continue to chart and/or record feelings related to general wellness.	\$0.00	Yes
2.8	Ceramics Instruction	Weekly VAPA offering featuring ceramic arts	\$11,382.00	Yes
2.9	FOSTER YOUTH / HOMELESS YOUTH	<p>Homeless and Foster Youth are in a state of instability which the school must recognize and mitigate to the extent possible by:</p> <p>Coordinating with caseworker and attendance staff.</p> <p>Ensuring that transportation is not a barrier.</p> <p>Assigning a mentor (youth or adult) to provide guidance, encouragement, and assistance.</p> <p>Helping them to find a quiet and supportive place to work and study.</p> <p>Developing “success plans” with goals, steps, services, and accountability.</p> <p>Intervening early when they are missing a lot of school.</p>	\$740.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Providing them with community resources such as:</p> <ul style="list-style-type: none"> Clothes closets Food banks Health clinics Laundry services Shower facilities Hygiene kits <p>Providing training to teachers to create a calm and quiet management style and provide quiet reminders of appropriate behavior. Teachers create a supportive environment with classroom rules developed together and solve behavior problems as a class which creates a climate of trust.</p> <p>Teachers also provide students with the opportunity to take time out for themselves when they are frustrated, angry, or sad. Moreover, teachers provide structure in the classroom by keeping a consistent schedule and clear rules.</p> <p>Annually training our classified and certificated staff to have an understanding of homelessness.</p> <p>Referring students to tutoring, after-school intervention activities, etc.</p> <p>Coordinating with the Homeless Youth and Foster Youth liaison in the district.</p> <p>Reaching out to homeless families on a continuous basis.</p> <p>Making sure that the student is enrolled in free and reduced meal program.</p> <p>Assigning students a “buddy” to help them learn their way around school.</p> <p>Giving the student necessary school supplies to take home.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Ensuring that students have access to a full range of educational services (English learners, gifted and talented activities, tutoring, etc.).</p> <p>We do not penalize Homeless and Foster Youth students for arriving late to school.</p> <p>Keeping some nutritional snacks for those students who might need additional nutrition.</p> <p>Finally, we see parents as critical partners in their child's education and provide parent outreach with our families on an ongoing basis.</p>		
2.10	SPECIAL EDUCATION	<p>General and special educators work together to implement programs and services that enable students with disabilities to access the state academic content standards.</p> <p>FGWS SED students will be provided the specialized instruction/intervention needed based on their individualized qualifying conditions. Those services may include but are not limited to:</p> <p>RSP services Speech and Language services Mental Health services OT Adaptive PE</p> <p>General education teachers will be provided assistance in modifying content or presentation of written material (fewer items on a page or enlargement of text for example) by administration and/or special ed personnel.</p> <p>General education teachers will become familiar with IEPs goals of SED students. Periodic review of the goals will ensure that the</p>	\$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>student's needs are being addressed on an ongoing basis in the classroom with regular progress monitoring to determine progress toward meeting those goals.</p> <p>IEP teams will meet when changes to the IEP are indicated in advance of an annual or triennial anniversary date.</p>		

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.

Both music and Visual Arts instruction were not provided as envisioned due to Covid-19 concerns on the part of instructors as well as unforeseen medical issues with the instructors. Ceramics instruction was picked up mid year as planned and filled a bit of the visual arts gap. Some tools to facilitate Industrial Arts were acquired toward the end of the year to better facilitate instruction for 2022-23. IA instruction for 2021-22 was also affected by Covid-19 concerns on the part of the instructor. There was some, but it was not as rounded as it would have been had cautions on Covid-19 not been in place at the time. A 6.5 hr.day was hired but unfortunately resigned at the beginning of December 2021. A replacement was not found. A 3.75 hr aide was hired later in the year for 3 days/week in the upper elementary program and later worked full days on Mondays and Fridays in the lower elementary program.

SARB letters increased rather than decreased this year. Not all, but many, were related to excessive tardy attendance. Because of the cautions we had shared with parents regarding "when to send you child to school, when to keep them home" (Covid-19 Decision Tree guidance), a few parents allowed their children to "sleep in." For example, parents sometimes reported that if their children had been lethargic the evening before and "they seemed to need the extra time to sleep in late" that was allowed before they were eventually dropped off at school. FGWS has always promoted on time attendance, but has encouraged parents to drop their children off when they can even if it is later into the instructional day. Another explanation for absences for some was that "we needed to take a mental health day." This was heard several times throughout the year. To the extent possible, we promoted independent study when 3 or more days of consecutive absences were projected. Primarily SARB letters were sent out to the same few families who tended to have chronic attendance issues.

This year it seemed as if families "struggled" a bit more with attendance. It also seemed that in addition to Covid-19, more viral type infections hit students. In many cases it was only for a day or two but the Decision Tree guidelines stated a student should remain home fever free for a 24 hour period without benefit of medication before returning to school. Overall, there were many aspects of school that were challenging this year. Timely attendance was definitely one.

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.

Salaries earmarked for Music, VAPA and IA were not spent as allocated. Instructional aide positions were not fully expended either due to availability in one case and personal reasons in another.

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

Covid-19 mandates that were in full force for much of the year prevented a number of aspect of this goal from reaching fruition. They are listed above in a bit more detail: VAPA, Music, limited IA experiences and instructional aide positions.

The ceramics program resumed in January 2022 after the employee's post180 day retirement hiatus was up. It provided a creative outlet for many of our students. A new aspect of the program was the introduction of stained glass projects. Student works in this area were stunning for beginners.

Family engagement events, given the limited in person opportunities due to Covid-19 mandates and recommendations, were well received. Attempts were made throughout the year to let parents know that the FGWS staff valued them and considered them as an integral part of their students' educational team. They are after all their children's first teachers.

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.

It is our desire to have more "in house" opportunities for families to engage with the school- health department guidelines willing! Fingers crossed that staffing as indicated in the goals will not be affected by viruses or personal issues. Collaborative work in analyzing student writing using Step Up to Writing guidelines to gage progress is an added aspect of action 2.1. Adaptation of the Sown to Grow program (action 2.7) will further be used to develop writing skills as students learn to express in words their feelings and frustrations (icons for younger students) as an SEL strategy.

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)
67,206	42,511

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
17.96%	7.72%	\$27,116.00	25.68%

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

Required Descriptions

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

All actions and services will be provided on an LEA-wide basis in our micro-small one school rural district. The supplemental funds will be principally directed to support the unduplicated pupils and enhance our overall programs in terms of student engagement, acquisition and application of academic skills . In determining the most effective use of supplemental and concentration funds, the following information was considered:

* Review of local data from both formative and summative assessments and benchmark assessments. Additionally we review progress over time through year to year comparisons of individual student SBAC results. The California Dashboard is not sensitive enough to disaggregate group information since our sample size does not meet the threshold needed for that more definitive analysis in order to preserve student privacy.

* History of success with actions and services in district programs

* Refinement of district programs to improve services to students

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

* Input from student voices on what they value and look forward to instructionally

With this analysis and overview, FGWS has determined that the implementation of the following services will benefit all students but particularly targets the needs of low-income, foster and homeless youth and EL students:

*social emotional program in which students learn to identify, articulate and record their feelings SOWN TO GROWN \$500

As previously noted, many FGWS students have high ACE scores. Several students receive counseling support through outside agencies. PTSD from the CARR Fire and family employment set backs due to COVID related circumstances have been mentioned by parents recently. Family related issues were present before these events but were magnified since them. Sown to Grow allows students to record their emotional states of being over time. While it does not put words in students' pens it does help students, particularly older ones to develop and articulate their feelings, identify triggers and how to mitigate them in the future. SEL best practices to help students be present for learning is seen as paramount.

*intervention in reading: Read Naturally Online Program \$740 reading intervention teacher \$11, 372

Many FGWS students require additional time to acquire fluent reading skills. Parents often inform the teachers that as children they struggled themselves with learning to read. Research indicates that this slower acquisition of written language skills often "runs" in families. Read Naturally is a program that has shown great success in not only improving the fluency of readers but also increasing comprehension skills as well. The success of the program depends on systematic and regular use over time. Having an individual who oversee the program makes a huge difference in outcomes. Consistency is paramount. Many of our students do not read or are read to at home. It is hoped that as student reading skills improve they will be excited to read for both information and pleasure on their own.

*level books to encourage and support reading: \$1000

Many of our students' homes do not have extra reading materials in them. Our goal with leveled readers is to support and foster a love of reading at all ability levels by making more books available for reading at home. Student interests and requests guide the purchase of many of the titles.

*ensuring students access to a well rounded VAPA program: Visual Arts \$11,772 Music \$ 9345 Industrial Arts \$7226 \$4054

The one consistent comment by students in annual surveys is DO NOT CUT: art, ceramic, music or IA. Our two certificated teachers could provide a watered down program in these areas to a certain extent but given the multi-graded classroom configurations it would be difficult to differentiate the instruction particularly in the lower elementary program K-4. Most of our FGWS families do not have the disposable income to provide their children with private music or art lessons. The added advantage of these expenditures is not only providing for the development of right brain creativity but the fact that the students are not taught as a whole class at once. Smaller groups are taken out at a time which in turn allows teachers to have periods throughout the week that allow for more grade level instruction rather than full time multi-grade management. An addition benefit of having these specialists work with the students is they get the experience of working with different teachers over time which is an important component of adjusting to high school or moving onto a larger school before then.

*aide time to provide support within our multi-graded classrooms: 3.75 hr aide, 6.5 hr aide

Numbers do not tell the whole story! While FGWS classes are not huge by most standards, the grade spread in each is significant. We are not too far removed from the one room school house. While there are advantages to opportunities this provides such as extra time for students to acquire academic skills within a comfortable non-stigmatizing multi-graded classroom rather than a single grade classroom retention, it has its logistical challenges. Aides are key to allowing teachers to work 1:1 with students or in small ability configured groups. Montessori instruction is better facilitated with the availability of teacher (guide) and an assistant. Additionally, although all adults are focused on building relationship with students, a number of our targeted students have formed particularly close relationships with aides.

*provisions to further offer differentiated instruction and skill practice through selected online program: Smarty Ants \$300 IXL \$1079 Renaissance Learning \$1200

Online programs allow students to work on acquisition of skills, remediation of skills, maintenance of skills or advancement of skills. The online programs chosen have been proven to pique student interest, provide progress toward skill acquisition data for the teacher and allow for greater differentiation of adult time with students in the classroom.

* acquisition of additional Montessori materials \$1000

Maria Montessori originally worked with children of the lowest economic status in Rome, Italy. Her approach to guiding children in self discovery, inquiry and acquisition of skills in reading, mathematical, scientific and global studies was developed using carefully designed and crafted materials. While FGWS has acquired a number of Montessori materials over the past several years we have not begun to cover the breadth of instructional materials available.

*Parent and Family Engagement: \$250

We have found in the past that attendance at evening events increases when students perform or if a program is designed for parent education, childcare and meals are involved. This provides fewer logistic hurdles to attendance for families.

*Aimswest and Montessori Compass: \$300 \$132

Both of these data collection programs allow teachers the ability to track academic progress over time. Montessori Compass has the advantage of providing an easily accessible place to record and retrieve anecdotal comments both academic and behavioral in content.

*Desktop Computers: \$1500

The personal chrome books students have assigned to them are good for some purposes but they lack the capabilities of desktops for polished presentations such as videos and higher end power points. Having several in each classroom increases technology options for students.

* Step Up to Writing Training \$1500

Writing has been a target area for several years at FGWS. Step Up to Writing training for FGWS staff will provide a systematic way to teach the mechanics of writing in an articulated manner across grade levels. Hopefully this approach will give students a framework to which they will begin to add their individual voices in the process of writing.

Focus on these areas will result in the most effective uses of the supplemental dollars to meet the needs of our identified student group populations of socioeconomically disadvantaged, Foster Youth, and English Language Learning students.

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

FGWSD's unduplicated population represents 83% of its students. The district plans to use the supplemental/concentration funds generated by these students. All services are planned to be implemented districtwide because of the high percentage of targeted students. These services and actions are principally directed towards the low income students to support their academic and social needs by providing extended opportunities for small group instruction, coaching in writing, personalized tutoring, additional academic skill development through online programs tailored to meet specific deficits, as well as enrichment activities such as the VAPA and Industrial Arts (IA) programs added to the FGWS curriculum. The shift to a Montessori pedagogy supports the instruction of our multi aged classrooms. The district believes these are the most effective uses of the additional funds to improve the educational program for the targeted students. Additionally, the planned services will avoid the potential negative stigma from a targeted or pull out program and will allow students to maintain access to other services available to students without interruption.

Project SHARE has been very well attended this year. LCAP's contribution to offset the deficit in its operation makes a huge difference. At this time the LCAP contribution is a crucial component in keeping the program viable at FGWS.

The district plans to spend \$ 76,060.00 to provide the services described above. These services will be provided districtwide because of the high concentration of unduplicated students. Funds will be used primarily to support individualizing instructional programs through supplemental certificated personnel such as the VAPA teacher, reading intervention and our upper elementary IA program. In addition, students will receive tailored tutoring to meet specific needs. We will continue to seek mentors to encourage older students to seek college or career opportunities. It is our belief that if students are exposed to many opportunities that it will foster not only a love for learning but prepare them to take their places in society as global citizens. When compared to the LCFF base funding, these planned expenditures will meet the percentage to increase or improve 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.

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		10.60
Staff-to-student ratio of certificated staff providing direct services to students		11.32

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$83,134.00	\$9,080.00		\$18,597.00	\$110,811.00	\$98,908.00	\$11,903.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Step Up to Writing Training	staff training to benefit all students All					\$0.00
1	1.2	Curricular Alignment of State and Montessori Standards - online data collection	All	\$468.00				\$468.00
1	1.3	Upgraded Technology	All		\$1,500.00			\$1,500.00
1	1.4	Reading Intervention Program	English Learners Foster Youth Low Income	\$11,400.00				\$11,400.00
1	1.5	Online Programs for Differentiated Skill Instruction/Practice	English Learners Foster Youth Low Income	\$2,119.00	\$1,226.00			\$3,345.00
1	1.6	Leveled Books for Upper and Lower Elementary Classrooms	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
1	1.7	AIMSweb ELA Data Collection/Monitoring	All	\$300.00				\$300.00
1	1.8	Acquisition of Additional Montessori Based ELA Instructional Materials	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
1	1.9	Maintain Highly Effective certificated staff	Grades 5-8				\$543.00	\$543.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	Maintain Highly Effective certificated staff	Grades 5-8				\$18,054.00	\$18,054.00
2	2.1	Upper Elementary Industrial Arts Instruction	English Learners Foster Youth Low Income	\$7,182.00				\$7,182.00
2	2.2	Parent/Family Engagement/Education Events	All	\$350.00				\$350.00
2	2.3	VAPA - Visual Arts Teacher and Instructional Materials	English Learners Foster Youth Low Income	\$6,617.00				\$6,617.00
2	2.4	Music Instruction: Vocal, Instrumental, Rhythm and Movement	English Learners Foster Youth Low Income	\$9,268.00				\$9,268.00
2	2.5	3.75 hr Aide to Support Low SES and Special Ed Students	English Learners Foster Youth Low Income	\$6,354.00	\$6,354.00			\$12,708.00
2	2.6	6.5 hr Day Instructional Aide	English Learners Foster Youth Low Income	\$20,954.00				\$20,954.00
2	2.7	Sown to Grow	English Learners Foster Youth Low Income					\$0.00
2	2.8	Ceramics Instruction	English Learners Foster Youth Low Income	\$11,382.00				\$11,382.00
2	2.9	FOSTER YOUTH / HOMELESS YOUTH	Foster Youth	\$740.00				\$740.00
2	2.10	SPECIAL EDUCATION	Students with Disabilities	\$4,000.00				\$4,000.00

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
374,164	67,206	17.96%	7.72%	25.68%	\$78,016.00	0.00%	20.85 %	Total:	\$78,016.00
								LEA-wide Total:	\$78,016.00
								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	1.4	Reading Intervention Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,400.00	
1	1.5	Online Programs for Differentiated Skill Instruction/Practice	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,119.00	
1	1.6	Leveled Books for Upper and Lower Elementary Classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
1	1.8	Acquisition of Additional Montessori Based ELA Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
2	2.1	Upper Elementary Industrial Arts Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 5th-8th	\$7,182.00	
2	2.3	VAPA - Visual Arts Teacher and Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8th	\$6,617.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Music Instruction: Vocal, Instrumental, Rhythm and Movement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	\$9,268.00	
2	2.5	3.75 hr Aide to Support Low SES and Special Ed Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 5-8	\$6,354.00	
2	2.6	6.5 hr Day Instructional Aide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-4	\$20,954.00	
2	2.7	Sown to Grow	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.8	Ceramics Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,382.00	
2	2.9	FOSTER YOUTH / HOMELESS YOUTH	Yes	LEA-wide	Foster Youth	All Schools	\$740.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$107,636.00	\$70,584.00

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	Step Up to Writing Training	No	\$1,500.00	\$1,762
1	1.2	Curricular Alignment of State and Montessori Standards - online data collection	No	\$132.00	\$468
1	1.3	Upgraded Technology	No	\$1,500.00	\$1,066
1	1.4	Reading Intervention Program	Yes	\$11,372.00	0
1	1.5	Online Programs for Differentiated Skill Instruction/Practice	Yes	\$2,119.00	\$3,295
1	1.6	Leveled Books for Upper and Lower Elementary Classrooms	Yes	\$1,000.00	\$834
1	1.7	AIMSweb ELA Data Collection/Monitoring	No	\$300.00	0
1	1.8	Acquisition of Additional Montessori Based ELA Instructional Materials	Yes	\$1,000.00	\$262
1	1.9	Maintain Highly Qualified certificated staff	No	\$661.00	\$661

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Maintain Highly Qualified certificated staff	No	\$16,948.00	\$17,245
2	2.1	Upper Elementary Industrial Arts Instruction	Yes	\$7,226.00	\$6,262
2	2.2	Parent/Family Engagement/Education Events	No	\$250.00	\$28
2	2.3	VAPA - Visual Arts Teacher and Instructional Materials	Yes	\$11,772.00	0
2	2.4	Music Instruction: Vocal, Instrumental, Rhythm and Movement	Yes	\$9,345.00	0
2	2.5	3.75 hr Aide to Support Low SES and Special Ed Students	Yes	\$12,570.00	\$7,613
2	2.6	6.5 hr Day Instructional Aide	Yes	\$20,647.00	\$23,899
2	2.7	Sown to Grow	Yes	\$500.00	\$500
2	2.8	Ceramics Instruction	Yes	\$4,054.00	\$2,689
2	2.9	FOSTER YOUTH / HOMELESS YOUTH	Yes	\$740.00	0
2	2.10	SPECIAL EDUCATION	No	\$4,000.00	\$4,000

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)
\$71,244.00	\$76,060.00	\$44,128.00	\$31,932.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Reading Intervention Program	Yes	\$11,372.00	0		
1	1.5	Online Programs for Differentiated Skill Instruction/Practice	Yes	\$2,119.00	\$2,069		
1	1.6	Leveled Books for Upper and Lower Elementary Classrooms	Yes	\$1,000.00	\$834		
1	1.8	Acquisition of Additional Montessori Based ELA Instructional Materials	Yes	\$1,000.00	\$262		
2	2.1	Upper Elementary Industrial Arts Instruction	Yes	\$7,226.00	\$6,262		
2	2.3	VAPA - Visual Arts Teacher and Instructional Materials	Yes	\$11,772.00	0		
2	2.4	Music Instruction: Vocal, Instrumental, Rhythm and Movement	Yes	\$9,345.00	0		
2	2.5	3.75 hr Aide to Support Low SES and Special Ed Students	Yes	\$6,285.00	\$7,613		
2	2.6	6.5 hr Day Instructional Aide	Yes	\$20,647.00	\$23,899		
2	2.7	Sown to Grow	Yes	\$500.00	\$500		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.8	Ceramics Instruction	Yes	\$4,054.00	\$2,689		
2	2.9	FOSTER YOUTH / HOMELESS YOUTH	Yes	\$740.00	0		

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)
\$351,123.00	\$71,244.00	0	20.29%	\$44,128.00	0.00%	12.57%	\$27,116.00	7.72%

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).

California Department of Education
January 2022