Local Educational Agency (LEA) Name: Rincon Valley Union School District
CDS Code: 49 70896 000000
School Year: 2022-23
LEA contact information:
Tracy Smith
Superintendent
tsmith@rvusd.org
(707) 542-7375

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

This chart shows the total general purpose revenue Rincon Valley Union 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 Rincon Valley Union School District is $49,000,610, of which $33,004,190 is Local Control Funding Formula (LCFF), $5,346,090 is other state...
funds, $8,408,794 is local funds, and $2,241,536 is federal funds. Of the $33,004,190 in LCFF Funds, $2,041,544 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
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 Rincon Valley Union 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: Rincon Valley Union School District plans to spend $49,662,384 for the 2022-23 school year. Of that amount, $25,434,566 is tied to actions/services in the LCAP and $24,227,818 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in the LCAP include utilities, school site and district office general supplies, property and liability insurance, Maintenance/Operations, Transportation, Special Education NPS placements and NPA services, legal fees and STRS on behalf. Also not included is expenditures for our agreement with Rincon Valley Partnership.

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

In 2022-23, Rincon Valley Union School District is projecting it will receive $2,041,544 based on the enrollment of foster youth, English learner, and low-income students. Rincon Valley Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Rincon Valley Union School District plans to spend $2,233,028 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 Rincon Valley Union 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 Rincon Valley Union 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, Rincon Valley Union School District's LCAP budgeted $1,872,900 for planned actions to increase or improve services for high needs students. Rincon Valley Union School District actually spent $1,505,959 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

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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).

Rincon Valley is hosting planning committee meetings for both the expansion to a Universal Transitional Kindergarten starting in the 22-23 school year and also the Expanded Learning Opportunities Program for Extended Care programming for the 2021-22 school year and beyond. Parents and staff are represented on these planning committees. The Education Effectiveness Grant Plan was built upon the input of teachers, staff and principals garnered through surveys and discussions.

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.

Rincon Valley did not receive any concentration grant add-on funding.

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

The annual and ongoing engagement of students, parents and staff is a key part of the RVUSD educational goals and strategic process.
Critical to the development is that all goals, actions, expenditures, metrics and targets within the various plans are informed by the voices of students, families, staff and community members.

Rincon Valley Union School District Stakeholder Engagement

LCAP Steering Committee Purpose and Meetings:
The RVUSD LCAP Steering Committee played a key role for the District in planning for the future, while fostering resiliency as recovery from the pandemic continues. The Steering Committee met on February 1, February 22, March 15, and May 10, 2021 to guide the District stakeholder engagement process. All meetings were structured around four key themes: Student Success; Communication; Engagement; and Equity.

RVUSD Community Engagement
A key component of the LCAP development process is the engagement of students, families, and staff. The RVUSD LCAP SC identified strategies and drafted questions to ensure that stakeholder voices inform the development of the district’s LCAP goals. The RVUSD LCAP Steering Committee created multiple engagement opportunities to listen to RVUSD’s diverse stakeholder groups, to capture community thoughts, look for trends and make recommendations to the formation of the RVUSD LCAP (2021-2024).

RVUSD Community Engagement Process
A total of 18 engagement sessions were held with 405 participants beginning in March 2021 and concluding in May 2021. Sessions were held with 6th, 7th and 8th graders, Site Councils, Parent Teacher Organizations, District English Learner Advisory Committee, Site English Learner Advisory Committees, Superintendent Parent Committee, Superintendent/Staff Committees, all staff in service, and the RVUSD Board of Trustees. The questions discussed at each of the sessions were designed to elicit feedback and stories based on a model of continuous improvement.

Additionally, RVUSD engaged in meaningful consultation with the Sonoma County Advisory Committee on three occasions through both in person and zoom listening circles held in August. Two meetings occurred at the district level and one occurred at the county level.

The Stakeholder engagement results were used to help develop goals and action steps. Administration, teachers and board members considered current data, including stakeholder input, to create goals and action steps. All community feedback was reviewed prior to creating goals. The ESSER III Expenditure Plan is aligned with this community engagement process.

A number of themes emerged throughout the engagement process. Particularly in a year so different from others, RVUSD demonstrated an unwavering commitment to children. Adaptability and flexibility became the norm throughout this year. Disparities in the needs of students and families were highlighted which deepened this District’s commitment to equity and inclusion.

All participants touched upon the importance of personal connections for each student, of the critical importance of an equitable and inclusive learning environment, of the importance of effective two-way communication, and the importance of collaborating and supporting parents to support their students.

From the Board and Administration we heard:
During this past year, we have learned adaptability, that teaching can look different, the expertise is in the hands of all (parents, teachers, students), commitment to children, compassion for our families, School is the heart of the community. Priorities were identified below:

Focus on a year's growth in a year's time- no matter where students are at
Revisit what is important to reteach/refocus on, what are our areas of strength in these areas
Continue to evaluate curriculum and education resources through an equity lens
Continue to leverage technology
Continue to foster ways to strengthen and deepen connections between teachers, parents and students.
Continue to evaluate and refine communication vehicles and processes to effectively reach all stakeholders

From Staff we heard:
Prioritize the social emotional needs of students post pandemic and post community fires.
For students – continuing to evaluate and strengthen the social emotional resources.
For staff – provide resources and professional development opportunities needed to support the social emotional health of the students.
Continue to evaluate any barriers to accessing the counseling services offered to students.
Continue to update and expand program offerings; Continue to evaluate curriculum and education resources through an equity lens
Keep the best of blended learning! Zoom, Seesaw, google classroom
Meet student needs, e.g., scaffold instruction
Move past restrictive academic systems so students can shine and show their learning differently.
Continue to find ways to strengthen partnerships and collaboration across the school sites.

From Families we heard:
The importance of two way communication
Continue to evaluate and use the most effective communication vehicles
Continue to build and expand resources for parents to support their students
Ensure that every student has a connection with a trusted adult on campus
Maintain the focus on personalized learning
Increase District and Site based celebration of diversity
Continue robust resources and supports for English Learners, e.g., Latino Literacy program
Continue to enhance strategies for parents to connect with other parents

From Students we heard:
Continue to expand services that support student engagement
Make learning fun
Continue group projects and project based learning opportunities
Continue to offer learning opportunities that are relevant to life experiences
Help students set personal goals for their learning
Continue to explore ways to activate the student voice
Continue to link students to social emotional resources when this is needed
Based on Educator Partner feedback, it was determined that the district would benefit from additional services to support the LCAP goals and strategic plan. Coming out of a pandemic that created isolation and disconnection for students, staff, families and teachers, it was clear from the feedback that students and staff would benefit from a more holistic approach focused on growth, relationships and equity. Tied into current board goals as well, the ESSER III will exist as a supplement for the district's strategic plan.

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 following items were identified during the approval of the ESSER III expenditure plan. Notes have been made after each item.

Provide sufficient masks and PPE to staff and students as needed: this is on going; the extra funding has allowed this to be possible.

Hire 1 extra teacher district wide to maintain smaller class sizes: this successfully avoiding having to collapse a class or two at one of our school sites earlier this school year.

Ensure best practices for supporting teachers in learning new skills and strategies for best first instruction; support classified support staff in the myriad of academic and intervention programs in the district: these goals and expenditures have been moved to the educator effectiveness grant; these funds have now been allocated to support hiring teachers and staff to provide Universal Transitional Kindergarten to all four year olds.

Funds staff time, registration and potential travel costs: these goals and expenditures have been moved to the educator effectiveness grant

Allows for additional and necessary administrative support to ensure all students with special needs get their IEP services: This is identified on going support for this year and next.

Independent Study teacher: This position allows for students to learn from home as required by state law: this position has been successful and has served between 15-35 students throughout the school year to date

The additional custodial supports the consistent cleaning of classrooms and work spaces: this is a necessary and on going service.

The COVID-19 Health Assistants help with the quarantine protocols, PPE procurement and distribution and communication with staff and families. Provides testing services.: this is a necessary and on going service.
The COVID-19 Coordinator assists with the quarantine protocols, PPE procurement and distribution and communication with staff and families. Provides testing services. This is a necessary and ongoing service.

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.

UTK planning: Aligned with the LCAP in regards to supporting educator professional development and the development of readiness skills for the youngest students in our community

Educator Effectiveness Grant: Aligned with the LCAP in regards to supporting educator professional development

ESSER III: Aligned with all LCAP goals - the development of readiness skills for the youngest students in our community

Expanded Learning Opportunity Grant: Aligned with the LCAP in regards to supporting educator professional development and para educator intervention support in classrooms

Expanded Learning Opportunity Program: Aligned with LCAP goal #2 with the extended care program being a focus on social emotional learning and support

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

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

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

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

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

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

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

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

Instructions

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

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

Prompt 1: “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”
In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021
Local Control Accountability Plan

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

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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.

Rincon Valley Union School District is primarily a TK through 6th grade elementary district. The district also operates a charter 7-8 middle school program and a special education consortium serving students with special needs from various surrounding districts. The district is located in the eastern portion of Santa Rosa. The district community consists of mostly residential housing, with the typical commercial properties to support residential living. The significant business, shopping, and industrial portions of Santa Rosa are located outside of the district's boundaries. Santa Rosa is the county seat for Sonoma County and is located in the North Bay Area, approximately 54 miles north of San Francisco. Sonoma County is well know for its wine and tourism industries. Within the last 5 years, the district community has experienced evacuations and power shut down events due to the threat of wildfires. Twice since 2017, wildfires destroyed homes and buildings within our district boundaries. Over the past five years, RVUSD students have lost a total of over 40 days of instruction due to these events alone.

Enrollment for district in 2021-22 was 3,198 students. This enrollment number stabilized this year after a substantial decline the year before due to the uncertainty of In Person Learning models during the 20-21 school year. The demographic breakdown of these students was:

- 52% White
- 33% Hispanic
- 4% Asian
- 3% Pacific Islander
- 3% African American
- 2% Native American
- 3% Other

78% of students are English only
14% English learners  
6% Reclassified English learners  
2% Initially fluent English learners

36% of the district's students are eligible for the free and reduced lunch program

The district operates eight school programs located on eight campuses. Five of the programs are organized as district operated charter schools. The schools include Austin Creek (K-6), Binkley Charter (TK-6), Madrone (TK-6), Sequoia (TK-6), Manzanita Charter (TK-6), Village Charter (K-6), Whited Charter (K-6), Spring Lake Middle School (7-8 and Home Study). The district maintains TK-3 class sizes under 24 and staffs grade 4-8 class size at 30:1. Each school is provided with a site administrator, an office manager, office support staff (TK-6 schools), a support coordinator to manage interventions programs, a dedicated counselor and possibly a counselor intern. Additional services for schools with higher unduplicated count students also employ a bilingual family liaison and an English Language Development Instructional Assistant. Special Education support includes RSP teachers and support staff, Special Day Classes (K-6), school psychologists, behaviorists, speech and language teachers, and other ancillary support staff as designated by student IEPs.

Reflections: Successes

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

In this section, a description will be provided based on an overview of district data. Due to the suspension of state testing in the 2019-2020 school year and the use of local assessment in 2020-2021, state data being used for reflection is based on the 2018-19 School Year. Additional data used for reflection of successes come from the Renaissance Star Reading and Math assessments used as our end of year assessment in May of 2021.

The LCFF grids that form the underpinnings of the California School Dashboard provide status and change information based on the Spring 2018 and 2019 state data results. Due to the number of charters, the CAASPP research files were used to aggregate data across all of our schools. As a district, we are in the Green zone for English language arts (ELA) for all students with a status of Medium (21 pts. above Level 3) and an increase of 4.6 pts. in distance from met. Both our Economically Disadvantaged and English Learner subgroups increased on both ELA and Math measures. In ELA, our English Learners and Economically disadvantaged groups increased by 8.9 pts. and 13.8 pts., respectively. In Math, our English Learners and Economically disadvantaged groups increased by 3.6 pts. and 8.8 pts., respectively.

More recent data from the local STAR assessment administered in May of 2021 compared to the pre-pandemic assessment in Winter of 2020 indicates the following successes. Middle school students made slight gains in Math and maintained their percentile rank in ELA assessments. Overall, students in elementary school dropped in terms of percentile rank, but this drop did not disproportionately affect economically disadvantaged students or English learner students in ELA.

Healthy Kids Survey Data from February of 2020 identified the following successes:
In February of 2020, students in both 5th and 7th grade participated in the healthy kid's survey. Some of the successes from these results are in the following categories:

- School Connectedness (5th Grade 75% and 7th Grade 70% reported “Yes all or most of the time”)
- Academic Motivation (5th Grade 86% and 7th Grade 77% reported “Yes all or most of the time”)
- High Expectations- Adults in School (5th Grade 84%, 7th Grade 78% reported “Yes all or most of the time”)

**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.

In this section, a description will be provided based on an overview of district data. Due to the suspension of state testing in the 2019-2020 school year and the use of local assessment in 2020-2021, state data being used for reflection is based on the 2018-19 School Year. Additional data used for reflection of successes come from the Renaissance Star Reading and Math assessments used as our end of year assessment in May of 2021.

Due to a large number of charters, the CAASPP research files were used to aggregate data across all our schools. On the CAASPP Mathematics, in 18-19, there was one group in the Orange zone (Students with disabilities). This group was 100.3 points from meeting the standard and declined by 5.8 points.

More recent data from the local STAR assessment administered in May of 2021 compared to the pre-pandemic assessment in Winter of 2020 indicates the following needs. In ELA, all students saw a drop of 4 percentile points and 10 percentile points in Math. In addition, in Math, our Economically disadvantaged students saw a larger drop than the total student population, a drop of 11 percentile points compared to 9 for our total student population.

To support academic goals, we have focused on Math as the area of need as that is where a larger drop was observed over distance learning. To support this goal area of need, the following supports are being put into place: Communities of Practice focusing on Data Conversations (training staff in communities of practice and creating regular communities of practice time for teacher teams throughout the school year.), Best First Instruction (providing Professional Development in best math instruction including best first instruction in the classroom; essential standards, differentiated instruction (workshop model), and the 5D Center for Educational Leadership Quality Instruction Rubric), Intervention (provide intervention in Math and Just in Time Learning Support in Classrooms), Student Goal Setting (PD and structures supporting student-teacher conferences to create academic goals and ways of monitoring progress).

Healthy Kids Survey Data from February of 2020 identified the following needs:

- 40% of students responded, "Yes, most of the time" or "Yes, all of the time" to the question around Meaningful Participation in the classroom.
- 20% of students responded, "Yes, most of the time" or "Yes, all of the time" to the question if they had experienced sadness.
- 36% of parents responded "Strongly Agree" that the schools promote respect of all cultural beliefs and practices.
To support students’ social-emotional well-being as reported on the Healthy Kids Survey, the following supports are being put into place: Positive Behavioral Implementation and Supports including providing training and systems for creating and maintaining positive behavioral implementation and supports, providing training for classified staff in programs (Kimochis, Zones of Regulation, Restorative Practices) to address student struggles and conflict, provide staff training and support systems for Trauma-Informed Practices, and community building initiatives (create beginning of year opportunities for students and parents to connect with the school community to begin relationship/connection, a time to share stories and listen). Continue this intentional relationship connection throughout the year. Staff will connect deeply with students through the creation of student agency, choice, and voice in the classroom. Establish Equity, Diversity, and Inclusion parent-staff committees at each school site.

**LCAP Highlights**

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

The 2021-2022 RVUSD LCAP is built on the successes and identified needs of the 18-19 state dashboard data and the 19-20, 20-21 local assessment data that we had available. The COVID-19 pandemic severely interrupted the state assessment process and full distance learning made in person assessments impossible to administer. RVUSD chose to use local assessment data (STAR Reading and Math) as our baseline data for 2020-21 school year. This newly developed plan is based on the new state template, the 8 state priorities and on stakeholder input strategically gathered in the Spring of 2021. The purpose of this LCAP is to design and use this as a strategic plan focusing on two focus goals and one maintenance of progress goal that incorporates various state priorities.

The 8 state priorities are:

1) Basic  
2) Implementation of State Standards  
3) Parent Involvement  
4) Student Achievement  
5) Student Engagement  
6) School Climate  
7) Course Access  
8) Student Outcomes

Goal #1 is a focus goal emphasizing Mathematics teaching and learning. Local assessments in Mathematics demonstrate unfinished learning in this area for most of our subgroups. The intent of this goal and actions steps is to focus interventions, professional development and support of Mathematics learning for all grade levels. (State Priorities: Student Achievement, Student Engagement, Course Access, Student Outcomes, Implementation of State Standards).
Goal #2 is a focus goal emphasizing Social Emotional growth and supports for our students at all grade levels. (State Priorities: Parent Involvement, Student Achievement, Student Engagement, School Climate, Student Outcomes)

Goal #3 is a maintenance goal that addresses the foundational aspects of effective schools (Basic Supports) to include:
1. Highly qualified teachers
2. Standards aligned instructional materials
3. Facilities in good repair
4. Access to the full range of core courses

### 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 annual and ongoing engagement of students, parents and staff is a key part of the RVUSD LCAP development process. Critical to the development is that the LCAP goals, actions, expenditures, metrics and targets within the LCAP are informed by the voices of students, families, staff and community members.

Rincon Valley Union School District Educational Partner Engagement

LCAP Steering Committee Purpose and Meetings:
The RVUSD LCAP Steering Committee plays a key role for the District in aligning all District planning efforts while ensuring that planning for the future includes the voices and input from students, staff, and families. The foundational documents for the Committee are the District priorities and the LCAP goals. This year’s LCAP Steering Committee met seven times throughout the school year with additional subcommittee work as needed. All meetings were structured around Relationships, Growth and Equity.

The Steering Committee created multiple engagement opportunities to listen to RVUSD’s diverse educational partners, to capture community thoughts, look for trends and make advisory recommendations to update the District LCAP (2021-2024). The LCAP Steering Committee hosted panels with teachers, families, and students, and reviewed input from a student focus group with 7th and 8th graders, the Youth Truth Survey results and the STAR Test survey results. All three groups also participated in brief district surveys throughout the year. The compilation of this information formed the basis of the recommendations presented in this year’s RVUSD LCAP. All LCAP data gathered throughout the process is posted on the District website. Additional opportunities included discussions at the annual board retreat in which union representatives participated. The voices of parents of our special education students were heard at our Rincon Valley Collaborative meetings.

The annual and ongoing engagement of students, families and staff is a key part of the LCAP development process. Critical to the development is that the LCAP goals, actions, expenditures, metrics and targets within the LCAP are informed by the voices of students, families, staff and community members. The local SELPA was also consulted in March of 2022 with the support of Assistant Superintendent Cathy Myhers.

The Educational Partners engagement results were used to help develop goals and action steps. Administration, teachers and board members considered current data, including stakeholder input, to create goals and action steps. All community feedback was reviewed prior to creating goals.

A summary of the feedback provided by specific educational partners.

RVUSD Community Engagement

A number of themes emerged throughout the engagement process. Our entire school community maintains an unwavering commitment to children and to addressing the needs of our student population. We demonstrate this with flexibility and adaptability. All participants touched
upon the importance of relationships and community in the classroom and in the school. Disparities in the needs of students and families continue to deepen the Districts’ commitment to equity and inclusion.

From Staff we heard:
Continue to evaluate and strengthen the social emotional resources for our students. Continue to prioritize additional mental health resources and services for our students. More and more parents are asking for counseling referrals for their students.
Continue to provide staff, including classified staff with resources and training needed to support the social emotional learning and health of the students.
Continue to update and expand program offerings; Continue to evaluate curriculum and education resources through an equity lens.
Continue to plan to provide equity training for all staff.
Keep the best of blended learning! Zoom, Seesaw, google classroom
Meet student needs, e.g., scaffold instruction.
Move past restrictive academic systems so students can shine and show their learning differently.
Continue to find ways to strengthen partnerships and collaboration across the school sites.

From Families we heard:
Appreciation for the adaptability and flexibility of the staff with the return to in person learning.
Relationships are key: the importance of community building and creating a sense of belonging for students and families. Ensure that every student has a connection with a trusted adult on campus.
Bring parent volunteers back on campus. Promote parent volunteer opportunities.
Increase in person events. Continue to enhance strategies for parents to connect with other parents.
Increase District and Site based celebration of diversity and culture. Create more opportunities to learn about multicultural history.
The importance of two-way communication. Continue to evaluate and use the most effective communication vehicles.
Continue to build and expand resources for parents to support their students.
Maintain the focus on personalized learning.
Continue robust resources and supports for English Learners, e.g., Latino Literacy program

From Students we heard:
Continue to expand services that support student engagement.
Continue to make learning fun. More lunch rallies with games and music.
Continue group projects and project-based learning opportunities.
Continue to offer learning opportunities that are relevant to life experiences.
Help students to get to know their teachers better.
Help students set personal goals for their learning.
Continue to build the school community, e.g., more after school activities, more school events, and more clubs.
Continue to explore ways to activate the student voice.
Continue to link students to social emotional resources when this is needed.
A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Based on Educational Partner feedback, it was determined that the district would continue to benefit from one academic goal and one social emotional goal. Coming out of a pandemic that created isolation and disconnection for students, staff, families and teachers, it was clear from the feedback that students and staff would benefit from a more holistic approach focused on growth, relationships and equity. Tied into current board goals as well, the LCAP will continue to act as the baseline for the district's strategic plan. The major additions or changes made to the plan, based on input, are increased mental health supports at all school sites and the changes to the metrics and assessments used in the Math goal and in the social emotional learning goal. Much of the input will influence the actual implementation plans related to the various action steps.
Goals and Actions

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The percentage of students in all subgroups (specifically focused on SED, GATE, Students with Disabilities) reaching at least proficient in Mathematics will increase (15 percentile points for STAR Math) and maintain at 54% in CAASPP by the 23-24 school year as compared to the baseline SBAC and local assessment (STAR Math) data that was collected for the 18-19 state dashboard and the 2021 school year.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

From March 2020 to end of March 2021, RVUSD students have been learning in a Distance Learning environment. Teachers and staff supported student learning through a Zoom virtual environment. Students returned to 4 hours of In Person Learning a week starting on March 29, 2021. The amount of In Person Learning increased to 3-4 hours a day starting on May 3rd. STAR Math assessment data from March 2021 indicated less progress in Math than had been made by students in March 2020. With these demonstrated gaps in mathematical understanding, teachers and staff need tools and support to accelerate student learning in Math across the grade levels. During the 21-22 school year, students participated in full in Person Learning though with the restricted environment of masks and potential disruptions due to absences due to COVID-19 infections.

Based on the correlation between STAR math and CAASPP data, and the negative effects on STAR math performance after distance learning a drop in our CAASPP data is expected. The goals below demonstrate an increase in the post distance learning STAR math benchmark of 15 percentile points which would correspond to a return to the precovid benchmark on CAASPP for students.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP Math Assessment 3rd-6th Grades 2019</td>
<td>54% Meeting or Exceeding Standard</td>
<td>N/A</td>
<td></td>
<td></td>
<td>59.4% Meeting or Exceeding Standard</td>
</tr>
<tr>
<td>Renaissance Star Math 3rd-6th 2021</td>
<td>39% Meeting or Exceeding Standard</td>
<td>45% Meeting or Exceeding Standard</td>
<td></td>
<td></td>
<td>54% Meeting or Exceeding Standard</td>
</tr>
<tr>
<td>Renaissance Star Math 3rd-6th 2021</td>
<td>20% Meeting or Exceeding Standard</td>
<td>28% Meeting or Exceeding Standard</td>
<td></td>
<td></td>
<td>35% Meeting or Exceeding Standard</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
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<td>Year 3 Outcome</td>
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</tr>
<tr>
<td>------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Socioeconomically Disadvantaged Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renaissance Star Math 3rd-6th 2021 Students With Disabilities</td>
<td>19% Meeting or Exceeding Standard</td>
<td>18% Meeting or Exceeding Standard</td>
<td></td>
<td></td>
<td>34% Meeting or Exceeding Standard</td>
</tr>
<tr>
<td>Implementation of Academic Content Standards</td>
<td>100% of students will be taught using Academic Content Standards</td>
<td>100% of students were taught using Academic Content Standards</td>
<td></td>
<td></td>
<td>100% of students were taught using Academic Content Standards</td>
</tr>
<tr>
<td>English Learner Access to CA Standards including English Language Development Standards</td>
<td>100% of English Learners has access to California Standards including English Language Development Standards</td>
<td>100% of English Learners had access to California Standards including English Language Development Standards</td>
<td></td>
<td></td>
<td>100% of English Learners had access to California Standards including English Language Development Standards</td>
</tr>
<tr>
<td>Increased Percentage of English Learner pupils who have made progress toward English Proficiency as measured on the state ELPAC test 2021</td>
<td>22% of English Learners moved a performance band on the ELPAC assessment</td>
<td>NA</td>
<td></td>
<td></td>
<td>30% of English learners moving a performance band on the ELPAC</td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Communities of Practice (Data Conversations)</td>
<td>Train staff in communities of practice and create regular communities of practice time for teacher teams throughout the school year.</td>
<td>$100,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
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</tr>
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</tr>
<tr>
<td>1.2</td>
<td>Best First Instruction</td>
<td>Providing professional Development in best math instruction including best first instruction in the classroom; essential standards, differentiated instruction (workshop model), and the 5D Center for Educational Leadership Quality Instruction Rubric will be the guides for the learning.</td>
<td>$170,000.00</td>
<td>No</td>
</tr>
<tr>
<td>1.3</td>
<td>Intervention</td>
<td>Provide Intervention in Math and Just in Time Learning Support in Classrooms</td>
<td>$694,529.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.4</td>
<td>Student Goal Setting (N/A)</td>
<td>Students and teachers conference to create academic goals and ways of monitoring progress</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>Multi- Tiered Systems of Support</td>
<td>Refine data and response to data practices to focus on math achievement.</td>
<td>$150,000.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**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.

We had a strong focus on Math throughout the year. The para educators supported students in the classroom at all of our elementary school sites throughout the year. Support Coordinators and principals led conversations around data and student progress, creating various interventions. There were 1-2 math focused communities of practice that met throughout the year. Professional Development was provided in Math to all teachers who teach math directly.

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.

Communities of Practice did not end up requiring that high level of expenditure mostly due to the lack of substitutes available that would have given teachers additional meeting time. All other expenditures matched the anticipated budget. We did not end up implementing student goal setting as a district wide practice.
An explanation of how effective the specific actions were in making progress toward the goal.

<table>
<thead>
<tr>
<th>An explanation of how effective the specific actions were in making progress toward the goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We monitored the progress towards this goal 3 times during the school year using the STAR Math assessment. Most students made at least a year's worth of progress in Math. The specific actions improved student learning outcomes in Math though through input from our staff and community, we will be modifying the implementation of the specific actions in order to see more growth.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Based on the metrics, we clarified that we are using STAR Math as our general indicator for student growth throughout the year and that the anticipated growth in Math will be 15 percentile points over the 3 year LCAP timeline. We have also added two subgroups to focus on specifically which are socioeconomically disadvantaged students and students with disabilities. RVUSD decided to fold 1.4 Student Goal Setting into other action steps. Activity 1.5 was added: Multi-Tiered Systems of Support.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Students of all cultural and racial backgrounds will indicate feeling more a part of their school community on the Youth Truth Survey. Families will indicate more “Agree” and “Strongly Agree” responses to “My school respects people of different races and ethnicities” on the Youth Truth Survey.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Based on the stakeholder feedback from teachers, staff, parents and students, social emotional supports are now more important than ever. After a year of social isolation at home, students are craving peer connection and in person emotional support. This past two years have been filled with crisis and trauma for our students and community. The ability to go back to full in Person Learning in the Fall of 2021 was both exciting and daunting. Based on the input of various students, teachers and families, emotional support, caring and student well-being ranked at the top of the list of importance moving into the next 3 years of this plan.

In addition, the RVUSD Board of Trustees has made a public commitment to creating and guiding goals around equity, inclusion and diversity. Considering that meaningful participation for students is essential to their connection to learning, this part of the survey was selected to highlight intentional changes in the classroom instruction and school environments that both increase teacher and student agency and locus of control. Families and students being acknowledged and included through their unique cultures and beliefs is also an essential measurement of equity and inclusion.

Measuring and Reporting Results

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Youth Truth</td>
<td>New baseline 21-22: 54% of students responded &quot;Yes, very often&quot; to the question &quot;Do you feel like a real part of your school community?&quot;</td>
<td>54% of students responded &quot;Yes, very often&quot; to the question &quot;Do you feel like a real part of your school community?&quot;</td>
<td></td>
<td>59% of students will respond &quot;Yes, very often&quot; to the question &quot;Do you feel like a real part of your school community?&quot;</td>
<td></td>
</tr>
<tr>
<td>Metric</td>
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</tr>
<tr>
<td>Youth Truth Parent Survey</td>
<td>New baseline 21-22: 73% of families responded &quot;Agree&quot; or &quot;Strongly Agree&quot; to the statement &quot;My school respects people of different races/ethnicities.&quot;</td>
<td>73% of families responded &quot;Agree&quot; or &quot;Strongly Agree&quot; to the statement &quot;My school respects people of different races/ethnicities.&quot;</td>
<td></td>
<td></td>
<td>78% of families respond will respond &quot;Agree&quot; or &quot;Strongly Agree&quot; to the statement &quot;My school respects people of different races/ethnicities.&quot;</td>
</tr>
<tr>
<td>School Climate: Pupil Suspension Rate and Pupil Expulsion Rate</td>
<td>21/22 Pupil Suspension Rate Baseline: 1.64% and Pupil Expulsion Rate Baseline: 0%</td>
<td>Year One is the Baseline</td>
<td></td>
<td></td>
<td>&lt;1.5% of students will be suspended at least once per year.</td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
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<th>Total Funds</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Positive Behavioral Implementation and Supports</td>
<td>Provide training and systems for creating and maintaining positive behavioral implementation and supports</td>
<td>$30,000.00</td>
<td>No</td>
</tr>
<tr>
<td>2.2</td>
<td>Support Staff Training</td>
<td>Providing training for classified staff in programs (Kimochis, zones of regulation, restorative practices) to address student struggles and conflict</td>
<td>$15,000.00</td>
<td>No</td>
</tr>
<tr>
<td>2.3</td>
<td>Trauma Informed Practices: Mental Health Supports</td>
<td>Provide support systems including additional staff to improve student mental health.</td>
<td>$1,199,456.00</td>
<td>Yes</td>
</tr>
<tr>
<td>2.4</td>
<td>Parent, Student, Staff Connections</td>
<td>Create beginning of year opportunities for students and parents to connect with school community to begin relationships and home to school connections. Continue this intentional relationship connection throughout the year.</td>
<td>$302,291.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
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<tr>
<td></td>
<td></td>
<td>Staff connect with students through the creation of more student agency, choice and voice in the classroom.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Provide school community events throughout the year.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Encourage parent volunteers.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Establish Equity, Diversity and Inclusion parent-staff committees at each school site.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 except that due to COVID restrictions it was not possible to invite and include parents to on campus events until the last couple of months of school. Also this year was a foundational year in Equity, Diversity and Inclusion. The creation of site based teams will be fully executed in 22-23.

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 was no material difference in the budgeted expenditures and the estimated actual expenditures.

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

It was difficult to measure the effectiveness of this goal this year. With COVID safety restrictions it became very difficult to connect and build relationships with families. However, systems were put into place to support students at school including PBIS and MTSS practices. Other than professional development and systems of support for students, most parts of this goal were foundational in nature. District school campuses were very much able to open up to community events, field trips and parent volunteers towards the last few months of school which will help with continued connections for 22-23 and beyond. The Equity progress was made in policy changes and in the foundational understanding of our district equity leadership team. The work will grow from here.
A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We did choose to use the Youth Truth Survey as our new baseline metric due to the efficacy and trust in this survey over the California Healthy Kids Survey. We will be administering the Youth Truth Survey to our educational partners again over the next two years. The major change in actions was to replace professional development in Trauma Informed Practices with mental health services. This change was in direct response to what we heard from parents, staff and students. We added the actions of additional counselors, a district social worker and student advocates to our planned actions for next year.

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

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Maintenance of Progress Goal: Every student has access to highly qualified teachers, standards aligned instructional materials, facilities in good repair (Basic Supports) and to the full range of course offered by the District.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

In order to ensure that these state priorities are met, this maintenance goal was included in this 3 year LCAP from 2021-2024.

Measuring and Reporting Results

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Audit of all teacher credentials.</td>
<td>All teacher credentials match their teaching assignments.</td>
<td>All teacher credentials match their teaching assignments.</td>
<td></td>
<td></td>
<td>All teacher credentials continue to match their teaching assignments.</td>
</tr>
<tr>
<td>Review of Instructional Materials Orders</td>
<td>All materials outlined in Instructional Materials Order Forms match the California state adopted standards and the state textbook adoption criteria.</td>
<td>All materials outlined in Instructional Materials Order Forms match the California state adopted standards and the state textbook adoption criteria.</td>
<td></td>
<td></td>
<td>All materials outlined in Instructional Materials Order Forms continue to match the California state adopted standards and the state textbook adoption criteria.</td>
</tr>
<tr>
<td>FIT site inspections verified</td>
<td>All sites meet the State's criteria of good repair as measured by the annual site FIT inspections</td>
<td>All sites meet the State's criteria of good repair as measured by the annual site FIT inspections</td>
<td></td>
<td></td>
<td>All sites continue to meet the State's criteria of good repair as measured by the annual site FIT inspections</td>
</tr>
<tr>
<td>Metric</td>
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<td>--------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Broad Course of Study</td>
<td>Every student has access to the full range of courses offered by the District to include English Language Arts, Math, Science, Social Science/History, and Physical Education.</td>
<td>Every student has access to the full range of courses offered by the District to include English Language Arts, Math, Science, Social Science/History, and Physical Education.</td>
<td></td>
<td></td>
<td>Every student continues to have access to the full range of courses offered by the District to include English Language Arts, Math, Science, Social Science/History, and Physical Education.</td>
</tr>
<tr>
<td>Pupil Engagement: Chronic Absenteeism and Attendance Rate</td>
<td>Chronic Absenteeism Rate 21-22: 2% Attendance Rate 21-22: 93.03%</td>
<td>Year 1 is the Baseline</td>
<td></td>
<td></td>
<td>Chronic Absenteeism Rate below 2% Attendance Rate at 96% or above</td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Highly qualified teachers</td>
<td>Ensure every student receives all core instruction from highly qualified teachers.</td>
<td>$19,687,622.00</td>
<td>No</td>
</tr>
<tr>
<td>3.2</td>
<td>Standards Aligned Instructional Materials</td>
<td>Ensure every student is provided with standards aligned instructional materials in all core subject areas.</td>
<td>$1,514,656.00</td>
<td>No</td>
</tr>
<tr>
<td>3.3</td>
<td>Facilities in Good Repair</td>
<td>Ensure every student is housed in facilities that meet the State criteria for being in good repair.</td>
<td>$1,294,260.00</td>
<td>No</td>
</tr>
<tr>
<td>3.4</td>
<td>Broad Course of Study</td>
<td>English Language Development Provided to students classified as English Language Learners.</td>
<td>$276,752.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
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<td>Description</td>
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</tr>
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</tr>
<tr>
<td>3.5</td>
<td>Address Chronic Absenteeism</td>
<td>Each school site will implement a plan to mitigate chronic absenteeism rates including: Monitoring attendance of students who are at risk of being chronically absent or are chronically absent.</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>3.6</td>
<td>Student Attendance</td>
<td>Monitor daily attendance rates at each school and collaborate with schools that demonstrate lower attendance rates to ensure student attendance data is reviewed and acted upon regularly.</td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

**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.

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 was no substantive differences between budgeted expenditures and estimated actual expenditures.

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

This goal was met: Every student has access to highly qualified teachers, standards aligned instructional materials, facilities in good repair (Basic Supports) and to the full range of course offered by the District.

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.

Added to this section were actions that will improve student attendance and reduce chronic absenteeism. There is no material cost increase for these already established actions.
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]

<table>
<thead>
<tr>
<th>Projected LCFF Supplemental and/or Concentration Grants</th>
<th>Projected Additional LCFF Concentration Grant (15 percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,041,544</td>
<td>0</td>
</tr>
</tbody>
</table>

Required Percentage to Increase or Improve Services for the LCAP Year

<table>
<thead>
<tr>
<th>Projected Percentage to Increase or Improve Services for the Coming School Year</th>
<th>LCFF Carryover — Percentage</th>
<th>LCFF Carryover — Dollar</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.68%</td>
<td>0.80%</td>
<td>$189,526.00</td>
<td>8.48%</td>
</tr>
</tbody>
</table>

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.

Train staff in communities of practice and create regular communities of practice time for teacher teams throughout the school year.

1) During these data meetings, particular academic and social emotional needs of foster youth, ELs and Low-income will be considered for interventions as necessary;

2) Research demonstrates that teacher collective shared efficacy and collaboration result in improved outcomes for marginalized students. The work that has been completed in this area over the past few years in RVUSD has demonstrated a positive impact on student academic progress.

Providing professional Development in best math instruction including best first instruction in the classroom; essential standards, differentiated instruction (workshop model), and the 5D Center for Educational Leadership Quality Instruction Rubric will be the guides for the learning
1) Moving towards a more student centered, workshop model in our classrooms will allow for more concentrated focus on these students.

2) Research supports best first instruction in the classroom especially in Math in which misconceptions can be corrected quickly preventing these groups of students from falling behind in their mathematical understanding. This math intervention model proved to be highly effective for our most at risk students at one of our elementary schools.

Provide Intervention in Math and Just in Time Learning Support in Classrooms

1) Moving towards a more student centered, workshop in our classrooms will allow for more concentrated focus on these students.

2) Research supports best first instruction in the classroom especially in math in which misconceptions can be corrected quickly preventing these groups of students from falling behind in their mathematical understanding. This math intervention model proved to be highly effective for our most at risk students at one of our elementary schools.

Students and teachers conference to create academic goals and ways of monitoring progress

1) Through student conferencing, teachers will get to know their students and learning goals in a much more defined way. Teachers will capitalize on this knowledge to help students connect to their learning and engage further.

2) Research shows that knowing a student's background, their way of thinking and working with their strengths will lead to more new learning.

Provide training and systems for creating and maintaining positive behavioral implementation and supports

1) Positive behavioral implementation and supports will clarify protocols and supports that are especially supportive to groups of students identified in the subgroups of low income, EL and Foster Youth.

2) Clarity, consistency, restorative practices, and strengths based systems help these subgroups of students feel connected and help them overcome the extra challenges they may be facing in order to engage further in their learning.

Providing training for classified staff in programs (Kimochis, zones of regulation, restorative practices) to address student struggles and conflict

1) Our classified staff form vital connections to our students. By learning all of our social emotional programs, students will get more consistency and clarity from all adults on campus.
2) Clarity, consistency, restorative practices, and strengths based systems help these groups of students feel connected and help them overcome the extra challenges they may be facing.

Additional counseling support, social work support and student advocates.

1) Trauma informed practices will support these groups of students who often experience trauma related to their life situations.
2) Counseling, restorative practices, and strengths based systems help these groups of students feel connected and help them overcome the extra challenges they may be facing.

Create beginning of year opportunities for students and parents to connect with school community to begin relationship/connection. Continue this intentional relationship connection throughout the year.

Staff connect with students through the creation of more student agency, choice and voice in the classroom.

Establish Equity, Diversity and Inclusion parent-staff committees at each school site.

1) Through community connectedness, teachers will get to know their students and families to a greater level
2) Research shows that knowing a student's background, their way of thinking and working with their strengths will lead to more new learning. The student is more likely to be empowered to do their best.

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

The District does not receive Concentration funds.

This LCAP incorporates all 3 district schools and 4 elementary charter schools. The breakdown of the funds is as follows:

The numbers for 22/23 supplemental grant and percentage to increase or improve services.

District Schools $685,045 / 5.35% Plus C/O $189,526 / .80% Total = $874,571 / 6.15%
The supplemental funds support the following increased services for English Learners, foster youth and low-income students.

Supplemental funds for the 2022-23 school year will be used for our Multi Tiered System of Support (MTSS) programs in both behavior and academic areas. The components of our MTSS program funded with supplemental funding include a range of intervention support, support for the district’s restorative practices program, fund our family liaisons in order to increase parent engagement, and a portion of our support coordinators and our EL assistants.

**Intervention Programs:** These resources are principally directed to serve our unduplicated students by providing direct instruction to students who are not meeting grade level CAASPP and/or local assessment targets. While these services are not strictly limited to our unduplicated students, these subgroups comprise the majority of students benefiting from the services. Intervention services are provided within an extensive MTSS system that includes Student Support Coordinators, classroom teachers, and intervention teachers. Student Support Coordinators provide direct instruction to students, monitor the progress of all students being served with support services and meet with grade level teams and principals to review the progress of groups and individuals. English language arts and mathematics are the targeted subjects for identifying and supporting students. Supplemental funds are used for a portion of Student Support Coordinator and intervention teachers’ salaries and benefits. Additional intervention support will be provided to our students using the Expanded Learning Opportunity Grant Funds.

**Restorative Practices:** This program is principally directed to serve our unduplicated students by providing counseling related services. While these services are not strictly limited to our unduplicated students, these subgroups comprise a significant subset of students benefiting from the services. Supplemental funds are used to fund the cost of personnel (counselors) and to support the training for certificated and classified personnel in the use of the Restorative Practices protocols. This effort will result in district-wide implementation of this practice. Principals and counselors support these systems of support.

**Bilingual Family Liaison:** This program is principally directed to serve our unduplicated students by providing school-to-home related services. While these services are not strictly limited to our unduplicated students, these subgroups comprise a significant subset of students benefiting from the services. Family Liaisons provide an important link between our schools and families. These individuals provide support for families across a wide range of school attendance, social/emotional needs, and connecting to community-wide resources.

**EL Assistants:** This program is principally directed to serve our unduplicated students by providing instructional services. EL Assistants provide direct instructional support to our newcomer EL students. Supplemental funds are used for classified employees’ salaries and benefits.
The District is increasing services by directing all new Supplemental funds to services that are principally directed towards our unduplicated students. All new and ongoing Supplemental funding is directed towards our Multi Tiered System of Support services and Positive Behavior Intervention Systems.

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

N/A

<table>
<thead>
<tr>
<th>Staff-to-student ratios by type of school and concentration of unduplicated students</th>
<th>Schools with a student concentration of 55 percent or less</th>
<th>Schools with a student concentration of greater than 55 percent</th>
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<tbody>
<tr>
<td>Staff-to-student ratio of classified staff providing direct services to students</td>
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<td>Staff-to-student ratio of certificated staff providing direct services to students</td>
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### 2022-23 Total Expenditures Table

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<th>Totals</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
</tr>
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<tbody>
<tr>
<td>Totals</td>
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<thead>
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<th>Goal</th>
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<th>Action Title</th>
<th>Student Group(s)</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
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<tbody>
<tr>
<td>1</td>
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<td>English Learners Foster Youth Low Income</td>
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<td>$100,000.00</td>
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<td>$100,000.00</td>
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<td>$150,000.00</td>
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<td>Trauma Informed Practices: Mental Health Supports</td>
<td>English Learners Foster Youth Low Income</td>
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<td>$380,000.00</td>
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<td>$1,514,656.00</td>
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<tr>
<td>3</td>
<td>3.3</td>
<td>Facilities in Good Repair</td>
<td>All</td>
<td>$1,294,260.00</td>
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<td></td>
<td></td>
<td>$1,294,260.00</td>
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<td></td>
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<tr>
<td>Goal</td>
<td>Action #</td>
<td>Action Title</td>
<td>Student Group(s)</td>
<td>LCFF Funds</td>
<td>Other State Funds</td>
<td>Local Funds</td>
<td>Federal Funds</td>
<td>Total Funds</td>
<td></td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>3</td>
<td>3.4</td>
<td>Broad Course of Study</td>
<td>English Learners</td>
<td>$276,752.00</td>
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<td>$276,752.00</td>
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<td>Address Chronic Absenteeism</td>
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<td>Student Attendance</td>
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</table>
### 2022-23 Contributing Actions Table

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Communities of Practice (Data Conversations)</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$100,000.00</td>
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<tr>
<td>1</td>
<td>1.3</td>
<td>Intervention</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$694,529.00</td>
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</tr>
<tr>
<td>1</td>
<td>1.5</td>
<td>Multi- Tiered Systems of Support</td>
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<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$150,000.00</td>
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<tr>
<td>2</td>
<td>2.3</td>
<td>Trauma Informed Practices: Mental Health Supports</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$819,456.00</td>
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<tr>
<td>2</td>
<td>2.4</td>
<td>Parent, Student, Staff Connections</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$192,291.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.4</td>
<td>Broad Course of Study</td>
<td>Yes</td>
<td>Schoolwide</td>
<td>English Learners</td>
<td>All Schools</td>
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</table>

#### Totals by Type

- **Total LCFF Funds**: $2,233,028.00
- **LEA-wide Total**: $1,956,276.00
- **Limited Total**: $0.00
- **Schoolwide Total**: $276,752.00
## 2021-22 Annual Update Table

<table>
<thead>
<tr>
<th>Last Year's Goal #</th>
<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures (Total Funds)</th>
<th>Estimated Actual Expenditures (Input Total Funds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Communities of Practice (Data Conversations)</td>
<td>Yes</td>
<td>$420,000.00</td>
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<tr>
<td>1</td>
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<tr>
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<td>485,902</td>
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<td>1.4</td>
<td>Student Goal Setting</td>
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<td>Parent, Student, Staff Connections</td>
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<td>Standards Aligned Instructional Materials</td>
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**Totals**
- **Last Year's Total Planned Expenditures (Total Funds):** $29,314,619.00
- **Total Estimated Expenditures (Total Funds):** $23,504,883.00
<table>
<thead>
<tr>
<th>Last Year's Goal #</th>
<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures (Total Funds)</th>
<th>Estimated Actual Expenditures (Input Total Funds)</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>3.3</td>
<td>Facilities in Good Repair</td>
<td>No</td>
<td>$1,294,260.00</td>
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<tr>
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<td>3.4</td>
<td>Broad Course of Study</td>
<td>Yes</td>
<td>$135,609.00</td>
<td>140,183</td>
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### 2021-22 Contributing Actions Annual Update Table

<table>
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<th>Last Year’s Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Last Year’s Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)</th>
<th>Planned Percentage of Improved Services</th>
<th>Planned Percentage of Improved Services (Input Percentage)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Communities of Practice (Data Conversations)</td>
<td>Yes</td>
<td>$420,000.00</td>
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<tr>
<td>1</td>
<td>1.3</td>
<td>Intervention</td>
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<td>$480,000.00</td>
<td>485,902</td>
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<td>2</td>
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<td>Trauma Informed Practices</td>
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<td>2</td>
<td>2.4</td>
<td>Parent, Student, Staff Connections</td>
<td>Yes</td>
<td>$257,291.00</td>
<td>255,279</td>
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<td>3</td>
<td>3.4</td>
<td>Broad Course of Study</td>
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### 2021-22 LCFF Carryover Table

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<tr>
<th>9. Estimated Actual LCFF Base Grant (Input Dollar Amount)</th>
<th>6. Estimated Actual LCFF Supplemental and/or Concentration Grants</th>
<th>LCFF Carryover — Percentage (Percentage from Prior Year)</th>
<th>10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)</th>
<th>7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)</th>
<th>8. Total Estimated Actual Percentage of Improved Services (%)</th>
<th>11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)</th>
<th>12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)</th>
<th>13. LCFF Carryover — Percentage (12 divided by 9)</th>
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<tr>
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<td>1,695,485</td>
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<td>7.18%</td>
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<td>0.00%</td>
<td>6.38%</td>
<td>$189,526.00</td>
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</tr>
</tbody>
</table>
**Instructions**

**Plan Summary**

**Engaging Educational Partners**

**Goals and Actions**

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

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

**Introduction and Instructions**

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA’s programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

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

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

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

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

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

Plan Summary

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

**Requirements and Instructions**

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

**Engaging Educational Partners**
Purpose

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

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

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

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

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

Requirements and Instructions

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

**Local Control and Accountability Plan:**
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
• Inclusion of action(s) as contributing to increased or improved services for unduplicated services
• Determination of effectiveness of the specific actions to achieve the goal
• Determination of material differences in expenditures
• Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
• Determination of challenges or successes in the implementation of actions

Goals and Actions

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

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

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

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

• Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

• Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

• Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.
Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at [https://www.cde.ca.gov/fg/aa/lc/](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.
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.
<table>
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<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for Year 3 (2023–24)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.</td>
</tr>
</tbody>
</table>

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 LEA’s 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).
  
  o **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.
  
  o 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.

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

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