

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alexander Valley School District

CDS Code: 49705996051577

School Year: 2022-23

LEA contact information:

Mr. Matt Reno

Superintendent/Principal

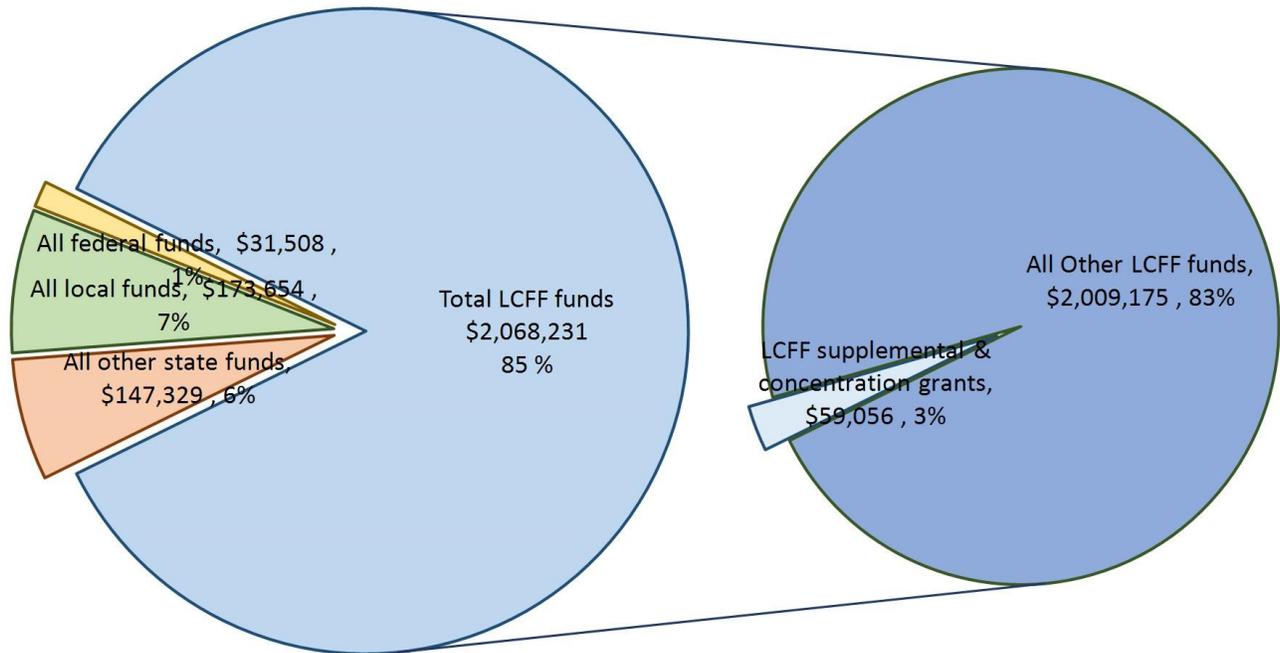
mreno@alexandervalleyusd.org

(707) 433-1375

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



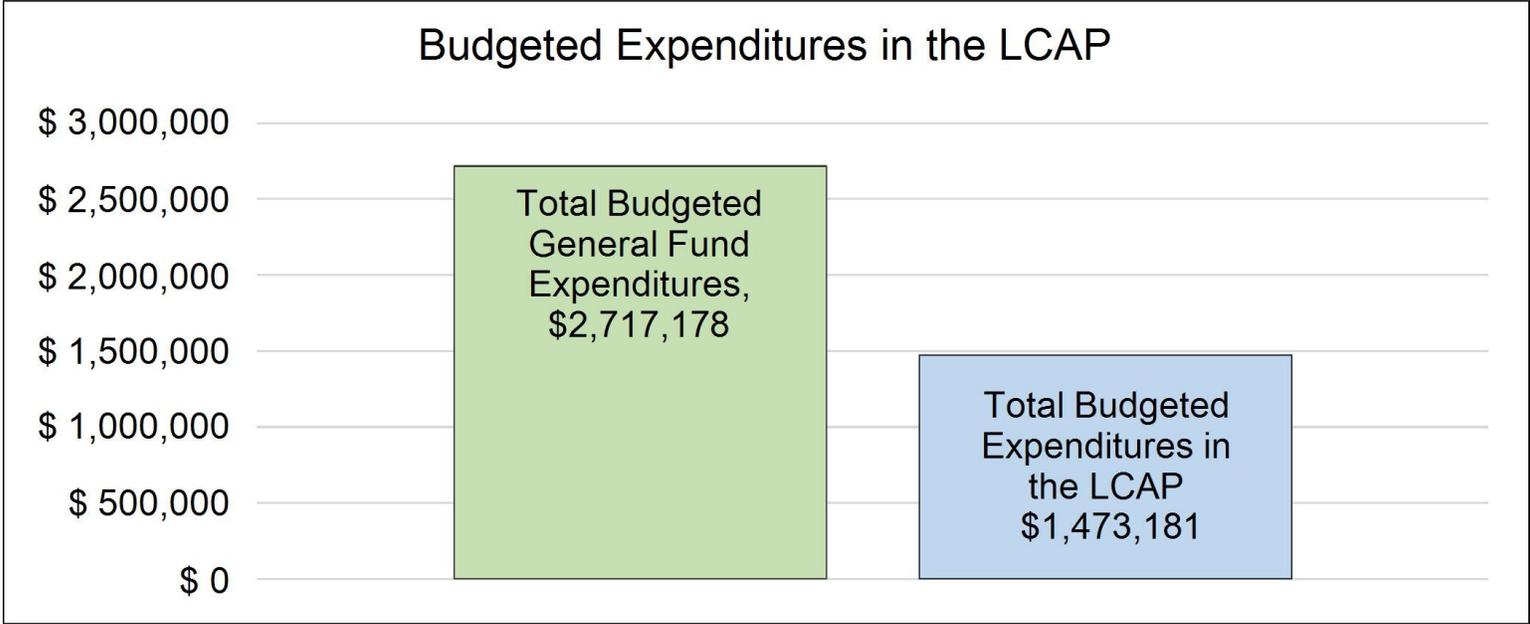
This chart shows the total general purpose revenue Alexander Valley School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alexander Valley School District is \$2,420,722, of which \$2,068,231 is Local Control Funding Formula (LCFF), \$147,329 is other state

funds, \$173,654 is local funds, and \$31,508 is federal funds. Of the \$2,068,231 in LCFF Funds, \$59,056 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 Alexander Valley School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Alexander Valley School District plans to spend \$2,717,178 for the 2022-23 school year. Of that amount, \$1,473,181 is tied to actions/services in the LCAP and \$1,243,997 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

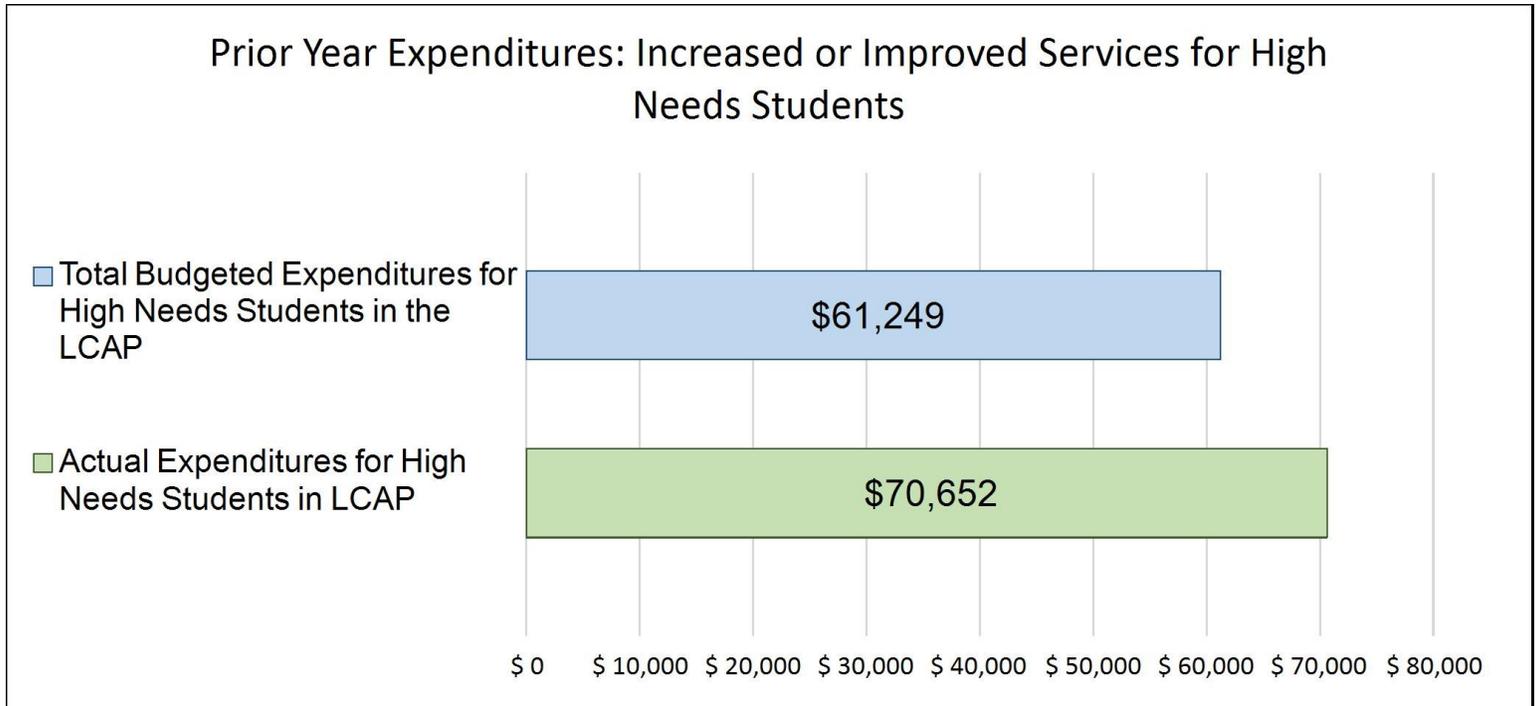
Overall district operational expenses are not included in the LCAP. Administrative staffing, contracts for Special Education and operations, utilities, materials/supply expenses are important to the functionality of Alexander Valley School, however are not summarized as part of the LCAP goals.

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

In 2022-23, Alexander Valley School District is projecting it will receive \$59,056 based on the enrollment of foster youth, English learner, and low-income students. Alexander Valley School District must describe how it intends to increase or improve services for high needs students in the LCAP. Alexander Valley School District plans to spend \$78,588 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 Alexander Valley School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Alexander Valley School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Alexander Valley School District's LCAP budgeted \$61,249 for planned actions to increase or improve services for high needs students. Alexander Valley School District actually spent \$70,652 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
Alexander Valley School District	Matt Reno Superintendent/Principal	mreno@alexandervalleyusd.org 707-433-1375

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).

Due to the ongoing pandemic and our district's protocols in place to protect both students and staff, there is limited opportunity for in-person engagement with our educational partners. In order to engage our partners, we met via Zoom or at our monthly Board Meetings throughout a good portion of the year. During the spring of 2021, we engaged our families with surveys on possible methods of instruction, including in-person or virtual. We frequently discussed these options and other plans with our staff to ensure all members of our community had a chance to speak their thoughts and opinions and how best we should use our funds provided by the Budget Act of 2021. As we transitioned into a more permanent model of in-person instruction we were able to address these issues during staff meetings as well as during Public Board Meetings. Moving forward, we plan to speak with our staff, Board of Trustees, and the Alexander Valley School Parents Club in the Spring of 2022 to discuss ways to maximize our funds. Additionally, our Chief Business Officer will discuss the funds and our plans to use them at the February or March Board Meeting. we will continue to highlight and educate our partners on what the funds are used for and how we plan to implement any programs or supplement existing programs that will be key to our success.

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 Alexander Valley School District does not receive concentration grant or concentration grant add-on funding. The unduplicated pupil percentage is less than 5 percent.

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.

The LEA has engaged its educational partners on how one-time federal funds plan to be used in order to mitigate the impact on our student's learning due to the distance learning model of instruction used at the height of the pandemic through staff meetings and public Board meetings. These conversations explained the importance of these funds in supporting all students that have been adversely affected due to a lack of in-person learning. The Alexander Valley School community including both staff and families were given the opportunity to hear the district's plans, make suggestions or express concern on how these funds should be best used. In January 2022, a description of 4 target goals was sent home to all parents. A survey feedback sheet was also provided to parents and the district received specific feedback from our parents. This feedback included several comments of validation and support for the work the staff and district have taken on to ensure a smooth transition back to in-person learning. Funding has been designated for academic and social/emotional interventions and supports.

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 Alexander Valley School District did not receive ESSER III funding from the federal government in conjunction with the American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief. However the district did receive ESSER III funds from the California State reserve through the Extended Learning Opportunity Block Grant and is expending the funds per the plan adopted by the governing board.

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.

Since the adoption of the 21-22 Local Control Accountability Plan, The Alexander Valley School District has received additional funding in the form of the In-Person Instruction Grant, the Expanded Learning Opportunity Grant, the Expanded Learning Opportunity Program, and the Educator Effectiveness Block Grant.

In-Person Instruction Grant funds were used to provide a stipend to certificated staff as they transitioned from Distance Learning to In-Person model classroom instruction.

Expanded Learning Opportunity Grant funds are to be expended per the Expanded Learning Opportunity Grant Plan approved by the Governing Board. These funds will be spent in the 21-22 and 22-23 fiscal years. Some of the designed expenses in maintaining and increasing the services provided by the Certificated Intervention Specialist (LCAP Goal 1), Classroom Instructional Aides (LCAP Goal 1), and Counselor (LCAP Goal 3). The Certificated Intervention Specialist will focus on student learning gaps that developed as a result of Distance Learning. Classroom Instructional Aides provide support to the classroom teachers by monitoring local assessment data and social-emotional behavior. The Counselor continues to work with students that are still needing extra support within the classroom.

Expanded Learning Opportunity Program is still being developed in accordance with student needs with an emphasis on English Language Learner, Foster Youth, students with disabilities and socioeconomically disadvantaged pupils. . Twenty-one students who participated in our Summer Boost program made academic gains with our extended school year course offering. (LCAP Goals 1 and 2)

Educator Effectiveness Block Grant will focus on providing opportunities for staff to attend workshops on social-emotional learning, mental health awareness, positive school environment and inclusiveness and support of students with exceptional needs. These funds will be expended starting in the 21-22 fiscal year and will continue through the 2025-26 fiscal year. Although these actions are not currently in the LCAP they will be included in the 22-23 plan. In addition, these funds may be incorporated into additional Professional Development Opportunities for our employees over the next 3 years.

## 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](mailto:lcff@cde.ca.gov).*

### Introduction

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

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

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

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

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

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

## Instructions

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

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

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

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

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

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

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code*

Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

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

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

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

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

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

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

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

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

California Department of Education  
November 2021

# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alexander Valley School District	Mr. Matt Reno Superintendent/Principal	mreno@alexandervalleyusd.org (707) 433-1375

## 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.

Alexander Valley School is a school with a vision of continuing excellence in meeting the needs of the students it serves academically, emotionally, socially, and physically. We have a firm belief that all students can learn, and, once individual strengths are identified, we are responsible for providing opportunities for our students to be successful and thus gain academic achievement, confidence, and self-esteem.

Alexander Valley Union School District is a single school district located in northern Sonoma County. Alexander Valley School (AVS) is a rural school in an area well known as a premium wine grape growing region. Several small boutique wineries are present in the valley, producing award-winning wines made from the local harvest of grapes. Many of the families who attend AVS earn their livelihood through the wine-related industry. AVS serves students in grades transitional kindergarten through sixth.

Students who attend AVS come from diverse cultural and socio-economic backgrounds. Of the 109 students, 59 live outside the District attendance boundaries. 17% of the students receive ELD Intervention support services in the school EL Program. The primary language for the majority of these students is Spanish.

AVS employs 7.00 FTE regular classroom teachers, 1.0 FTE Certificated Intervention Specialist teacher, .45 certificated Spanish teacher, .15 Mathematics intervention teacher. 30 Science teacher, .39 FTE Garden teacher, and a .2 FTE speech and language therapist. A .47 FTE classified Physical Education specialist is also employed. Additionally, 2.5 FTE classified employees are assigned to academic support. The students are organized in single-grade classrooms in grades TK/Kindergarten through sixth. The general fund supports low ratios of students. This is evidenced by having average class sizes of up to 16 students per class.

## Reflections: Successes

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

Our school is celebrating a full year of In-Person learning throughout the 2021-2022 school year as we were able to bring students back on campus. This provided more stability for our students and their families. Through the use of Local Assessment data we were able to customize teaching and learning around educating the "whole child" with customized lessons/assessments concentrated on the social and emotional needs of our students. Despite Covid-19 still being present in our community, we managed to keep our safety mitigation guidance in place allowing for fewer student absences throughout the year. According to preliminary attendance data, we have seen a year over year drop in student truancy rates. In fact, AVS looks to achieve a 96% student attendance rate for the 2021-2022 school year. Through our internal data CA Dashboard progress monitoring, we anticipate being in the Blue range (highest range) in our area of student attendance. This was also the case pre-pandemic as presented on the 2019 Dashboard, all target areas Chronic Absenteeism, Suspension rate, ELL progress, ELA and MATH were range Blue.

Alexander Valley School also receives positive feedback from outside sources like Niche.com. In late 2021, Niche.com rated Alexander Valley School the #1 Elementary School for 2022 in Sonoma County. This rating also included an A+ rating of the Teachers on campus. In April of 2022, U.S. News and World Report rated Alexander Valley School with an 83/100 rating score, rating our school in the top 15% of the elementary schools throughout California.

## 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.

Alexander Valley School focused on school-wide improvement and campus culture as we returned to 100% in-person instruction in the Spring of 2021. We gave initial diagnostic tests (benchmarks) in Math and ELA to gain baseline data and have starting points for instruction. A main area of focus in the fall semester was to build school spirit and camaraderie since students had not been in school over over 12+ months.

Our over arching goal included re-establishing and maintaining a full slate of course offerings, just as students took part in pre-pandemic in 2019. This included smaller class sizes due to social distancing as seen below.

Class sizes are small 16 in TK-6  
Spanish  
Art  
Weekly Hands-on Science Lab  
Garden/Nutrition

PE  
Drama  
Music  
Library  
Math and Language Intervention supports for those students who need more.

Our students were assessed using the STAR MATH and STAR ELA Assessments. This data reflected various learning gaps in our students related to pandemic instructional models. 33% of English Learners, 20% of our Students with Disabilities, and 20% of our students who qualify for Free/Reduced Lunch were identified as additional student groupings who needed more intervention and support to backfill learning loss and support an accelerated intervention plan tied to their daily learning outcomes through the support of our Learning Center hub via our Certified Intervention Specialist. In addition, these three student groups accessed social and emotional supports through our weekly counseling program, friendship groups, and classroom circle mindfulness activities.

## LCAP Highlights

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

This year LCAP is a multi-faceted filled document that focuses on 4 specific LCAP Goals. The LCAP template provided a unique perspective for site leadership teams as we met with all shareholders during the 2021/2022 school year on various occasions soliciting their feedback. For this new cycle of the LCAP and due to the challenges of the worldwide pandemic of COVID-19, we maintained our 4 LCAP Goals this year. As school began for the 2021-22 school year, the Kindergarten and First grade classes (making up nearly 30% of our students) were never on campus previously. Students in grades 2-6 were the only class sections that truly had a sense of the culture of AVS, so we needed to recreate and reintroduce our school culture to all of our students again.

Having met with several groups early in the year, more and more information was learned regarding our 4 LCAP Goals. Using the 8 state priorities as the guidance tool with the collaboration of our site council via the School Safety Plan, Board of Trustees, various committees, and Certificated/Classified staff, we were able to confirm our 4 LCAP Goals moving into the new year. The key to the success of our program is a safe and supportive school culture which promotes achievement and student success. Continuing to foster this success through our daily school operations is the focus of our LCAP.

The 4 LCAP goals are a direct overlay with our 5 new district strategic goals. This year our shareholders had the opportunity to recreate our District Goals that they believed should be more aligned to the current needs of our students and district post pandemic. For example, LCAP goal #1 focuses on Student Achievement which directly correlates to our Board Strategic Goal #1 of "Academic Excellence" thus ensuring all students will receiving a strong academic educational experience resulting in their college and career readiness. LCAP goal #2 focuses on Professional Development which connects with Board Strategic Goal #4 "Staff Support" ensuring that all staff has professional development opportunities and plans to further maximize professional and personal growth. LCAP Goal #3 focuses on Student Engagement which connects with Board Strategic Goal #2 "Whole Child Success and Student Wellness". Board Strategic Goal #3 "Safe and Accessible

Facilities" centers around the safety of students on campus which includes maintaining programs like CPR training for staff every two years. LCAP Goal #4 Positive Learning Culture bridges closely to Board Strategic Goals #2 "Whole Child Success and Student Wellness" and Board Strategic Goal #3 "Safe and Accessible Facilities" which both support student wellness, safety, and student-centered supports found in LCAP Goal #4.

By aligning LCAP goals with the Alexander Valley Board Strategic Goals, we have become more purposeful and targeted in our actions and outcomes for students. The Goals have become more manageable and we are able to more easily articulate "our story" aka...the goals to our families and community. This articulation is important as we met many of our 2021/2022 LCAP goals this year. Through the use of specific metrics outlined in our LCAP, we found in many cases the targets were met. As we project our 3-year LCAP vision, we continue to set higher percentage metrics for our student achievement outcomes. It is important to note, even though we will be receiving 3 years of summative state data via the CAASPP assessments this upcoming year, grades 3 and 4 data will act as baseline data for that particular student cohort as the district did not participate in the Spring 2021 CAASPP state assessment due to the pandemic. Tracking student growth via year to year cohort as a comparison tool is far more effective in looking at growth measures vs. grade level year to year comparisons as it is a different set of students. We will identify ways to unpack the data on an individual basis next year and beyond to ensure we are seeing student growth year to year within the same student cohort.

## 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.

The district solicited input on the LCAP Annual Update goals, strategies, actions and investments through meetings and direct solicitation to parents and shareholders of AVS. Throughout the year, our LCAP was discussed at AVSPC (Parent Club Meetings), Site Council, staff meetings, AVUSD Board meetings, and in school committee meetings. In addition, "January", is considered to be LCAP month which is designed to engage parents through a question/template form seeking direct feedback on current LCAP goals. These community inputs were carefully reviewed and considered in both the early drafting and later revisions of the LCAP. In addition, the superintendent/principal serves as a member of the SELPA Executive Committee where information is gained and communicated on a monthly basis with an emphasis on students with disabilities. These meetings allow the site administrator to act as a conduit to our local shareholders to provide relevant information to help ensure goals and outcomes are meeting the needs of our student with disabilities. In addition, conversations throughout the year were routine in nature with our ELL students and families. The second week of October is our strategic communication week with each family where our teachers review student progress including our Students with disabilities, ELL, and students who receive free/reduced lunch. Every Tuesday, our team releases weekly communication via our Tuesday Mail which centers around various happenings around the school. These reports often include information on the importance of home-school partnerships, a point of contact and contact information if parents have any questions on anything happening at the school. The reports are all translated to Spanish and are provided via email, or by hard copy as requested.

The ongoing need to keep visitors and volunteers off campus throughout this year due to the pandemic has limited our physical outreach to our shareholders. As we look to the 2022-2023 school year, we anticipate more in-person shareholder engagement pending Sonoma County Health Orders and SCOE Health and Safety recommendations.

A summary of the feedback provided by specific educational partners.

Based upon feedback gained from our shareholders, we are maintaining our current goals... Due to Covid-19 distancing and engagement restrictions, feedback received was lower than in previous years likely due to the pandemic. However, through our stakeholder engagement deployment model, we did receive over 10% of the stakeholder's response. Responses included:

## Goal 1: STUDENT ACHIEVEMENT

SHAREHOLDER FEEDBACK: Our kids are achieved well, I appreciate how the teachers track progress. Would like to see continued efforts in maintaining the bilingual Spanish program. AVS employees Best Practices in this area. I can't say enough how AVS does a great job focusing on the academics. Great. I appreciate the intervention my child has received, she is on her way to becoming a reader.

## Goal 2: PROFESSIONAL DEVELOPMENT

SHAREHOLDER FEEDBACK: Great. I experienced this with my son, since he had some challenges with learning coming back from the pandemic. The teachers adapted his homework and his school work so he could be successful. AVS relentlessly pursues and applies practices designed to enhance Professional Development. Not directly familiar with ongoing professional development opportunities for staff. All staff seem to be very proficient in their teaching topics, our children really enjoy the staff at AVS.

#### Goal 3: STUDENT HEALTH/WELLNESS

SHAREHOLDER FEEDBACK: We appreciate the opportunities for students to remain engaged in both physical and mental health. Our children love PE. It is important to have counseling services and those could be increased. We appreciate class circle time and the Jog-A-thon! Student Health and Wellness remains a central component to the successful educational model employed by AVS. My daughter absolutely loves going to school. It is such a positive culture and environment. I would like to see more student clubs and sports programs offered as we move away from the pandemic. It would be nice to see the Peer Mediators and Peer Mediation Program back for next year.

#### Goal 4: POSITIVE LEARNING CULTURE

SHAREHOLDER FEEDBACK: I feel AVS does this really well. I hate screen-based learning, it can create click-addiction and material is less likely to be retained. AVS promotes a learning environment where each supported and orientated to succeed, I have seen this first hand. We greatly appreciate our teacher and her communication with the class, daily pictures, updates. Our children feel supported by their teachers and feel well supported by the entire AVS staff. Thank you for keeping AVS a safe place for my child.

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

Various trends were identified which were incorporated into our new LCAP. This combined with the overwhelmingly positive feedback in returning to in-person learning helped provide stakeholder feedback around the celebration of our current goal successes! The feedback received led our LCAP team to the belief that stakeholders valued our goals and our continued emphasis on achieving them. A push to maintain existing goals and maintain a high-level Dashboard (all Blue) continues to be the primary elements of our annual LCAP development.

# Goals and Actions

## Goal

Goal #	Description
1	A focus on all students scoring at their highest academic achievement potential with access to CCSS-aligned grade level standards through the use of 21st Century High Quality Instructional (HQI) strategies.

An explanation of why the LEA has developed this goal.

The Alexander Valley School District continues to identify leading indicators of success through high quality lessons and assessments throughout the year. We developed Goal 1 as a metric driven goal to help ensure we are providing the best possible instruction to all students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of teaching staff will be Highly Qualified and appropriately assigned.	100% of teaching staff was Highly Qualified and appropriately assigned.	100% of teaching staff was Highly Qualified and appropriately assigned.			100% of the teaching staff was Highly Qualified and appropriately assigned.
Grades 3-6 Year to Year Growth Measures via the CAASPP State Assessment in ELA & MATH	Baseline CAASPP 2019 Scores ELA: 73% of all students in grades 3-6 met or exceeded the ELA Standards.	We have no CAASPP Data for 2020-2021, as in Spring 2021 the Alexander Valley School District did not take part in ELA CAASPP.			Baseline CAASPP 2024 Scores ELA: 90% of all students in grades 3-6 met or exceeded the ELA Standards.
	Baseline CAASPP 2019 Scores MATH: 66% of all students in grades 3-6 met or exceeded the Math Standards.	We have no CAASPP Data for 2020-2021, as in Spring 2021 the Alexander Valley School District did not			Baseline CAASPP 2024 Scores MATH: 85% of all students in grades 3-6

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Proficient Performance gains on Tri 3 STAR/DIBELS ELA and Math Benchmark data</p> <p>Intervention based systems in place for Math students who are not proficient</p> <p>*EL Students will maintain average of 1.0 level growth per year on ELPAC</p> <p>Maintain rate of 10% of EL students reclassified as RFEP each year, including all students graduating 6th grade.</p>	<p>2021 Baseline Tri 3 STAR ELA 81% of students in grades K-6 met or exceeded the Benchmark</p> <p>2021 Baseline Tri 3 Math Benchmark: 84% of students in grades k-6 met or exceeded the Benchmark</p> <p>2021 EL students average 1.0 level growth per year on ELPAC</p> <p>2021 10% of EL students are reclassified RFEP.</p>	<p>take part in Math CAASPP.</p> <p>2022 Baseline Tri 3 STAR ELA 88% of students in grades K-6 met or exceeded the Benchmark</p> <p>2022 Baseline Tri 3 Math Benchmark: 94% of students in grades K-6 met or exceeded the Benchmark</p> <p>2022 EL students average 1.6 level of growth this year on ELPAC</p> <p>2022 30% of EL students were reclassified RFEP</p>			<p>met or exceeded the Math Standards.</p> <p>2024 Baseline Tri 3 STAR ELA 90% of students in grades K-6 met or exceeded the Benchmark</p> <p>2024 Baseline Tri 3 Math Benchmark: 90% of students in grades K-6 met or exceeded</p> <p>2024 EL students average 1.0 level growth per year on ELPAC</p> <p>2024 10% of EL students are reclassified RFEP.</p>

# Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teachers	Maintain Highly Qualified Core Teaching Staff K-6	\$885,431.00	No
1.2	Special Education	Maintain Special Education and Specialized Student Services	\$68,835.00	No
1.3	ELL/Tier II Supports	Targeted Services for English Learners and Tier II through Instructional Assistant Supports serving all identified ELPAC students working towards reclassification	\$59,229.00	Yes
1.4	Common Core Aligned Interventions	Interventions for students to be proficient in CCSS (Math & ELA)	\$15,528.00	Yes
1.5	Translation Services	Translation of key documents to ensure families are being provided with school and district information in their native language.	\$1,831.00	Yes
1.6	Tech Connect	Hot Spots and Technology Access Points for economically disadvantaged students	\$1,500.00	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.

Our focus area targeted all students scoring at their highest academic achievement potential with access to CCSS-aligned grade level standards through the use of 21st Century High Quality Instructional (HQI) strategies. During a year of various challenges to HQI influenced by the pandemic, the data reflects that the actions were aligned with the Goal. No substantive differences occurred in planning and implementing the actions in this Goal.

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

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

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

Teachers were able to maximize learning time by holding small group instruction in the areas of ELA and Math capturing lost learning time through Common Core Aligned Intervention supports. Targeted Services for English Learners and Tier II through Instructional Assistant Supports serving all identified ELPAC students working towards reclassification which provided an increase of 30% of ELL students being reclassified helped achieve/exceed our goal.

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.

In order to build capacity and put supports closer to the classroom, we have redesigned the Certificated Intervention Specialist educator support structure. This has allowed item 1.4 to be maximized resulting in academic gains for our ELL students, Students with Disabilities, and our students who receive free/reduced lunch.

**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	Through short and long-term professional development, staff will continue to focus on differentiation strategies which highlight perseverance, challenge, and rigor throughout instruction in all content areas.

An explanation of why the LEA has developed this goal.

The Alexander Valley School District and community share a common belief around ensuring our staff have access to high quality Professional Development resulting in positive learning outcomes for our students. Goal 2 is an essential component to the continued professional classified and certificated staff growth.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of all certificated employees will have long term professional goal setting/development plans	100% of all certificated staff have long-term professional goal setting/development plans.	100% of all certificated staff had long-term professional goal setting/development plans.			Maintain 100% of all certificated staff have long-term professional goal-setting/development plans.
100% of all certificated employees will have long-term professional development plans that include CCCSS implementation and enabling	All students, including ELLs and students with special needs, will have sufficient access to standards aligned materials  As measured by observation during ELA administrative evaluation mini-visits, via 4 box observation	All students, including ELLs and students with special needs, had sufficient access to standards aligned materials  As measured by observation during ELA administrative evaluation mini-visits, via 4 box observation			All students, including ELLs and students will special needs, will have sufficient access to standards aligned materials  As measured by observation during ELA administrative evaluation mini-visits, via 4 box observation
All students, including ELs and students will					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>special needs, will have sufficient access to standards aligned materials.</p> <p>As measured by observation during ELA administrative mini-visits, via 4 box observation tool, All teachers will implement instructional strategies that enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency</p> <p>70% Certificated staff will use New Teacher Evaluation Goal Setting rubrics to set professional goals.</p>	<p>tool, All teachers will continue to implement instructional differentiation strategies that enable English learners and other identified "Focal" students to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency</p> <p>100% of Certificated staff will use New Teacher Evaluation Rubrics to set professional goals.</p>	<p>tool, All teachers demonstrated instructional differentiation strategies that enabled English learners and other identified "Focal" students to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency</p> <p>100% of Certificated staff will used Teacher Evaluation Rubrics to set professional goals.</p>			<p>tool, All teachers will continue to implement instructional strategies that enable English learners and other identified "Focal" students to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency</p> <p>Maintain 100% of Certificated staff will use New Teacher Evaluation Rubrics to set professional goals.</p>

# Actions

Action #	Title	Description	Total Funds	Contributing
2.1	High Quality Instructional Strategies	Revisit and monitor all certificated staff in assessment data activities to maximize individual personal and instructional strengths including staff strengths share out with a focus on High-Quality Instructional Strategies.	\$0.00	No
2.2	Planning Map (PD)	Through Consensus Outline year long Professional Development Calendar maximizing the use of Wednesday PD's.	\$0.00	No
2.3	Certificated Staff PD Supports for EL Students	Provide additional professional development for certificated staff on topics to be identified for EL students	\$500.00	Yes
2.4	PD Gradual Release of Responsibility (GRR)	Continue to provide additional professional development in Gradual Release of Responsibility and build perseverance strategies	\$0.00	No

## Goal Analysis [2021-22]

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

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

There are no substantive differences in planned actions and actual implementation of the 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.

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

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

As identified in Actions 2.1-2.4 supporting the goal of short and long-term professional development, staff was able to focus on differentiation strategies throughout instruction. These differentiation instructional strategies supported students who required support and challenge at their individual instructional level. The actions were effective as all students had access to standard aligned curriculum, and were able to have staff make adjustments in instruction to meet individual learning needs. Class sizes of 16 students per grade level has fostered more successful differentiated instruction maximizing academic, behavioral, and social learner outcomes.

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.

At this time, no changes are needed to be made in reference to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections our prior practice.

**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	In a joint partnership with parents, staff, and students will remain engaged, present, and healthy in their day to day learning at school which will lead to an overall increase in student wellness, physical fitness, and attendance.

An explanation of why the LEA has developed this goal.

The social, emotional, and physical wellness of students and staff continues to be an extremely important component to the overall success of our school community. Our efforts in this area continue to provide evidence year after year of influencing the academic skill sets for all students. An increase in student attendance rates creates more productive learner outcomes.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
*Increase number of parents participating in decision making process in committee meetings, as measured through sign in data collection sheets.	Due to Covid-19 Pandemic happening during the 2020-2021 school year, our baseline year of data around Goal 3 has been marginalized. Baseline data and information below are reflective of the 2018-2019 school year	Due to Covid-19 Pandemic still being prevalent in our community throughout the 2021-2022 school our baseline year of data around Goal 3 continues to be marginalized. Baseline data and information below are reflective of the 2018-2019 school year			Parents participating in decision-making process in committee meetings collectively include 30% of Parent population, as measured through sign in data collection sheets.
*Engage ELAC parents participating in ELAC parent/community meeting with 10 parents attending 6 scheduled meetings.	*Engage ELAC parents participating in ELAC parent/community meeting with 10 parents attending 6 scheduled meetings.	With our safety plan guidance keeping visitors and volunteers off campus since early			Engage ELAC parents participating in ELAC parent/community meeting with 10 parents attending 6 scheduled meetings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>*Increase parent participation in Wellness Committee parent/community meetings with emphasis on creating plan during quarterly meetings</p> <p>*Increase or maintain P/T Conference Parent attendance rates for all parents including those with EL students and students with exceptional needs to more than 90% participation rate</p> <p>*Increase student attendance rates from 93%-97%, as reported through summative annual attendance reports.</p> <p>*Decrease Chronic Absenteeism overall by from 25% to &lt;10%</p> <p>*Decrease by 5% number of students</p>	<p>Increase parent participation in Wellness Committee parent/community meetings</p> <p>2020-2021 P/T Conference Parent attendance rates was an 78% participation rate via Zoom</p> <p>*Increase student attendance rates from 94% (20/21), as reported through summative annual attendance reports.</p> <p>Decrease Chronic Absenteeism Current Status: 11% of students have &gt;3 unexcused absences or more for 2020-21</p> <p>Baseline: 2018-2019</p> <p>*Increase overall student wellness and physical fitness grade 5 HFZ Assessment@ 74%</p>	<p>May 2022, we had limited engagement with the following:</p> <p>*ELAC parents participating in ELAC parent/community meetings.</p> <p>*Wellness Committee parent/community meetings</p> <p>2021-2022 P/T Conference Parent attendance rates was an 89% participation rate via Zoom</p> <p>As projected we anticipate an Increase student attendance rates to 96%</p> <p>A Decrease Chronic Absenteeism Current Status: 4% of students have &gt;3 unexcused absences or more for 2021-22</p> <p>Baseline: 2021-2022</p> <p>Increase overall student wellness and physical fitness grade</p>			<p>Maintain Increased parent participation in Wellness Committee parent/community meetings with emphasis on AVUSD Board approving plan for the AVS Wellness Plan</p> <p>P/T Conference Parent attendance rates was an 95% participation rate</p> <p>Increase student attendance rates from 97%, as reported through summative annual attendance reports.</p> <p>Decrease Chronic Absenteeism Current Status: 2% of students have &gt;3 unexcused absences or more for 2023-2024</p> <p>*Increase overall student wellness and physical fitness grade 5 HFZ Assessment@ 85%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>have &gt;3 unexcused absences or more.</p> <p>*Increase by 3% overall student wellness and physical fitness grade 5</p> <p>*All students, including unduplicated pupils and students with exceptional needs, will continue to have 60-90 minutes of weekly instructional minutes in Physical fitness programs and Garden wellness instruction</p> <p>*All students, including unduplicated pupils and students with exceptional needs, will have access to a broad course of study that includes 240 weekly minutes of Enrichment Courses: Science, Art, Library, Music, and Spanish measured by: Maintaining Instructional Enrichment Programs</p>	<p>All students, including unduplicated pupils and students with exceptional needs, Students will continue to have school 60-90 minutes of weekly instructional minutes in Physical fitness and Garden wellness</p> <p>*All students, including unduplicated pupils and students with exceptional needs, will have access to a broad course of study for 240 weekly minutes that includes Enrichment Courses: Science, Art, Library, Music, and Spanish measured by: Maintaining Instructional Enrichment Minute Programs across all grade levels.</p>	<p>5 HFZ Assessment @83%</p> <p>All students, including unduplicated pupils and students with exceptional needs, had access and participated in 60-90 minutes of weekly instructional minutes in Physical fitness and Garden wellness.</p> <p>*All students, including unduplicated pupils and students with exceptional needs, had access to a broad course of study for 240 weekly minutes that includes Enrichment Courses: Science, Art, Library, Music, and Spanish measured by: Maintaining Instructional Enrichment Minute Programs across all grade levels.</p>			<p>Students maintained 60-90 minutes of weekly instructional minutes in Physical fitness and Garden wellness</p> <p>Maintaining that All students, including unduplicated pupils and students with exceptional needs, will had access to a broad course of study for 240 weekly minutes that includes Enrichment Courses: Science, Art, Library, Music, and Spanish measured by: Maintaining Instructional Enrichment Minute Programs across all grade levels.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
across all grade levels.					

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	PE Paraeducator	Continue to implement fitness standards through dedicated PE instructor.	\$25,637.00	No
3.2	Garden/Nutrition Instruction	Continue to implement Healthy eating choices by establishing 60 minutes per Week Garden Instruction.	\$34,315.00	No
3.3	ELAC Parent Involvement	Continue building successful ELAC program with strong parent involvement	\$0.00	Yes
3.4	Enrichment Educational Opportunities	Maintain additional Enrichment Opportunities for students K-6	\$101,256.00	No

## Goal Analysis [2021-22]

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

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

Due to the ongoing level of Covid-19 and the various variants associated with Covid-19, we had limited in-person access to our parents during the 2021-2022 school year. However, through zoom links, and daily (brief) interactions with shareholders before and after school in our parking lot, staff was able to keep important lines of communication open with our families. This daily communication allowed for relationships to be established and create opportunities for shareholders/families to help provide feedback on our wellness activities, and ELL supports. With reinstating "in-Person" learning, our teachers reported many parents/guardians participating in P/T Conferences in October, 2022. No other substantive differences in planned actions and actual implementation of these actions in this goals.

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

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

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

Our specific actions found within this goal were designed to ensure our ELL students, free/reduced lunch students, and students with disabilities all had access to and were successfully engaged in physical education, nutrition and garden courses, and Enrichment courses that included Spanish, Library, Art, and hands-on Science project based instruction.

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.

With new school district volunteer/visitor guidance in place, we anticipate more in-person shareholder visitors/volunteers and feedback centered around Wellness and ELAC Committees. Community events such as our Wellness Week, and Multi-Cultural Day will be wonderful additions to our upcoming school year calendar.

**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	Continue to create a safe, positive, innovative, and technology-based learning environment designed for maximum student success.

An explanation of why the LEA has developed this goal.

The Alexander Valley School District Community whole heartedly believes that a safe and positive learning environment helps create a culture of success. This culture is maintained through taking innovative steps around student learning outcomes via technology. Maintaining a safe and orderly campus, maximizing one anthers strengths, and seeking ways to grow and become better all act as the catalyst for Goal 4.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool (FIT)	Facilities Inspection Tool (FIT) 2019-2020 "Good" Rating	Facilities Inspection Tool (FIT) 2021-2022 "Good" Rating			Facilities Inspection Tool (FIT) 2023-2024 "Exemplary" Rating
Student Climate Survey participation with 100% of students indicating "somewhat true" or "true" when asked, "Do you feel safe at Alexander Valley School?".	Student Climate Survey participation with 100% of students indicating "somewhat true" or "true" when asked, "Do you feel safe at Alexander Valley School?".	Student Climate Survey participation with 100% of students indicating "somewhat true" or "true" when asked, "Do you feel safe at Alexander Valley School?".			Student Climate Survey participation with 100% of students indicating "somewhat true" or "true" when asked, "Do you feel safe at Alexander Valley School?".
Suspension Rate	Suspension Rate 1%	Suspension Rate .92%			Maintain Suspension Rate of <1%
Expulsion Rate	Expulsion Rate 0%	Expulsion Rate 0%			Expulsion Rate 0%

# Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Site Campus	Maintain Custodial, Maintenance, and Grounds Staffing	\$174,566.00	No
4.2	Added Student Learning	Maintain before school tutoring and supervision for student achievement	\$3,051.00	No
4.3	Transportation	Cost of Transportation to take students to and from school safely	\$50,141.00	No
4.4	After-Care Supervision	Maintain Supervision in the After-Care program.	\$51,361.00	No
4.5	Student School Climate Survey	Maintain the Delivery of Student Climate Survey	\$0.00	No

## Goal Analysis [2021-22]

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

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

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.

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

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

The actions were aligned well to achieve the overall goal of continuing to create a safe, positive, innovative, and technology-based learning environment designed for maximum student success. Providing a safe and happy campus with before and after school care and as

transportation services allows our students and their families peace of mind creating an optimum accessible learning environment. This is evidenced by high rates of attendance, student survey data, very low suspension rates, and minimal playground behavioral conflicts. Meetings with our Safety Committee which includes Teachers, a Board member, and Community Members has been an important team to brainstorm plans, share data, and build plans to ensure AVS is a safe place for students, parents, and staff.

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.

Due to the continued positive outcomes stemming from Goal 4 Actions, there are no planned changes made to the stated planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

**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)
\$59,056	0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.99%	0.00%	\$0.00	5.99%

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.

\$15,528 Intervention Teacher to provide targeted instruction for high need students to be proficient in Common Core Standards focusing on Math and ELA Goal 1 Action 4  
 \$58,479 Intervention Specialist to provide one to one support for English Language Learners focusing on core curriculum, reading and social/emotional strategies Goal 1 Action 3  
 \$750 Materials, supplies and testing materials needed to specifically support English Language Learners Goal 1 Action 3  
 \$1,831 Translation services to provide access to District communication and documents for families of English Language Learners Goal 1 Action 5  
 \$1,500 Hotspots and Chromebook backpacks available to Low-Income students for access to the internet at home for class assignments  
 \$500 Professional Development opportunities for staff regarding English Language Learners

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

The Alexander Valley School District considered how foster youth, English Learners, and low-income students fare on each of the State priority areas in the development of programs and services primarily targeted to serve them. Several data points were considered including subgroup progress compared to the process of all students on the state dashboard, input from parent and staff surveys reports from the school nurse, counselor, and teachers and principals, observations, and enrollment in specialized academic instructional programs and services. In addition to programs and services for all students, The Alexander Valley School district provides services to foster youth (when enrolled), English Learners, and low income students detailed in the following data section. The supports in place for foster youth, English Learners, and low income students costs considerably more than the percentage required.

2021-2022 Actions primarily targeted to support Low Income, English Learners, Foster and Homeless students:

- 1.) Intervention Teacher to provide targeted instruction for high need students to be proficient in Common Core Standards focusing on Math and ELA Goal 1 Action 4
- 2.) Intervention Specialist to provide one to one support for English Language Learners focusing on core curriculum, reading and social/emotional strategies Goal 1 Action 3
- 3.) Materials, supplies and testing materials needed to specifically support English Language Learners Goal 1 Action 3
- 4.) Translation services to provide access to District communication and documents for families of English Language Learners Goal 1 Action 5
- 5.) Hotspots and Chromebook backpacks available to Low-Income students for access to the internet at home for class assignments
- 6.) Professional Development opportunities for staff regarding English Language Learners

This is how we know our English Learners, low income students, and foster youth are being principally served above students.

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.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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		
Staff-to-student ratio of certificated staff providing direct services to students		

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,317,985.00	\$51,626.00	\$86,361.00	\$17,209.00	\$1,473,181.00	\$1,459,231.00	\$13,950.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Highly Qualified Teachers	All	\$885,431.00				\$885,431.00
1	1.2	Special Education	Students with Disabilities		\$51,626.00		\$17,209.00	\$68,835.00
1	1.3	ELL/Tier II Supports	English Learners	\$59,229.00				\$59,229.00
1	1.4	Common Core Aligned Interventions	English Learners Foster Youth Low Income	\$15,528.00				\$15,528.00
1	1.5	Translation Services	English Learners	\$1,831.00				\$1,831.00
1	1.6	Tech Connect	Low Income	\$1,500.00				\$1,500.00
2	2.1	High Quality Instructional Strategies	All					\$0.00
2	2.2	Planning Map (PD)	All					\$0.00
2	2.3	Certificated Staff PD Supports for EL Students	English Learners	\$500.00				\$500.00
2	2.4	PD Gradual Release of Responsibility (GRR)	All					\$0.00
3	3.1	PE Paraeducator	All	\$25,637.00				\$25,637.00
3	3.2	Garden/Nutrition Instruction	All	\$34,315.00				\$34,315.00
3	3.3	ELAC Parent Involvement	English Learners					\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.4	Enrichment Educational Opportunities	All	\$66,256.00		\$35,000.00		\$101,256.00
4	4.1	Site Campus	All	\$174,566.00				\$174,566.00
4	4.2	Added Student Learning	All	\$3,051.00				\$3,051.00
4	4.3	Transportation	All	\$50,141.00				\$50,141.00
4	4.4	After-Care Supervision	All			\$51,361.00		\$51,361.00
4	4.5	Student School Climate Survey	All					\$0.00

## 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
\$985,253	\$59,056	5.99%	0.00%	5.99%	\$78,588.00	0.00%	7.98 %	<b>Total:</b>	\$78,588.00
								<b>LEA-wide Total:</b>	\$78,588.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$78,588.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	ELL/Tier II Supports	Yes	LEA-wide Schoolwide	English Learners	All Schools	\$59,229.00	
1	1.4	Common Core Aligned Interventions	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$15,528.00	
1	1.5	Translation Services	Yes	LEA-wide Schoolwide	English Learners	All Schools	\$1,831.00	
1	1.6	Tech Connect	Yes	LEA-wide Schoolwide	Low Income	All Schools	\$1,500.00	
2	2.3	Certificated Staff PD Supports for EL Students	Yes	LEA-wide Schoolwide	English Learners	All Schools	\$500.00	
3	3.3	ELAC Parent Involvement	Yes	Schoolwide	English Learners	All Schools		

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$1,380,309.00	\$1,409,129.00

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	Highly Qualified Teachers	No	\$834,739.00	836,874
1	1.2	Special Education	No	\$62,476.00	63,875
1	1.3	ELL/Tier II Supports	Yes	\$42,280.00	52,672
1	1.4	Common Core Aligned Interventions	Yes	\$14,705.00	14,595
1	1.5	Translation Services	Yes	\$1,564.00	1,660
1	1.6	Tech Connect	Yes	\$2,500.00	1725
2	2.1	High Quality Instructional Strategies	No	\$0.00	
2	2.2	Planning Map (PD)	No	\$0.00	
2	2.3	Certificated Staff PD Supports for EL Students	No Yes	\$200.00	

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	PD Gradual Release of Responsibility (GRR)	No	\$0.00	
3	3.1	PE Paraeducator	No	\$24,156.00	25,438
3	3.2	Garden/Nutrition Instruction	No	\$32,310.00	32,035
3	3.3	ELAC Parent Involvement	Yes	\$0.00	
3	3.4	Enrichment Educational Opportunities	No	\$98,687.00	97,411
4	4.1	Site Campus	No	\$162,486.00	177,335
4	4.2	Student Safety	No	\$5,454.00	384
4	4.3	Transportation	No	\$47,276.00	\$52,368.
4	4.4	After-Care Supervision	No	\$51,476.00	52,757
4	4.5	Student & Parent School Climate Survey	No	\$0.00	

**2021-22 Contributing Actions Annual Update Table**

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$53,849.00	\$61,249.00	\$70,652.00	(\$9,403.00)	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	1.3	ELL/Tier II Supports	Yes	\$42,280.00	\$52,672		
1	1.4	Common Core Aligned Interventions	Yes	\$14,705.00	\$14,595		
1	1.5	Translation Services	Yes	\$1,564.00	\$1,660		
1	1.6	Tech Connect	Yes	\$2,500.00	\$1725		
2	2.3	Certificated Staff PD Supports for EL Students	Yes	\$200.00	0		
3	3.3	ELAC Parent Involvement	Yes		0		

**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$924,603	\$53,849.00	0	5.82%	\$70,652.00	0.00%	7.64%	\$0.00	0.00%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

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

## Data Entry Table

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

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

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

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

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

**LCFF Carryover Table**

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

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

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

California Department of Education  
January 2022