



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gerber Union Elementary School

CDS Code: 52-71548-6053532

School Year: 2022-23

LEA contact information:

Jenny Montoya

Superintendent/Principal

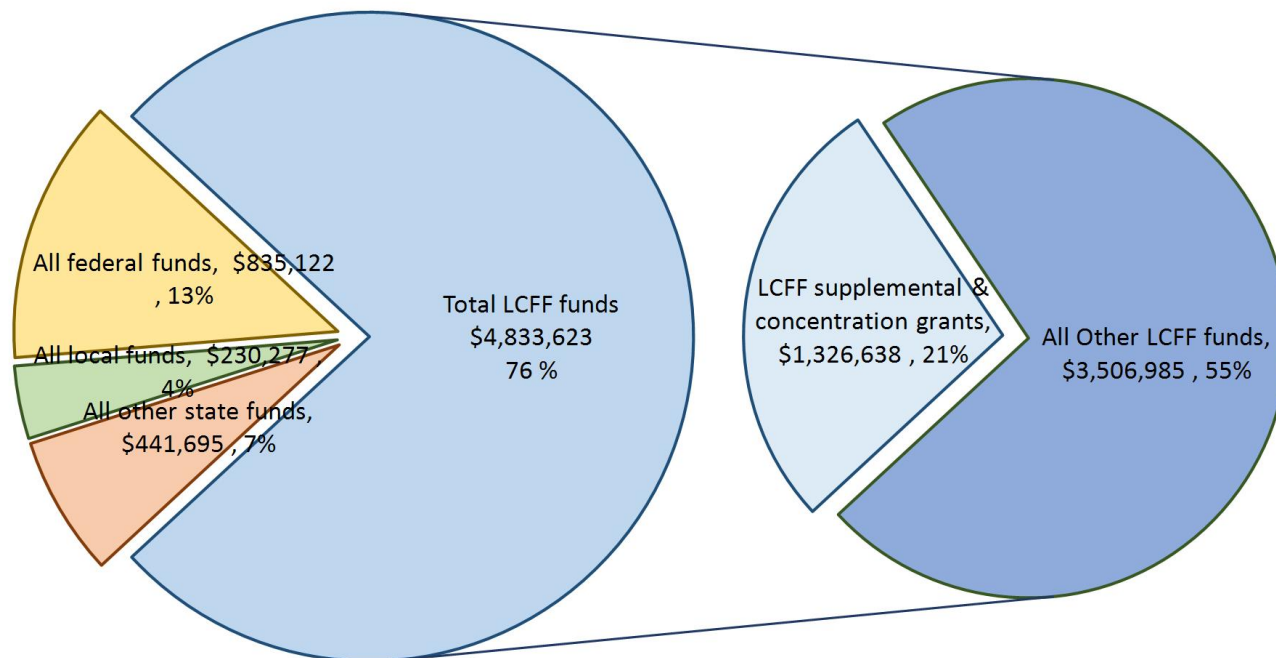
jmontoya@gerberschool.org

530-385-1041

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

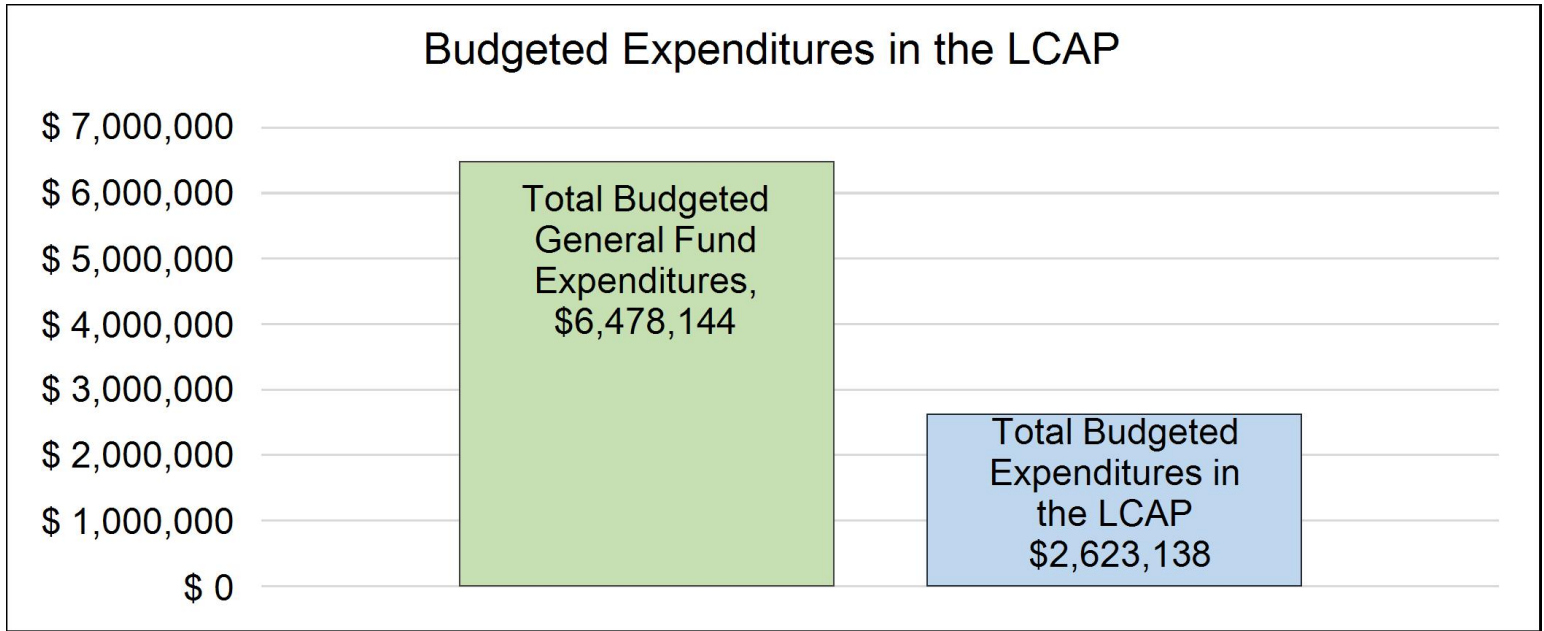


This chart shows the total general purpose revenue Gerber Union Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gerber Union Elementary School is \$6,340,717, of which \$4,833,623 is Local Control Funding Formula (LCFF), \$441,695 is other state funds, \$230,277 is local funds, and \$835,122 is federal funds. Of the \$4,833,623 in LCFF Funds, \$1,326,638 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 Gerber Union Elementary 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: Gerber Union Elementary School plans to spend \$6,478,144 for the 2022-23 school year. Of that amount, \$2,623,138 is tied to actions/services in the LCAP and \$3,855,006 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

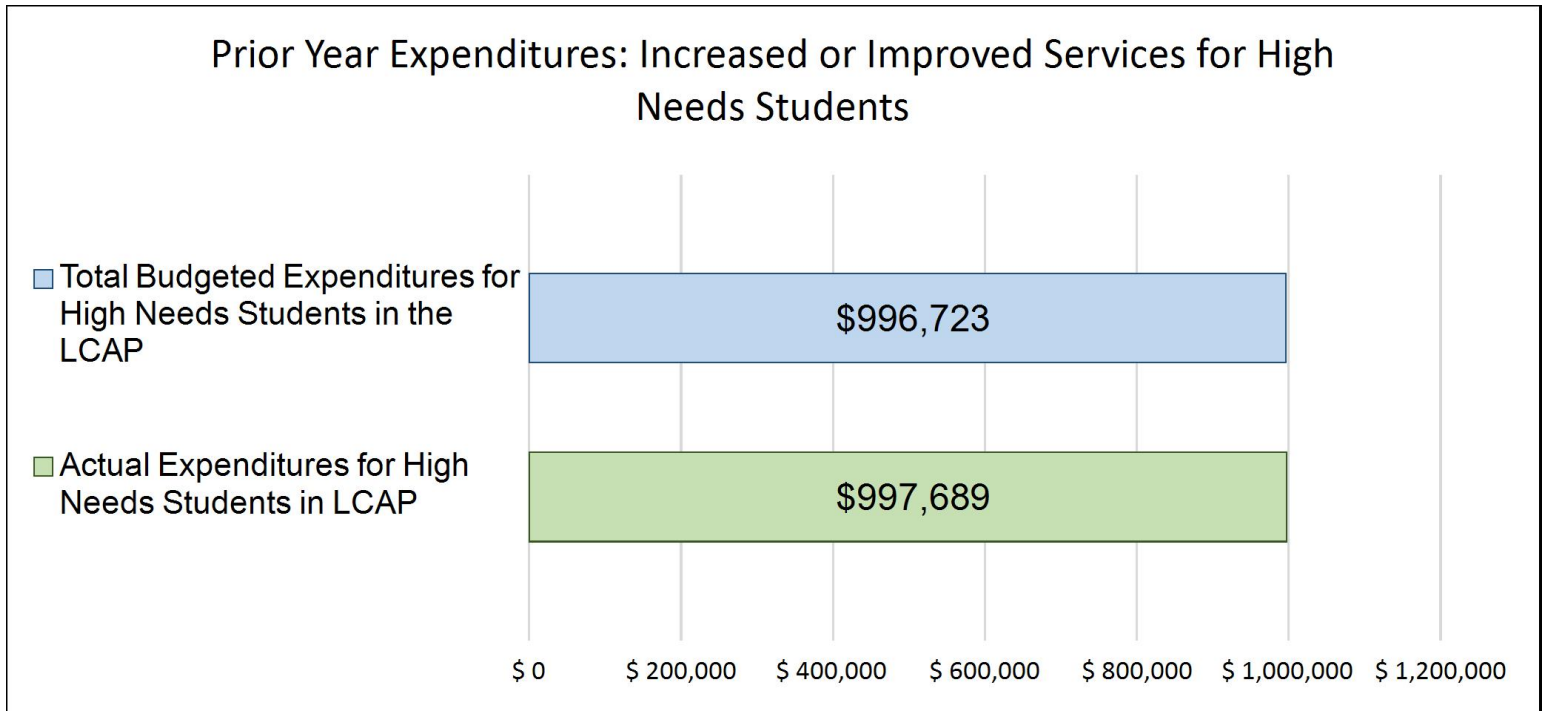
Expenditures not included in the Local and Accountability Plan (LCAP) include regular ed teachers and student classroom supplies, custodial and maintenance services and supplies along with general administration personnel and supplies.

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

In 2022-23, Gerber Union Elementary School is projecting it will receive \$1,326,638 based on the enrollment of foster youth, English learner, and low-income students. Gerber Union Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. Gerber Union Elementary School plans to spend \$1,789,530 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 Gerber Union Elementary School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Gerber Union Elementary 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, Gerber Union Elementary School's LCAP budgeted \$996,723 for planned actions to increase or improve services for high needs students. Gerber Union Elementary School actually spent \$997,689 for actions to increase or improve services for high needs students in 2021-22.



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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gerber Union Elementary School	Jenny Montoya Superintendent/principal	jmontoya@gerberschool.org 5303851041

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, students, community members, local bargaining units, and other stakeholder groups have been engaged and involved in planning the use of funds provided through the Budget Act of 2021 that were not included in the 2021-2022 Local Control and Accountability Plan (LCAP). School Site Council (SSC) and the District English Language Acquisition Committee (DELAC) met regularly to seek input and make recommendations for spending priorities. Meetings were held on 9/7/21, 9/21/21, 10/12/21, 11/9/21, and 1/11/22.

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

The district received \$145,150 in additional concentration grant add-on funding through the 2021 California Budget Act. We have used these

funds to add 4 positions to provide direct services to unduplicated students. These positions include a full time after school tutoring coordinator, ELD teacher, paraprofessional, and additional custodial staff.

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.

Parents, students, community members, local bargaining units, and other stakeholder groups have been engaged and involved in planning the use of one-time federal funds that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils. The district took input through surveys, staff meetings and advisory committees such as School Site Council (SSC) and the District English Language Acquisition Committee (DELAC). SSC met regularly to seek input and make recommendations for spending priorities. Meetings were held on 9/7/21, 9/21/21, 10/12/21, 11/9/21, and 1/11/22.

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

The district created an expenditure plan for ESSER III funding that included key areas of health and safety of students, educators and other staff to ensure the continuity of services required by the federal American Rescue Plan Act of 2021 and it's implementation of the federal Elementary and Secondary School Emergency Relief Plan.

Strategies for Continuous & Safe In-person learning: Purchasing PPE, hot spots, chromebooks and other technology. Hiring an Independent Study teacher and purchasing supplies for the Independent Study teacher

To address learning loss and instructional time the district partnered with SERRF and sponsored kids to attend Summer SERRF as well as after school SERRF, which extended our school day to include tutoring and enrichment. The district prioritized hiring additional staff for an extended day that included a coordinator for the program, classroom teachers, paraprofessionals and custodial staff. The district also prioritized hiring additional classroom teachers to maintain smaller classes and a 2nd ELD teacher to work with our Tier 2 and 3 EL students. Funds were also used to purchase materials and supplies aligned to MTSS and SEL.

Remaining funds were used to purchase 2 busses and a bell server.

Challenges primarily have centered around recruiting and hiring staff to fill our need for new positions. We have had several classified and certificated positions that we have been unable to fill due to the ongoing staffing shortage in our community.

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.

The LEA 2021-2022 LCAP identifies 4 Goals to serve the needs of students in the Gerber Union Elementary School District. These goals are 1) to increase student achievement; 2) to engage students in learning and provide supports for social, emotional and behavior needs; 3) to upgrade facilities; and 4) to provide home-school-transportation to all students. Over the past several years we have endured the challenges of operating school during a pandemic. Distance learning, hybrid programs and other factors have created barriers and challenges in the ability to make progress in meeting our identified goals. The district has received additional state and federal funding to help support continued services to students. New monies have been allocated to support each of our LCAP goals. The Safe Return to In-Person Instruction plan outlined the safety measures that the district with put in place so that staff and students are able to work and learn with minimum risk of transmitting the virus. The Continuity of Services Plan maintains that our priority centers on MTSS and differentiating services to meet the academic and social/emotional needs of all learners and the ESSER III Plan provides resources for the district to continue to fund the additional support staff and resources needed to accelerate learning to support remediation of lost time and learning loss. The ESSER III plan also supports Goal 4 in our LCAP that provides all students with home-to-school transportation by allowing the district to purchase 2 additional busses.

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

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

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Prompt 5: *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with*

the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

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

California Department of Education
November 2021



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gerber Union Elementary School	Jenny Montoya Superintendent/Principal	jmontoya@gerberschool.org 530-385-1041

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.

Gerber Union Elementary School District (GUESD) serves approximately 400 students in grades TK-8. A state funded Pre-School is located on campus which feeds into the Gerber School population. The Gerber School District is characterized as a rural unincorporated area of approximately 70 square miles in the center of Tehama County. Gerber is one of 13 school districts within the county and feeds into the Red Bluff High School District. School enrollment has fluctuated significantly over the past several years and over the past several years has ranged from 375 to 416 students with a number of families moving in and out.

The number of limited and non-English speaking students has grown at a faster pace than the general population with over 40% of our students classified as English Learners (EL). In 2022, GUESD had approximately 400 students; 183 English Learners enrolled or 47% of the general population, [43] were Initial Fluent English Proficient or [11.3]% and [1] student was Reclassified Fluent English Proficient. The primary language for our EL students is Spanish. Services for English learner (EL) students are guided by the district's Master Plan for English Learners. The Plan will be reviewed and revised periodically as needed to reflect current state and federal regulations. In addition to following legislative mandates, the Master Plan for English Learners is based on sound educational theories and effective instructional evaluation practices for teaching EL students.

The Master Plan for English Learners is a practical guide for all stakeholders (students, parents, teachers, support staff, principals, and board members) to ensure that consistent, coherent services are provided to every English Learner. This Plan describes how ELs are identified, the different program options available to them, and the pathway towards becoming proficient in English with full access to academic curriculum. It describes the process for monitoring student progress from the point of identification through classification to Reclassified Fluent English Proficient (RFEP) status and the continued four-year monitoring process of RFEP students ensuring that they continue to achieve academically. At Gerber School the responsibility for oversight and monitoring of the EL Program rests with the English Learner Master Plan committee which comprises the ELD teacher, a classroom teacher and administration; with consultation from the Tehama County Department of Education ELD consultant. The district will provide opportunities for ongoing professional development to staff to ensure full implementation of the Master Plan for English Learners.

Approximately 87% of the student body qualifies for free or reduced priced lunches. To support all of our families the district offers free breakfast and lunch options for all students.

To meet the needs of our diverse population the district has adopted a Multi-Tiered System of Supports (MTSS) framework and Positive Behavior Support System (PBIS). A Multi-Tiered System of Supports is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all grade levels to support all students. The system has three Tiers that guide instruction and supports. Tier 1 is accessible to all students and includes core curriculum with differentiated supports. Tier 2 targets students who are performing below grade level standards and through data have been identified with a need for targeted support and intervention. Tier 2 supports are generally provided in the classroom by the classroom teacher. Interventions can also be delivered by a support staff provider. Tier 3 in the MTSS model is designed to target interventions for students that are performing significantly below grade level standards. Support is typically provided in very small groups or 1:1 adult student ratio.

The mission of Gerber Union Elementary School District is to team with families to create a college oriented culture where students are safe, respected, and empowered to contribute in a global community. Our vision statement is "Inspiring students to work hard and dream big" and our Motto is "Work Hard, Dream Big". This mission statement speaks to the heart of our culture at Gerber School. We are a No Excuses University (NEU) School and believe that all students can learn and should set college and career goals for themselves as early as possible. Our staff believes in educating the whole child and we work hard to create a nurturing environment that builds character, supports social and emotional needs, and challenges students to work hard and dream big.

Reflections: Successes

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

Based on the California School Dashboard 2019 results, Gerber Elementary School students as a whole performed better in English Language Arts (ELA) and math by increasing status in color tiers as well as overall growth points towards meeting proficiency standards. In mathematics, all students increased 8.3 points and are in the yellow tier; ELA had similar gains with all students scoring 8.6 points closer to grade level standard. Breaking down the equity groups, in ELA our Hispanic, socioeconomically disadvantaged and white subgroups

performed in the yellow tier, our English learners and students with disabilities fell within the orange tier. In mathematics, students with disabilities and our white equity groups fell in the orange tier, slightly behind our Hispanic, English learners and socioeconomically disadvantaged subgroups which all scored in the yellow tier. Suspension rates declined by .8% and place Gerber in the green tier on the Dashboard. Chronic absenteeism decreased by 1.6% in 2019 placing the district in the green tier in this category. Our English learner subgroup is at a medium performance level towards meeting English language proficiency and 53% of EL students are making progress.

Overall, students are making growth towards academic and language proficiency levels and our school culture is improving by focusing on a positive behavior recognition system that centers on the whole child. We have shown success in our PBIS implementation and as a result have decreased suspension rates. The district will remain focused on social-emotional learning (SEL) and implementing restorative practices.

Gerber School has been implementing a Multi-Tiered System of Supports (MTSS) that has helped identify needs and target interventions. The majority of our students are making progress according to the California Dashboard and it is the belief that this growth will continue as we further implement the MTSS framework at Gerber.

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.

Although the majority of students made progress towards grade level proficiency standards, there were subgroups that are still significantly behind. In ELA, our overall EL student equity group maintained growth by 2.8 points and are 63.8 points below standard. Diving deeper into our language categories; our current English learners scored 77.7 points below standard and made 10.4 points growth from 2018, our Reclassified EL students scored 28.9 points below standard and increased by 15.2 points from the previous year showing excellent growth, and our English Only students scored 42.4 points below standard with 10.5 points growth from prior year. Our students with disabilities subgroup is 94.1 points below standard but increased overall by 34.1 points from the prior year. This is a significant increase, yet still identifies our students with disabilities in the orange tier on the Dashboard. In math, our students with disabilities and white student equity groups both fell in the orange tier. Our white students overall are 64.4 points below standard and maintained growth at -0.8 points. Our students with disability group increased their growth towards proficiency standards by 4 points but were still significantly behind at 118.4 points below standard. Breaking down the language groups in math; current ELs increased growth towards proficiency standard by 11.8 points, yet were still 93.4 points below standard, reclassified EL students increased by 3.6 points and were overall 73.1 points below standard, English Only students scored 67.2 points below standard and increased 12.9 points from 2018.

The reports from the California Dashboard as well as local data indicate that there is a performance gap between our current English learners compared to our reclassified English learners and English Only students. This discrepancy is most prevalent in ELA with current ELs scoring close to 50 points further from grade level proficiency standards to reclassified students and about 35 points further behind English Only students. In math the discrepancy is approximately a 20 point difference compared to reclassified ELs and a 25 point span between English Only students.

Students with disabilities are showing an even greater discrepancy towards meeting grade level standard compared to any other equity group. In ELA there is between a 30-70 point performance gap among all other subgroups; for instance students with disabilities are 94.1 points below grade level standard, white students are 28.7 points below and English learners are 63.8 points below. In math the discrepancy is about the same, however students with disabilities are even further from target with an overall score that is 118.4 points below proficiency standard.

GUESD will continue to implement the MTSS framework to identify and target interventions for all students that are scoring below proficiency standards, but in particular for our English learners and students with disabilities.

LCAP Highlights

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

It is the mission of Gerber Union Elementary School to create a culture of learning where students have equal access to core curriculum, fully credentialed teachers, and the support needed to demonstrate growth towards grade level proficiency standards. The district has adopted the Multi-Tiered System of Supports (MTSS) framework to build this culture of learning and support. In alignment with MTSS, GUESD implemented Positive Behavior Support System (PBIS) school wide. Behavior supports include implementation of restorative practices, SEL adopted curriculum, Check In Check Out (CICO), targeted social groups, counseling and psych services. During the 2021-2022 school year the district upgraded our token system to PBIS Rewards online.

Moving into the 2021-2024 LCAP, MTSS and PBIS will continue to be our roadmap for data driven decisions school wide. We have identified four goals for the LCAP. The first goal focuses on raising student achievement toward grade level proficiency standards. The second goal centers around creating an engaging and positive school culture that supports students' and staff social and emotional needs. Our third goal targets facility upgrades. The district is in dire need of new classrooms, a separate bus pick-up/drop-off area, parking, and a gymnasium for students and the community. We have applied and been granted state modernization funding and will begin upgrades as funds become available. The district will continue to pursue facility funding opportunities including the possibility of going for a bond in the 2022 election. Finally, our fourth goal provides home-to-school transportation for all of our students.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Parents, students, community members, local bargaining units, and other stakeholder groups have been engaged and involved in planning, reviewing, analyzing, and supporting implementation of the LCAP by representation on the following advisory groups: School Site Council (SSC) and the District English Language Acquisition Committee (DELAC). Representatives from stakeholder groups (parents/community, teacher/union, classified, administration) serve on the SSC to give input and make recommendations for LCAP goals and spending priorities. The SSC acts as the advisory committee to the LCAP. Surveys and questionnaires are also used to gather input from staff, parents and students.

SSC meetings were held on 9/7/22, 9/21/21, 9/28/21, 10/12/21, 11/9/21, 12/7/21, 1/11/22, 2/11/22, 3/8/22 and 5/31/22. DELAC meetings were held on 3/8/22 and 5/31/21. During the SSC and DELAC meetings, data was reviewed and recommendations were discussed to reduce and re-prioritize the District's LCAP goals and spending priorities. The four overarching goals are 1) to improve student achievement and implement common core; 2) to create a positive school culture that engages students and parents and focuses on educating the whole child; 3) To upgrade facilities; and 4) to provide home-to-school transportation for all students.

The data listed below will be presented at least annually to advisory committees for review and will help guide priority recommendations for the LCAP.

- ~LCFF Evaluation Rubric - Dashboard
- ~CAASPP/ 2021 Alternative assessment: Renaissance STAR Reading and Math
- ~School Accountability Report Card (SARC)
- ~ELPAC scores/English proficiency rates
- ~local assessment results: Renaissance Learning STAR Reading and Math
- ~discipline referrals
- ~suspension and expulsion rates
- ~School Culture Surveys
- Needs Assessments: parent, teacher, student
- California Healthy Kids survey (CHKS)
- ~attendance rates
- ~counseling and mental health referrals

Needs assessment surveys were presented to staff, students and parents to gather input to guide LCAP development. Our 2021 needs assessments identified the following priorities for LCAP development: engagement, SEL, STEAM, music, arts, PE, enrichment opportunities, and field trips.

Recent staff and parent survey's were used to gather interest in multilingual education, specifically in beginning a Dual-Language Immersion (DI) strand at Gerber. 75% of staff surveyed felt that a DI program would benefit students at Gerber School and 67% of respondents said

they would have placed their child in a DI program if given the opportunity. The parent survey had favorable results towards starting a DI strand at Gerber. 92.9% of parents that responded said that they would have placed their child in a DI program if given the opportunity. Seven parents that responded have children that will be starting K-1 in the 2023-2024 school year and 6 out of the 7 said that they were interested in enrolling their child in a DI program if it was an option. One person responded that they would like more information and after receiving the information they said they would be interested in enrolling as well.

SSC and DELAC reviewed data and used the data to revise goals. The goals that were identified drove the development of the revised LCAP. Recommendations to current LCAP include:

- ~Maintain 4 LCAP goals
- ~Continue to implement MTSS, PBIS and restorative practices
- ~Focus on educating the whole child by connecting academic and social/emotional/behavior supports into one system
- ~Focus on ELs. Continue multilingual grant. Consider adding a dual-language immersion (DI) strand in 23-24. Provide GLAD training for all certificated staff and opportunities for PD for classified staff.

There were no public comments to the LCAP during the 2021-2022 school year.

A summary of the feedback provided by specific educational partners.

SSC and DELAC reviewed data and used the data to revise goals. The goals that were identified drove the development of the revised LCAP. Recommendations to current LCAP include:

- ~Maintain 4 LCAP goals
- ~Continue to implement MTSS, PBIS and restorative justice
- ~Focus on educating the whole child by connecting academic and social/emotional/behavior supports into one system
- ~Hire staff to support Learning Center; including, ELD, RSP, RTI, SEL and other support services
- ~Staff SEB team; including, behavior intervention coordinator, psychologist, and counselor
- ~Increase multilingual education awareness and pursue opportunities that lead to biliteracy
- ~Continue common core, STEAM and technology implementation
- ~Use benchmark and progress monitoring assessments to guide instruction
- ~Continue to seek opportunities to fund modernization and construction projects
- ~Update our bus fleet and pursue creating a separate bus pick-up/drop-off area

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

Continue to implement MTSS by prioritizing spending to hire staff to support smaller adult to student ratio opportunities, targeted interventions for ELA, ELD and math. Continue to build on our PBIS system to support social-emotional and behavior needs. Student engagement was identified as a key priority. Parent/staff advisory groups (SSC and DELAC) felt that focusing on STEAM would increase

student engagement and prioritized this as a high need. Survey data also indicated an interest in pursuing additional opportunities for multilingual education, including dual language immersion.

Goals and Actions

Goal

Goal #	Description
1	Improve academic achievement for all students including English language (EL) learners, special needs students, foster and homeless students, and students with social- emotional needs.

An explanation of why the LEA has developed this goal.
 To increase student progress towards meeting grade proficiency standards. (State Priorities 1, 2, 4, 7, 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students in grades 3-8 increase in meeting ELA Standards on CAASPP	18/19: 29.41% met/exceeded standard	18/19: 29.41% met/exceeded standard			Increase of 2% each year.
Students in grades 3-8 increase in meeting Math Standards on CAASPP	18/19: 14.90% met/exceeded standard	18/19: 14.90% met/exceeded standard			Increase of 2% each year.
Students in grades 2-8 increase in STAR Reading proficiency	STAR Reading overall grade level proficiency: 13% Grade with % of students scoring proficient 2 10% 3 6% 4 9% 5 27%	STAR Reading overall grade level proficiency: 16% Grade with % of students scoring proficient 2 19% 3 9% 4 20%			Increase of 2% each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	6 8% 7 21% 8 11%	5 16% 6 13% 7 26% 8 10%			
Students in grades 2-8 increase in STAR Math proficiency	STAR Math overall grade level proficiency: 12% Grade with % of students scoring proficient 2 10% 3 15% 4 7% 5 9% 6 4% 7 20% 8 18%	STAR Math overall grade level proficiency: 19% Grade with % of students scoring proficient 2 18% 3 26% 4 15% 5 25% 6 9% 7 23% 8 21%			Increase of 2% each year.
EL student increase in proficiency	20/21: Level 1: 18.82% Level 2: 37.65% Level 3: 33.53% Level 4: 10%	20/21: Level 1: 18.82% Level 2: 37.65% Level 3: 33.53% Level 4: 10%			EL students that have been enrolled in US schools for at least 3 years will increase by 1 level each year.
EL student increase in reclassification rate	20/21: 15.4%	21/22: 20.5%			EL students reclassification rates will increase by 1% each year.
FIA measurement of MTSS implementation	18/19: 38%	18/19: 38%			The overall score of the FIA will increase by 2% each year.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Implement a Multi-Tiered System of Supports (MTSS)	Implement MTSS framework. Hire staff to reduce adult to student ratio for targeted interventions for all students. Maintain a TK-8 Multi-Tiered System of Supports (MTSS) that includes Response to Intervention (RTI), English Language Development (ELD), Resource support (RSP), and social/emotional/behavior supports for identified students. Support maintaining additional staff and retaining new staff. This action will also address and incorporate the needs of our special education students. Stipends may be provided to staff that attend training outside of their regular workday.	\$1,020,173.00	Yes
1.2	Increase instructional minutes and maintain CSR of 24:1	Because the best intervention is strong first instruction, GUESD will maintain an increased instructional day to provide additional learning opportunities. GUESD will maintain the CSR ratio of 24:1.	\$167,702.00	Yes
1.3	Professional Development	Provide professional development to staff to implement common core, MTSS, ELD, Multilingual education, dual-language immersion (DI), and other initiatives that support best practice.	\$52,036.00	Yes
1.4	Technology and STEAM	To increase student engagement, the district will prioritize STEAM into the curriculum. Hire a full time technology teacher, purchase STEAM materials including LEGO education for 3-5 and supplement implementation of Future Engineer program for 6-8 grades. This program is grant funded through an Amazon grant. Purchase computers, hot spots (if applicable), projectors, smartboards and other technology hardware to support instruction and interventions.	\$257,269.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Purchase software programs and other interventions that support MTSS. Implement Read to Me Project.	The district will purchase software and intervention materials to manage data and support core instruction, MTSS, ELD, and RSP. Contract with Read to Me Project.	\$31,309.00	Yes
1.6	Purchase core curriculum including supporting a media center/library.	Purchase standards aligned curriculum that is researched based to support instructional program and offer targeted supports for identified students. The library and media center will operate for all TK-8 students.	\$134,265.00	Yes
1.7	Multilingual Education and Dual Language Immersion (DI)	Collaborate with community partners to participate in a 2 year grant to learn more about Multilingual Education. Explore Dual-Language Immersion (DI) programs and offer opportunities for staff to participate in professional development aligned to best practices for ELs. Purchase materials to support multilingual education and if applicable implementation of a DI program. Provide stipends to staff to attend PD and trainings. Provide stipends and tuition for staff to pursue BCLAD credential and other pathways that lead to student biliteracy.	\$6,459.00	Yes

Goal Analysis [2021-22]

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

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

During the 2021-2022 school year the district was able to return to full-time in person instruction. Coming off two years of distance and hybrid learning posed its challenges. According to benchmark assessments, most students were significantly behind grade level standards in ELA and math. We also had an increase to our EL Newcomer population and EL equity group in total. Our plan to support these needs and to help close the achievement gap was to hire staff to support teachers through collaboration and providing smaller adult/student ratio in classrooms and intervention groups. It was difficult to fill many of our positions and we had a couple of staff members on leave for various reasons. We budgeted for new STEAM materials that we were unable to purchase due to lack of supplies on the publishers end.

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.

GUESD budgeted to hire and maintain classified staff to support MTSS. Unfortunately we were unable to hire and/or maintain staffing at our proposed level due to staff resigning, on leave, or positions simply not being filled due to lack of candidates applying.

Action 1.6: Deferred science adoption to 22/23

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

The actions for LCAP Goal 1 were somewhat effective in that we were able to hire certificated staff to maintain MTSS. During the 2021-2022 school year we staffed a Special Education Coordinator, RSP teacher, 2 ELD teachers and maintained increased minutes in the day to support all students. The 6-8 grade team piloted new curriculum and were able to adopt and purchase during the 21-22 school year. The multilingual grant offered opportunities for professional development that many staff members participated in and collaboration is happening with community partners to continue to explore new ways to meet the needs of our English learners while offering more opportunities for our English Only students.

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

Multilingual education has surfaced as a high priority need due to our increase in English learners/newcomers and desire to create pathways that lead to biliteracy. The district has prioritized incorporating ELD professional development for all staff and will be embedding ongoing GLAD training for all certificated teachers during the 21-22 school year.

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

Goals and Actions

Goal

Goal #	Description
2	GUESD will maintain a safe, positive, school culture that supports student and parent engagement, focuses on educating the whole child, and provides student support academically, socially, emotionally and behaviorally.

An explanation of why the LEA has developed this goal.

Maintain a healthy, safe, positive school culture where students and families feel connected and will have access to social and emotional support if needed. (State Priorities 3, 4, 5, 6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate Increase	20/21: Attendance Rate: 95.86%	21/22: Attendance Rate: 93.8%			Attendance rate school wide will be at least 90% per year as measured by P1&P2 data.
Chronic absenteeism rate will decrease	20/21: 13.9%	21/22: 32.9%			Remain at or below the state average.
Suspension rates will decrease	Suspension rate Green according to 2019 dashboard.	18/19: green status on Ca. Dashboard			Remain at or below the state average.
Expulsion rate decrease	0 expulsions	1 expulsion			Remain at or below the state average.
Parent report sense of safety and connectedness	20/21: 97.4% of parents surveyed felt that their child was safe at school.	21/22: 97% of parents surveyed felt that their child was safe at school.			90% or more parents will indicate a sense of safety for the children on the school campus.
CHKS	CHKS:	CHKS			CHKS identified survey results will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	1) School Connectedness 2019 - 51% 2020 - 54% 2021 - 65% 2) Perceived School Safety 2019 - 52% 2020 - 37% 2021 - 68% 3) Caring Adult Relationships 2019 - 49% 2020 - 70% 2021 - 76%	1) School Connectedness: 2022 - 56% 2) Perceived School Safety 2022 - 58% 3) Caring Adult Relationships 2022 - 55%			increase by 2% each year
Tiered Fidelity Inventory (TFI) - PBIS implementation	TFI: 2019 -- 90% implementation 2020-2021 -- did not administer due to COVID	TFI: 2019 -- 90% implementation			100% implementation of PBIS

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Hire SEB support staff	Hire SEB support staff (behavior intervention coordinator, psychologist, counselor) to support students and families. The Behavior Intervention Coordinator will oversee PBIS; help create an engaging, positive, school culture; work with students and teachers to help support challenging behaviors; and work with classified and	\$547,814.00	Yes

Action #	Title	Description	Total Funds	Contributing
		certificated staff to provide professional development for behavior. The psychologist will perform psych related services for the district and work collaboratively with SEB, MTSS, RSP and other PLC groups to provide services. The counselor will provide individual and small group services to students and work collaboratively with PLC teams to promote a positive, engaging and supportive school culture. All foster and homeless youth are referred to the counselor for outreach and additional support. This action will also address and incorporate the needs of our special education students.		
2.2	Implement Positive Behavior Intervention Supports (PBIS) and restorative practices.	Implement PBIS including signage for clear expectations. Purchase software program to track PBIS and SEL data. Implement a schoolwide PBIS rewards incentive program including a PBIS store. Professional development related to PBIS, SEL, restorative practices and other positive supports for school culture and student behavior. (i.e. Growth mindset, trauma informed practices, Nurtured Heart, Second Step, GoZen, Ripple Effects, Rusty May).	\$30,466.00	Yes
2.3	Purchase and implement SEL curriculum	GUESD will continue to be a part of the county SEL committee to implement SEL into our school system. PD will be centered around social-emotional learning, trauma informed classrooms and restorative practices. Curriculum will be purchased as well as other materials to help promote a positive school culture. SEL curriculum includes: Toolbox (TK-2), Why Try (3-5), Character Strong (6-8). Stipends may be provided to staff that attend training outside of their regular workday.	\$24,551.00	Yes
2.4	GUESD will provide multiple opportunities for parent involvement.	GUESD will provide multiple opportunities for parental involvement and community outreach, such as Meet and Greet, Open House, Ice Cream Social, Student Awards Assemblies that recognize both academic and character development, Community Outreach events, Parent-Teacher Conferences, Graduation, Halloween Carnival, NEU Parent Forums, SSC, DELAC, STEAM nights, and Nurturing Parenting	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Classes. The district has a parent notification system that helps communicate important school business and events.		
2.5	Implement Visual and Performing Arts (VAPA)	GUESD will provide VAPA opportunities for students to create a broad course of study and increase student engagement. The district will bring Royal King in for a two week timeframe to teach dance and movement to all students grades TK-8.	\$18,505.00	Yes

Goal Analysis [2021-22]

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

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

The District's main priority coming into the 2021-2022 school year was to identify social-emotional and behavior needs and create a schoolwide plan to address those identified needs. Many of our students were distance learning during the 2020-2021 school year so additional time was spent on building relationships and creating a safe welcoming environment for all students. We used our school wide behavior screener, SAEBRS, to gather baseline data to guide our overall SEL plan. The District Social, Emotional, Behavior (SEB) team met weekly to analyze data and create support plans. There were no substantive differences to our planned actions and actual implementation of these actions.

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.

Action 2.2: Expenses were higher than anticipated for cyberschool licences and PBIS Rewards
Action 2.4: Reflects expenditures for the community Ice Cream Social event

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

The SEB team was able to make progress towards meeting the actions identified in the LCAP. The district employed a counselor, interventions coordinator and psychologist that provided direct services to identified students.

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

The District intends to increase our psychologist from 3 days per week to 5 days per week due to our increased need for social-emotional and behavior support.

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

Goals and Actions

Goal

Goal #	Description
3	GUESD will Improve, support, and sustain student learning and safety. GUESD will upgrade facilities by submitting plans for modernization project to DSA for approval and implementing the plans as funding permits.

An explanation of why the LEA has developed this goal.

The district facilities are in dire need of modernization. Portables are over 20 years old, roofs are leaking, classrooms have dry rot and there are other safety concerns throughout the campus. Our parking lot is too small and not functional for staff, public and bus traffic. The bus lane is in between the campus sidewalk and public parking lot and often times has staff and parents coming and going in between busses that are loading and/or unloading students. Our Multi Purpose Room is not standard for basketball and offers little space for spectators to watch sporting or other school events. The district would like to update facilities, create a bus lane to separate the pick-up/drop-off area, add a parking lot and build a gym. (State Priority 1)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain grounds. Make updates to facilities as funding becomes available.	20/21: FIT rating was GOOD	21/22: FIT Report: Overall Rating - 97.28% Structural Rating was "Fair" at 86.96% All other Ratings were "Good"			FIT Report: Overall Rating: 'Good' in all areas Upgrade facilities Replace aging portable classrooms and buildings. Make improvements to parking lot and bus drop off/pick up. Build a gymnasium
Implementation of Master Facilities Improvement Plan	18/19: 22 Items identified as needing repair	21/22: 3 items are identified as needing repair			Repair 100% of the items on the FIP.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Modernize and upgrade facilities	GUESD will continue to upgrade facilities as funding becomes available. The district will submit plans to DSA and CDE for approval.	\$143,041.00	No
3.2	Create a separate bus drop-off/pick-up area.	The District will create a separate bus drop-off/pick-up area for safety and ease of traffic flow.		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 District maintained facilities during the 2021-2022 school year by replacing aging roofs and other repairs as needed. There were no substantive differences in planned actions and actual implementation of these actions.

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.

Action 3.1: Expenditure higher than anticipated for design phase of modernization

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

The District was effectively able to make minor repairs to facilities as needs arose such as replacing roofs and fixing plumbing issues. The District has been working with an architect to create a master facility plan that will include separating the bus drop-off/pick-up area from the main parking lot.

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

The District has prioritised creating a separate bus drop-off/pick-up area and has designated funds in the next several years to support this project. In addition, the district will be seeking additional funding through grants and other funding sources to support this project.

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
4	The District will provide home to school transportation to all students.

An explanation of why the LEA has developed this goal.

The majority of our students ride the bus to and from school each day. The District's free and reduced lunch population is over 85% and many of our families own one vehicle and struggle for gas money. The district believes that the best way to educate our students is to have them at school each day. (State Priority 1, 5)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Provide transportation for all students. Hire bus drivers and assign transportation coordinator duties to Head of Maintenance, Operations and Transportation.	Hire bus drivers. Assign Head of Transportation duties to Head of Maintenance, Operations and Transportation position.	The district hired 4 bus drivers and designated a Head of Transportation. The district purchased 2 new buses.			Continue to provide transportation for all students. Replace entire bus fleet and maintain 5 buses.
Maintain 5 buses.	Maintain 5 buses and seek opportunities to replace all buses due to age and condition.				

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Provide home to school transportation for all students.	The district will hire at least 4 bus drivers and maintain at least 5 buses.	\$188,548.00	Yes

Goal Analysis [2021-22]

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

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

The District maintained 5 buses although there were many repairs that needed to happen during the year due to the age and condition of the current bus fleet. The district prioritized purchasing 2 new buses this year. The District hired bus drivers and employs a Head of Transportation contact person to oversee the District's transportation needs.

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.

4.1 Expenditures were higher than anticipated due to increase in fuel prices and additional staffing

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

The District purchased 2 new buses during the 2021-2022 school year and has applied for a grant to replace 3 more buses.

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

The District intends to replace the entire bus fleet in the coming years. We applied for a grant for 3 new electronic buses and have also designated a percentage of the budget to support ongoing costs to maintain and replace buses

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,326,638	\$169,141

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
39.64%	6.01%	\$188,810.00	45.65%

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.

Actions 1.1, 1.2, 1.3, 1.5, 1.6: As identified by the staff and parent groups and through an analysis of CAASPP scores and teacher observations we have identified that our EL, FY, and LI are struggling academically because they may have limited help with academics outside of schools and language barriers (EL students), and a history of trauma. To address this need, we will implement the MTSS framework, increase instructional minutes to provide more opportunities for learning, professional development targeted on our staff development strategies to work effectively with these students, software to monitor progress of students, and core curriculum to address identified needs.

Action 1.4: As identified by the student, staff, and parent groups and through a review of our curriculum offerings, we have identified that our EL, FY, and LI students have minimal access to reading books that are leveled and cover a broad range of interests. We have also identified these students are less motivated to read outside of school or participate in a broad course of study. To address this need, we will implement focused activities that expand the core curriculum to include engineering programs, STEAM materials (such as LEGO education) and also provide technology to teachers and students that provide access to supplemental activities/resources.

Action 1.7: As identified by our DELAC and staff and an analysis of ELPAC scores, CAASPP scores, and local benchmark assessments, we have identified that our EL students have difficulties mastering and being fluent in academic language, accessing core curriculum content and making connections across curriculums. As a result we have hired 2 ELD teachers to support classroom teachers and EL students. We continue to be part of the multilingual grant to learn more about multilingual education and are considering a dual language immersion (DI)

program.

Actions 2.1, 2.2, 2.3: As identify by staff and students through a review of surveys and behavioral observations, we have identified that our LI and FY student have experienced higher rates of trauma as well as having a higher level of inconsistencies in school attendance and involvement which leads to lower intrinsic motivation, poor attendance, and lower self-esteem. To address this need we have identified support staff who will specifically work with teachers and students in addressing student behaviors that are negatively impacting students' attendance, academics, and behavior at school. This will include staff receiving targeted training in PBIS, SEL, restorative and trauma-informed practices. Other support staff are assigned to provide additional supports to our socioeconomically disadvantaged students and we have a counselor that oversees and works directly with our foster and homeless youth.

Action 2.4: As identified by staff and parents and through a review of parent participation (volunteering at school, participating in meetings and events, and supporting the learning of their child at home) we have identified that the families of our EL, FY, and LI students are not as engaged in the school climate as their peers. As a result we will provide additional opportunities for our parents to engage in activities that are responsive to their needs and creates a culture of comfort and well being. We will also provide multiple communication opportunities that will keep parents informed as to ways they can support the school, their child's learning, as well as modeling our care and concern for them and their needs. In addition, we will highlight monthly multicultural events such as Hispanic Heritage Month and Black History month through hallway bulletin boards and daily messaging.

Action 2.5: As identified by staff, parents, and students and through an overview student access to curriculum, we have identified that our EL, FY, and LI students would benefit greatly from a broad course of curriculum that includes visual and performing arts. These students have fewer experiences and opportunities with VAPA which limits their exposure to activities that can build motivation, enthusiasm, and appreciation for the world around them. To address this need we have identified key VAPA activities that will meet this need and provide our students experiences they might not otherwise have.

Action 4.1: As identified by staff and parents and a review of current research, we have identified that our EL, FY, and LI students have a harder time maintaining consistent attendance due to transportation difficulties of their parents. To address this need, we are providing free transportation to our students to ensure our unduplicated students have access to supports in getting to school regularly and on time.

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

Actions 1.1, 1.2, 1.3, 1.5, 1.6: We anticipate the scores of our EL, FY, LI students increase significantly more than those of other students as these we provide these students with greater access and supports to the curriculum, develop better strategies for supporting student learning negatively impacted by trauma and monitor the progress of these students on assessments and classwork.

Action 1.4: We anticipate the scores of our EL, FY, LI students will increase significantly more than those of other students as these resources will provide experiences to these students that help them make meaningful connections with their environment and interests through books leveled for their reading ability. Highly engaging activities will help these students make connections with real-life experiences that they can relate to. In addition, these students will have access to technology resources from home that allow access to resources that other students have available.

Actions 1.7: We anticipate the scores of our EL students will increase significantly more than those of other students as instruction will be targeted to meeting the specific needs of the EL student. Our other students will also benefit as it will expand their understanding and integration of a second language which has been documented as supporting academic learning.

Actions 2.1, 2.2, 2.3: We anticipate the negative behaviors, low intrinsic motivations, and the value students and their families place on school will increase well over those of their peers as these students receive targeted supports in developing effective SEL skills, school staff develop better skills for identifying and supporting each student in managing their behaviors and integrating trauma-informed practices within the instructional and classroom management practices. These students will benefit significantly more due to the resulting schoolwide environment that is enhanced and structured around practices that help students remain regulated and learn to interact in more positive ways with their peers, staff, and the school setting. We also believe these skills will help students who are negatively impacted by challenges at home to better respond to these challenges which will also help them be better prepared and participatory in learning at school.

Action 2.4: We anticipate the involvement of parents with EL, FY, LI students will increase greater than their counterparts as they see our concern and value for them as a parent and the increased efforts of our school staff to reach out to them and support them. We also believe that as their students respond positively to actions 2.1, 2.2, and 2.3, parents will express a greater value for the resources and program available to them and their children on the school campus.

Action 2.5: We anticipate the involvement of our EL, FY, and LI students in VAPA activities will allow them to show greater motivation and appreciation for school activities than their peers as they experience activities that integrate curriculum and give them exposure to hands-on activities that integrate visual and performing arts.

Action 4.1: We anticipate the greater access to transportation will ensure our EL, FY, and LI students attend school more consistently which will allow them to make greater academic gains than their peers.

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.

The district is receiving \$169,141 in additional concentration grant add-on funding for the 22/23 school year. These funds will be used to maintain additional staffing levels to support unduplicated students.

Action 1.1: Funds will be used to hire additional staff to maintain lower class sizes and adult/student ratios, provide a coordinator for the extended day tutoring program, and hire a second ELD teacher.

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		27:1
Staff-to-student ratio of certificated staff providing direct services to students		14:1

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,789,530.00	\$427,541.00		\$406,067.00	\$2,623,138.00	\$1,982,664.00	\$640,474.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Implement a Multi-Tiered System of Supports (MTSS)	English Learners Foster Youth Low Income	\$531,837.00	\$180,472.00		\$307,864.00	\$1,020,173.00
1	1.2	Increase instructional minutes and maintain CSR of 24:1	English Learners Foster Youth Low Income	\$167,702.00				\$167,702.00
1	1.3	Professional Development	English Learners Foster Youth Low Income		\$52,036.00			\$52,036.00
1	1.4	Technology and STEAM	English Learners Foster Youth Low Income	\$107,074.00	\$51,992.00		\$98,203.00	\$257,269.00
1	1.5	Purchase software programs and other interventions that support MTSS. Implement Read to Me Project.	English Learners Foster Youth Low Income	\$31,309.00				\$31,309.00
1	1.6	Purchase core curriculum including supporting a media center/library.	English Learners Foster Youth Low Income	\$134,265.00				\$134,265.00
1	1.7	Multilingual Education and Dual Language Immersion (DI)	English Learners Foster Youth Low Income	\$6,459.00				\$6,459.00
2	2.1	Hire SEB support staff	English Learners Foster Youth Low Income	\$547,814.00				\$547,814.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Implement Positive Behavior Intervention Supports (PBIS) and restorative practices.	English Learners Foster Youth Low Income	\$30,466.00				\$30,466.00
2	2.3	Purchase and implement SEL curriculum	English Learners Foster Youth Low Income	\$24,551.00				\$24,551.00
2	2.4	GUESD will provide multiple opportunities for parent involvement.	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
2	2.5	Implement Visual and Performing Arts (VAPA)	English Learners Foster Youth Low Income	\$18,505.00				\$18,505.00
3	3.1	Modernize and upgrade facilities	All		\$143,041.00			\$143,041.00
3	3.2	Create a separate bus drop-off/pick-up area.	All					
4	4.1	Provide home to school transportation for all students.	English Learners Foster Youth Low Income	\$188,548.00				\$188,548.00

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
\$3,347,012	\$1,326,638	39.64%	6.01%	45.65%	\$1,789,530.00	0.00%	53.47 %	Total:	\$1,789,530.00
								LEA-wide Total:	\$1,789,530.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Implement a Multi-Tiered System of Supports (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$531,837.00	
1	1.2	Increase instructional minutes and maintain CSR of 24:1	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$167,702.00	
1	1.3	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.4	Technology and STEAM	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$107,074.00	
1	1.5	Purchase software programs and other interventions that support MTSS. Implement Read to Me Project.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,309.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Purchase core curriculum including supporting a media center/library.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$134,265.00	
1	1.7	Multilingual Education and Dual Language Immersion (DI)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,459.00	
2	2.1	Hire SEB support staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$547,814.00	
2	2.2	Implement Positive Behavior Intervention Supports (PBIS) and restorative practices.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,466.00	
2	2.3	Purchase and implement SEL curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$24,551.00	
2	2.4	GUESD will provide multiple opportunities for parent involvement.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
2	2.5	Implement Visual and Performing Arts (VAPA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,505.00	
4	4.1	Provide home to school transportation for all students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$188,548.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,706,396.00	\$1,663,563.00

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	Hire staff to implement a Multi-Tiered System of Supports	Yes	\$504,052.00	\$564,968.00
1	1.2	Increase instructional minutes and maintain CSR of 24:1	Yes	\$130,698.00	\$145,818.00
1	1.3	Professional Development	Yes	\$10,000.00	\$11,768.00
1	1.4	Technology and STEAM	Yes	\$120,397.00	\$119,993.00
1	1.5	Purchase software programs	Yes	\$26,773.00	\$24,076.00
1	1.6	Purchase curriculum	Yes	\$20,000.00	\$12,867.00
2	2.1	Hire SEB support staff	Yes	\$445,932.00	\$460,329.00
2	2.2	Implement Positive Behavior Intervention Supports (PBIS) and restorative practices.	Yes	\$12,394.00	\$38,277.00
2	2.3	Purchase and implement SEL curriculum	Yes	\$5,246.00	\$5,836.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	GUESD will provide multiple opportunities for parent involvement.	Yes		
3	3.1	Modernize and upgrade facilities	No	\$218,041.00	\$73,854.00
4	4.1	Provide home to school transportation for all students.	Yes	\$212,863.00	\$205,777.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,186,499	\$996,723.00	\$997,689.00	(\$966.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Hire staff to implement a Multi-Tiered System of Supports	Yes	\$382,144.00	\$312,169.00		
1	1.2	Increase instructional minutes and maintain CSR of 24:1	Yes	\$127,401.00	\$145,818.00		
1	1.3	Professional Development	Yes	\$10,000.00	\$11,768.00		
1	1.4	Technology and STEAM	Yes	\$120,397.00	\$117,631.00		
1	1.5	Purchase software programs	Yes	\$26,773.00	\$29,076.00		
1	1.6	Purchase curriculum	Yes	\$20,000.00	\$12,867.00		
2	2.1	Hire SEB support staff	Yes	\$276,819.00	\$277,943.00		
2	2.2	Implement Positive Behavior Intervention Supports (PBIS) and restorative practices.	Yes	\$12,394.00	\$38,277.00		
2	2.3	Purchase and implement SEL curriculum	Yes	\$5,246.00	\$5,836.00		
2	2.4	GUESD will provide multiple opportunities for parent involvement.	Yes		\$500.00		
4	4.1	Provide home to school transportation for all students.	Yes	\$15,549.00	\$45,804.00		

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)
\$3,140,961	\$1,186,499	0	37.78%	\$997,689.00	0.00%	31.76%	\$188,810.00	6.01%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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