LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Standard School District
CDS Code: 00000001563792
School Year: 2022-23
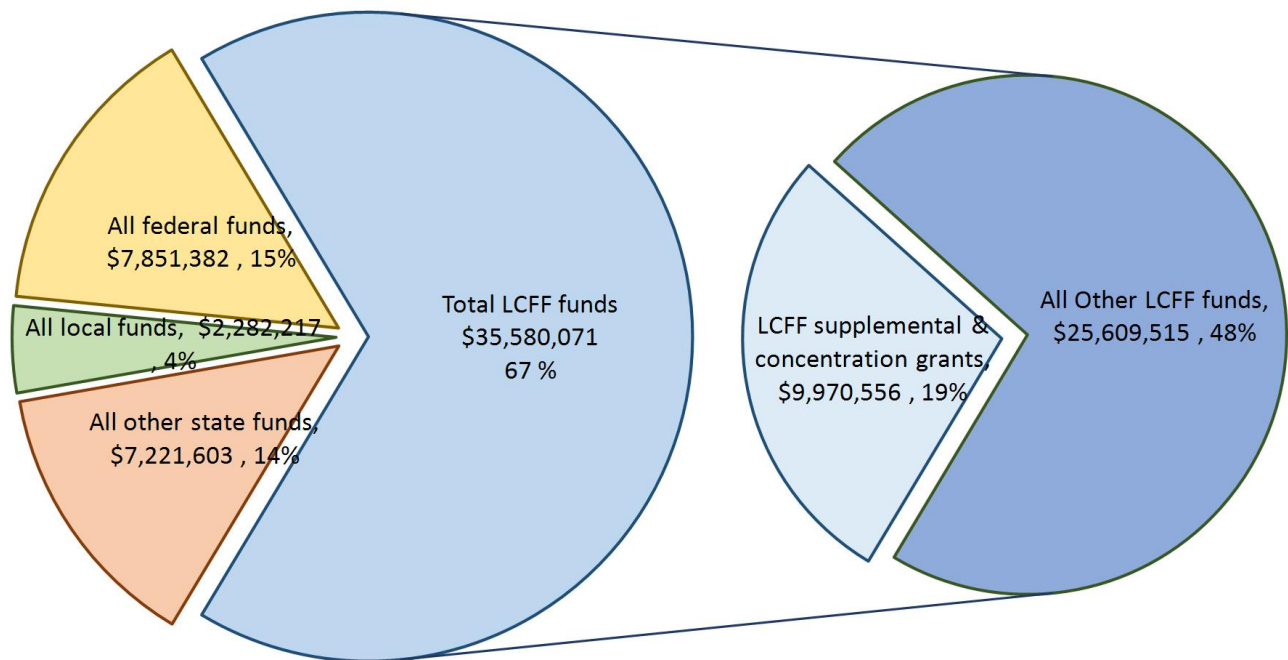LEA contact information:
Paul Meyers
Superintendent
pmeyers@standardschools.net
6613922110

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $7,851,382 , 15%

All local funds, $2,282,217 , 4%

All other state funds, $7,221,603 , 14%

Total LCFF funds $35,580,071 67 %

LCFF supplemental & concentration grants, $9,970,556 , 19%
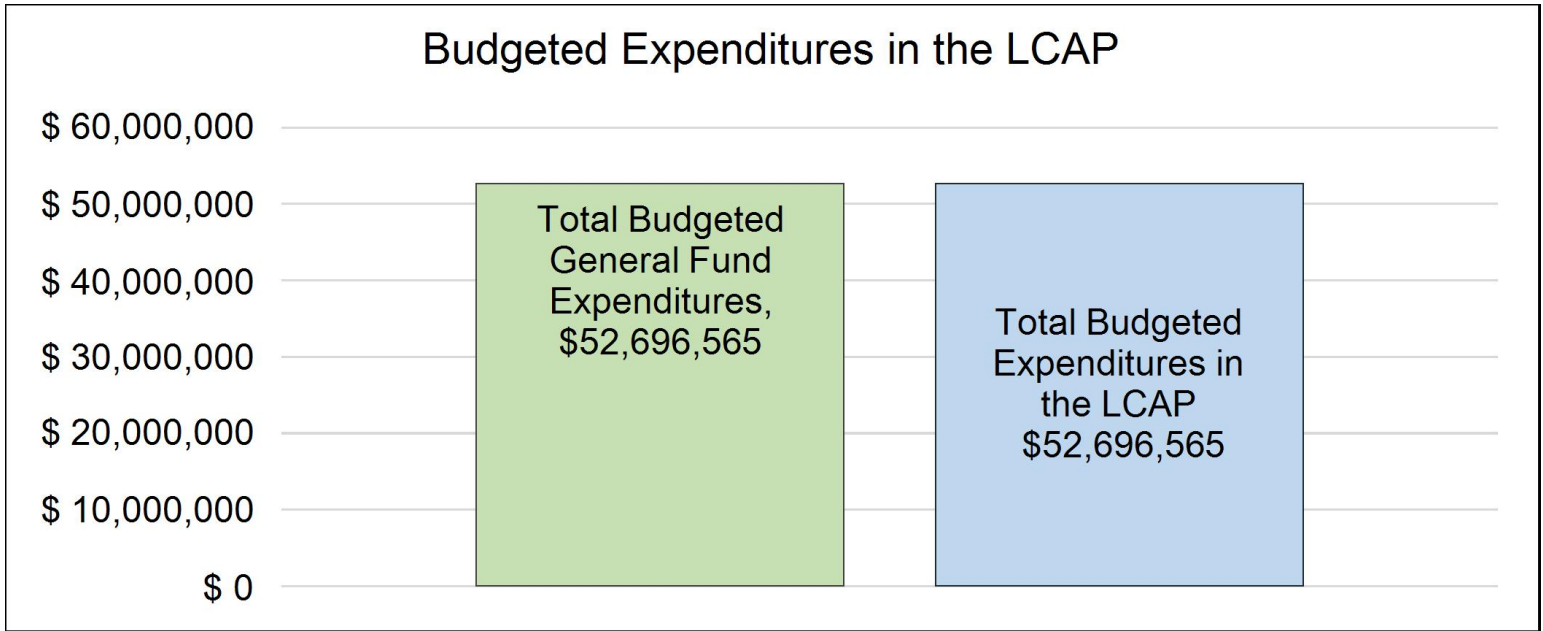
All Other LCFF funds, $25,609,515 , 48%

This chart shows the total general purpose revenue Standard 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 Standard School District is $52,935,274, of which $35,580,071 is Local Control Funding Formula (LCFF), $7,221,603 is other state funds, $2,282,217 is local funds, and $7,851,382 is federal funds. Of the $35,580,071 in LCFF Funds, $9,970,556 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $52,696,565

Total Budgeted Expenditures in the LCAP $52,696,565

This chart provides a quick summary of how much Standard 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: Standard School District plans to spend $52,696,565 for the 2022-23 school year. Of that amount, $52,696,565 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
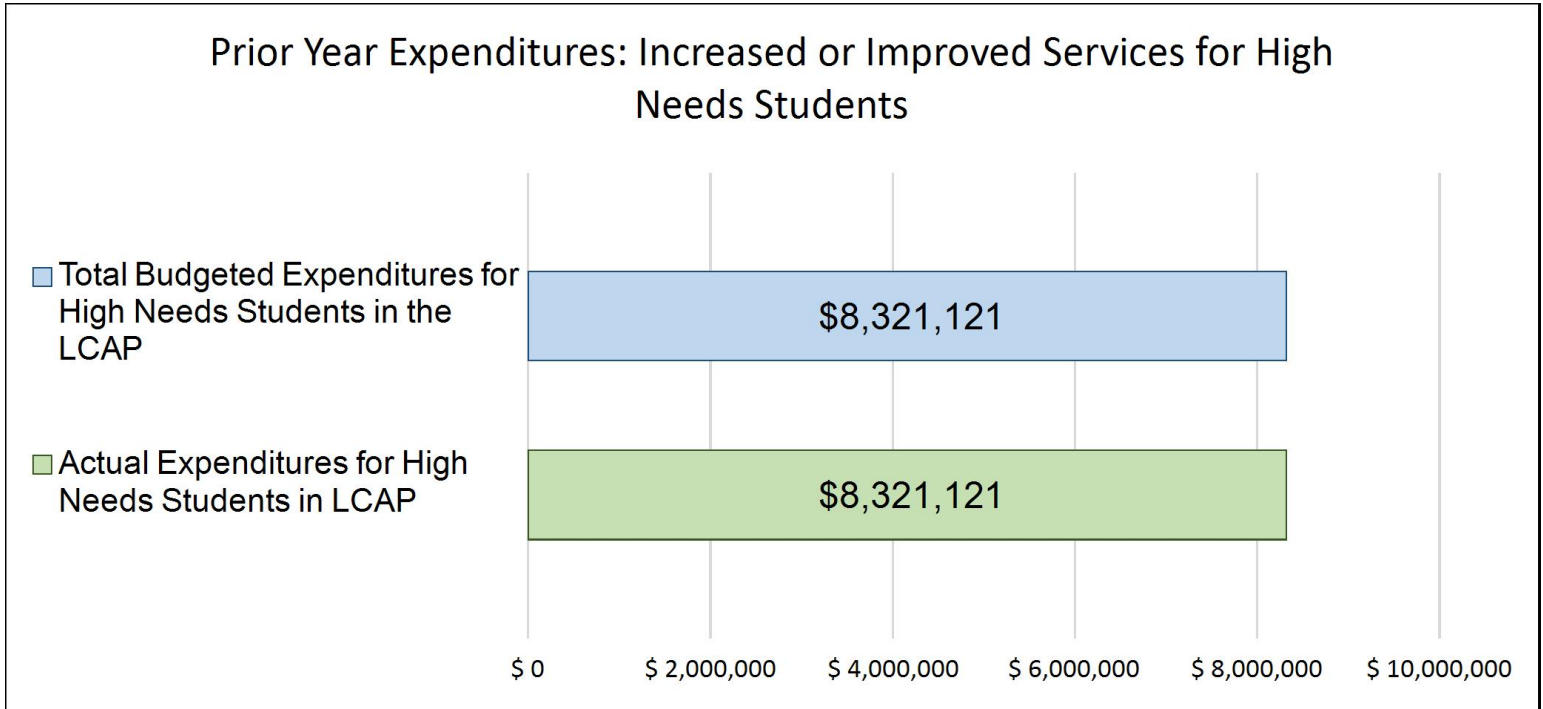
Teacher salaries, paraprofessional salaries, special education services, maintenance and operations, utilities, insurance, school and district administration and clerical support.

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

In 2022-23, Standard School District is projecting it will receive $9,970,556 based on the enrollment of foster youth, English learner, and low-income students. Standard School District must describe how it intends to increase or improve services for high needs students in the LCAP. Standard School District plans to spend $9,970,556 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$8,321,121
☐ Actual Expenditures for High Needs Students in LCAP	$8,321,121

$ 0 $ 2,000,000 $ 4,000,000 $ 6,000,000 $ 8,000,000 $ 10,000,000

This chart compares what Standard 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 Standard 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, Standard School District's LCAP budgeted $8,321,121 for planned actions to increase or improve services for high needs students. Standard School District actually spent $8,321,121 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $0.00 had the following impact on Standard School District's ability to increase or improve services for high needs students:

There were no significant impacts on services for high need students. Actions, including additional staffing and supports, to increase or improve services for high needs students were provided through other funding sources. In order to ensure effective use of expiring one-time funds, federal and state funds were used when appropriate as opposed LCAP funds. The District intends to increase the support for students and teachers, expand the number of enrichment activities after school, and continue to offer an expanded summer school for all students. The difference in expenditures shall be carried over to the 2022-23 LCAP to fund existing and new actions to increase or improve services for high needs students.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Standard School District	Paul Meyers Superintendent	pmeyers@standardschools.net 661-392-2110

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).

Standard School District engaged its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP) during a Special Board Workshop on August 7, 2021, the 45-day Revised Budget presentation at the Regular Board meeting on August 10, 2021, and the Unaudited Actual presentation at the Special Board Meeting on September 15, 2021. In addition, an ESSER III Expenditure Plan will be developed and presented to the board on October 26th for review and approval.

Standard School District is committed to significant and purposeful engagement of parents, students, educators, and other education partners in the development of the LCAP and the budget process. Every staff member and every parent/guardian has an opportunity to provide input. Education partner engagement is an ongoing, annual process that supports comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities. Input from education partners is reflected in the district LCAP. Education partner groups consulted with when developing the LCAP include: teachers, principals, administrators, other school personnel, classified (SEIU) and certificated (STA) bargaining units, parents, and students. The LCAP is shared with the District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) which consists of parents, classified and certificated staff and school and district administration. The LCAP is also shared with school site councils and student advisory groups to facilitate alignment between school site and district-level goals and actions. As site principals developed their site's Single Plan for Student Achievement (SPSA), the LCAP Goals, Actions and Services, and Annual Measurable Outcomes were incorporated into their site plans to ensure alignment with LCAP. During

this process, we were able to add input into the development of the LCAP. Kern SELPA was consulted regarding the LCAP and supports for students with disabilities. All SPSAs were reviewed by the superintendent and aligned to the LCAP.

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.

Standard School District 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 all of the school campuses to meet the needs of all students especially those who are low-income, English learners, and/or foster youth. The concentration grant add-on funds received were used on all school campuses to increase the number of certificated staff, classified staff, or both, including custodial staff, to provide direct services to students because each campus has greater than 55 percent unduplicated pupil enrollment.
- Highland Elementary - 84.4%
- Standard Elementary - 96.4%
- Wingland Elementary - 90.3%
- Standard Middle School - 84.8%

The District has created a comprehensive multi-year plan that identifies strategies and actions to meet the needs of students who are low-income, English learners, and/or foster youth and address the impact of lost instructional including the following:
- Increasing the number of instructional aides to implement in-school evidence-based, intensive academic interventions to accelerate student progress and close learning gaps.
- Expanding instructional learning opportunities such as Explore after-school program, Saturday school, and Summer learning opportunities.
- Increasing student support staff to implement evidence-based, social-emotional learning (SEL) and mental health services.
- Providing ongoing professional development for school staff in evidence-based strategies for improving the academic and social-emotional health/well-being of students

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.

Standard School District sought meaningful input from its community members to aid in the development of this ESSER III Expenditure Plan in multiple ways. These included administration of online surveys, focus groups, and individual interviews with various education partners such as parents/guardians, school staff, students, and community partners. Combined with education partner input from the 2020-21 LCAP community engagement process, education partner input from these recent sources were analyzed for major themes to guide the development of this ESSER III Expenditure Plan.

Per the 2020-21 LCAP community engagement process, education partner feedback highlighted ongoing safe and healthy in-person instruction as a high priority for the district. Other high priorities identified by education partners included the following: upgraded internet connectivity and devices so that students have reliable access to digital learning resources, 2:1 computer to student ratio (one at school and one at home), increased academic intervention supports (e.g., after school and Summer learning opportunities), facilities improvement (e.g., repair and enhancement of indoor and outdoor spaces to maintain recommended physical distancing and reduce the risk of virus transmission), expand social-emotional learning (SEL)/mental health services to support students' social-emotional and academic needs that may have been exacerbated by the pandemic.

To obtain additional, and more recent education partner input on the optimal use of the ESSER III funds, the District administered an online survey to parents/guardians, school staff, students, and community partners (e.g., Henrietta Weill Child Guidance Center, Hearts Connection Family Resource Center, and the Oildale Community Collaborative). The District also sought deeper input from these education partners via individual and small, focus group interviews. Individuals and/or groups that participated in these interviews included: (1) student support staff (e.g., school psychologists, school counselors, school social worker), (2) general education and special education teachers, (3) parents of students with disabilities, (4) students, (5) site administrators, and (6) community partners (e.g., Henrietta Weill Child Guidance Center, Hearts Connection Family Resource Center, and the Oildale Community Partnership).

In addition, the district engaged its education partners on the use of the one-time state Extended Learning Opportunities (ELO) and In-Person Instruction (IPI) funds received in 2021. Members of the District Advisory Committee provided input on the use of these state funds May 5, 2021, and this input was also applicable to one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students.

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.

Standard School District is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan to maintain the health and safety of students, educators, and other staff and ensure the continuity of services. The ESSER-III Expenditure Plan actions and services are described below and organized into the following sections: (1) Strategies for Continuous

and Safe In-Person Learning and (2) Addressing the Impact of Lost Instructional Time.

Strategies for Continuous and Safe In-Person Learning:
By improving and continuing COVID-19 mitigation strategies, a high priority for education partners, the District can better ensure continuous and safe in-person learning. Actions that will be implemented to help mitigate COVID-19 impact include the following:
- Replacement of inefficient HVAC units and filtration systems and improving facility infrastructure to ensure optimal airflow within school buildings
- Expanding/upgrading facilities to allow for greater physical distancing within classrooms and other spaces
- Outsourcing or hiring additional health care staff to assist with COVID-19 protocols (e.g., direct health services to students, case management, contact-tracing, and COVID-19 testing), reduce caseloads, and provide direct services and coordination of care for students

Addressing the Impact of Lost Instructional Time:
By braiding ESSER III funds with other existing funding sources and initiatives, the District can create a comprehensive multi-year plan that identifies strategies and actions to address the impact of lost instructional including the following:
- Expanding instructional learning opportunities such as after-school, Saturday school, and Summer learning opportunities.
- Implementing evidence-based, intensive academic interventions to accelerate student progress and close learning gaps.
- Implementing evidence-based, social-emotional learning (SEL)/mental health services.
- Providing ongoing professional development for school staff in evidence-based strategies for improving the academic and social-emotional health/well-being of students

Successes and Challenges Experienced During Implementation:

Implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan has brought both successes and challenges. As 2021 comes to an end, it is appropriate to reflect on all we have accomplished together this year. This is a partial list, but there have been many successes worth reflecting on, such as:
- implementing a year-long meal program for children under 18;
- beginning a new school year in-person;
- creating a long-term independent study program;
- implementing COVID-19 protocols, contract tracing and vaccination policies;
- establishing pooled testing for students and staff;
- establishing a new K-8 summer camp program and summer sports clinics;
- creating and implementing a new sports program;
- implementing various new programs;
- providing high-quality professional development opportunities;
- onboarding many new staff members,
- welcoming new board members and new union leadership;
- maintaining positive staff relations and ongoing parent support.

In addition, the District has completed a multitude of school-improvement projects, such as outdoor seating and learning areas at each school, outdoor lounge area at the Educational Service Center, Highland and Wingland cafeteria HVAC and remodeling, Highland HVAC improvements, Standard Auditorium HVAC project, new classroom wing at Standard Middle School that includes an art room, STEM lab, Explore afterschool office, school counseling and psychology offices and a new fitness room; and, completed the rebuilding and modernization of Standard Elementary School. In January 2022, the District initiated a new construction project that will add five additional TK and Kindergarten classrooms at both Wingland and Highland Elementary Schools. We expect that this project will be completed by this time next year. This will give us the opportunity to offer a full-day TK and Kindergarten program for all students at each elementary school.

Of course, there have been many challenges implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan as well. Many of the programs and services have not been fully implemented due to staffing shortages. The tight labor market and lack of qualified applicants have left many classified support positions unfilled, such as instructional and supervision aides and after school program supervisors. The lack of substitute teachers has impacted our instructional program and postponed many professional development opportunities.

Another challenge is the constant interruption of a consistent instructional program due to the rising COVID-19 positive case rates created by the Delta variant in August through November and now the Omicron variant in January. The increase in positive COVID-19 cases in our community has led to many staff and student absences and being out of school for often weeks at a time due to isolation and/or quarantine protocols. The impact of having upwards of 33% of your students out of school on any given week coupled with the fact that many students are already a year or two behind in key areas of their education such as reading level makes the job of the classroom teacher very difficult and the delivery of an organized and systematic instructional model nearly impossible.

The staff shortages and inconsistent educational program leads to staff burnout and turnover as employees are asked to do more and more to keep our schools open for students. When the positive case surges increase dramatically, staff move into survival mode. Thus, the balance of trying to keep schools functioning while also trying to implement a variety of social-emotional learning strategies and extended learning opportunities leads staff to experience implementation fatigue. As a result, asking teachers to focus on academic growth and standardized assessments is also challenging because staff is still focusing on filling gaps in core content and basic foundational learning.

Thus, protecting our staff well-being while trying to provide a robust educational program and implement actions and services for students in need is the primary challenge of the school leadership team at Standard School District, and I imagine every other public school in the country. I am confident we will get through this pandemic, but I worry about the toll it is taking on our students and staff.

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.

Standard School District 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 District's 2021–22 LCAP and Annual Update. Education partner input collected was consistent with existing District's plans such as the current LCAP, Expanded Learning Opportunity (ELO) Grant Plan, Safe Return to In-Person Instruction (IPI) and Continuity of Services and Learning Recovery Grant (LRG) Plan. Fiscal resources are used to support and implement the following major themes to meet students' academic and social, emotional, and mental health needs, as well as how the District will address the opportunity gaps that existed before and were exacerbated by, the COVID-19 pandemic:
1.   COVID-19 Prevention and Mitigation
2.   Expanded Learning Opportunities
3.   Expanded SEL/Mental Health Services
4. Professional Development Aligned to District Priorities

Summary of the how Standard School District is using fiscal resources:
The District Will:
- Support, replace, and update HVAC systems in order to ensure our students are working in a safe environment ensuring that COVID-19 prevention strategies are in place to reduce the number of virus particles in the air.

- Expand classrooms and learning spaces to implement and sustain policies aligned to CDC guidance on the operation of school facilities to effectively maintain the health and safety of students and staff. This includes the expansion of portables, fitness room, and staff lounge to allow for adequate physical distancing in classrooms and school or district office buildings and provide dedicated spaces for outdoor eating and for student services such as mental health and afterschool programs.

- Enhance ventilation into educational interior spaces by installing new doors and windows to optimize indoor air quality.

- Provide additional health care staff (e.g., health aides, certified nurse assistants, or licensed vocational nurses) will facilitate continuous and safe in-person learning by decreasing caseload ratios for school nurses and providing assistance to schools with COVID-19 testing and contact tracing and overall health care access, coordination, education, and promotion.

- Partner with a local university as well as an outside consultant/expert in Dyslexia to provide teachers professional development in evidence-based practices for teaching reading/literacy and in the assessment and intervention for Dyslexia.

- Hire additional personnel (e.g., Teacher on Special Assignment) with expertise in instructional and behavior management to provide in-classroom training, modeling, coaching, and support for special education teachers of students with moderate/severe disabilities and develop and implement training events for staff and parents of students with disabilities. This will help build internal capacity within the district to provide high-quality special education service delivery and parent/family engagement and facilitate ongoing support for continuous improvement.

- Employ additional Supervision/Instructional Aides (SIAs) to assist teachers with instruction and supervision of students during academic and non-academic times and settings such as classrooms, before/after school, lunch, and recess.

- Address the disproportionate impact and loss of educational support caused by the pandemic for its most vulnerable students (e.g., students with disabilities, English learners, and foster youth) by providing extended learning opportunities (after school, Saturday school, and summer learning program) tailored to the unique needs of students and families.

- Hire Mental Health Specialists to assist with the planning, development, and implementation of comprehensive mental health program services and activities designed to facilitate the psychological and emotional well-being of students. These services and activities include universal screening and assessment, individual and group counseling, collaboration with families, participating in the planning and implementation of site-based MTSS interventions, and working with/referral to outside agencies as appropriate. The Mental Health Specialists will also provide ongoing training to student support staff in suicide risk/threat assessment and crisis intervention and will train/support educators in the development and implementation of evidence-based social-emotional learning/mental health interventions and supports.

- Build internal capacity by providing professional development to the student support/mental health teams in all sites (e.g., school psychologists, school counselors, social workers, behavior intervention specialists, program specialists, and proposed licensed mental health specialists) in evidence-based strategies (e.g., Acceptance and Commitment Therapy) for implementing social-emotional learning, trauma-informed practices, suicide prevention, promoting access to mental health services, and maintaining consistency and organizational coherence in mental health service delivery within the district.

- Purchase additional SEL/mental health resources to support work of student support teams and improve the social-emotional learning and overall well-being of students.

- Purchase additional supplemental, standards-aligned resources, including assistive technology resources, to support the work of teachers and improve the academic learning and overall well-being of students.

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's

(CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

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

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

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

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

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

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

Instructions

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

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

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided*

through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP)."

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Standard School District	Paul Meyers Superintendent	pmeyers@standardschools.net 6613922110

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.

Standard School District, established in 1909, encompasses an area of approximately 34 square miles in the north Bakersfield community of Oildale. The district has three TK-5 elementary schools and one middle school (grades 6-8). As of the last week of school, Highland Elementary School had an enrollment of 739, Standard Elementary School had an enrollment of 565, Wingland Elementary School had an enrollment of 731, and Standard Middle School had an enrollment of 980. The enrollment for the Standard School District is 3,015 students. Class size reduction has been fully implemented in grades TK-3. The schools are modern, functional facilities, equipped with computers and other multimedia, and offer excellent staff and support services to meet the needs of all students. At the end of 8th grade, the majority of Standard School District students move to North High School in the Kern High School District.

The student populations consist of the following Ethnic groups: White: 52.39%, Hispanic: 39.79%, African American: 3.44%, American Indian/Alaskan Native: 0.81%, and the following groups are under 0.78%: Asian, Filipino and Pacific Islander.

Based on the 2021-22 CALPADS Certified 2021 Fall Report student subgroups consist of the following: Socio-Economically Disadvantaged students - 2,616 or 88%; English Learners - 174 students or 5.86%; Special Education - 369 students or 12.43%; Youth in foster care - 29 students; Students experiencing homelessness - 50 students; Migrant Program - 15 students. The total LCFF Unduplicated Count for the Standard School District is 2,949 students or 87.88%.

The unduplicated students in the Standard School District have unique needs and many of them experience circumstances that can be barriers to learning and interfere with accessing and receiving a quality education. Some of limiting factors that constitute high risk for our students are as follows:

- Generational poverty;
- Multiple family and multi-generational dwellings;
- Relatives care for many of our students - grandparent and or extended family serving as the primary care giver;
- Foster students and group homes throughout the district;
- Parent education levels are below Kern County average;
- School boundaries include areas of very high crime, including the highest violent and property crimes rates in Bakersfield, which has an overall crime rate that is 76% higher than national average;
- Students are exposed to traumatic situations in the home and community;
- Some students lack trusting relationships with those in positions of authority;
- Parents/guardians lack access to personal vehicles resulting in many students that have never traveled outside their neighborhood in Oildale; and
- Students often lack cultural proficiency.

COVID-19 significantly impacted the educational program beginning in March 15, 2020 when schools were closed to in-person learning. For the remainder of 2020 and for the most of 2020-21 school year, students participated in distance learning with varied success levels. Some students flourish, while others did not. In August 2021-22, the school year began in-person but COVID-19 isolation and quarantine protocols prevented many students from receiving a consistent education program. By January of 2022, school began to return to normal, but the students have been forever impacted by the pandemic, in both positive and negative ways. For teachers, the 2021-22 school year was especially challenging because student ability levels varied so greatly. In many classrooms, there were no longer a large group of students "in the middle" with an average ability level; instead, classrooms were predominantly filled with two groups of students - students at or above grade level, and students far below grade level. In addition, many appropriate school behaviors needed to be taught or retaught to students.

Standard School District is expected to receive $9,869,643 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). Standard School District is planning to expend all the supplemental and/or concentration funds on actions or services that are principally directed towards the unduplicated student population as explained in detail in each contributing action description within this plan.

Reflections: Successes

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

Due to COVID-19, Senate Bill 98 suspended the reporting of state and local indicators on the 2020 and 2021 California School Dashboard. Previous to COVID-19, in 2019-20, one area of success was the continued decline of the number of student suspensions. We believe this is due to our continued investment into additional staff to provide student supports at each of the schools, and the implementation of PBIS.

Since 2019, each of our four schools have been recognized with a silver, gold or platinum award from the California PBIS Coalition. The district has continued to increase student support staff at each of the school site to enable our schools to implement pro-active and preventative social-emotional supports to our students that will decrease problem behavior and potential suspensions from school.

In 2020-21, Standard Middle School was recognized as a School-to-Watch, a state and national recognition program, for their student-centered focus in providing multiple responsive and socially equitable student support programs. The district will continue to maintain a 2:1 Chromebook implementation so that students have access to digital curriculum and resources both at school and at home. The district will continue implementation of a Multi-Tiered System of Support (MTSS) in order to provide academic, behavioral and social-emotional supports to students. The district also continues to provide nutritious meals to our students three times a day, invested in early education instruction, and planned for expanded TK, full-day kindergarten, pre-school and after school care for TK/K students.

Our district has won PBIS awards, CSBA Golden Bell Award, California Schools to Watch Award for our middle school, and been awarded several state grants for our programs including MTSS SUMS grant, nutritional grants, Expanded Learning grants, and grant awards from Chevron, LA Football League, Kiwanis and Rotary Clubs. Standard has been recognized for coordinating with Bakersfield North Rotary for our annual Thanksgiving turkey baskets for 350 families in need each year.

In 2021-22, Standard School District received the California Pivotal Practice Award from the California Department of Education for demonstrating innovation and exceptional work when required schools to offer distance learning. Our nutritional services leadership team found creative and effective ways to provide meals directly into the neighborhoods during and following the pandemic shutdown. School staff provide book donations to school sites so students had access to reading books. Staff worked to install mature trees to provide shade for students upon their return to school and added additional seating areas at each school. The middle school saw the installment of a new school buildings, including one designated specifically for school counseling offices and the other for school psychologists, a dedicated art room and a STEM lab. In addition, health and wellness fitness room and futsal court to improve student physical well-being.

In 2021-22, the District invested in additional teachers to lower class sizes, and added additional mental health and other student support staff. The district created an after school program for all TK and K students at Standard Elementary School, allowing children to attend the school program from 8:00 a.m. to 6:00 p.m. each day. Early literacy was a professional development focus, and ESGI one-on-one assessment program was expanded and implemented from TK to grade 3 to identify early literacy needs.

The District has committed to reducing any barriers to learning and making every learning opportunity available to ALL students at no costs. Every student in the district goes on at least one field trip at no cost. We send all 6th grade students to Camp KEEP environmental camp at no cost. To meet the needs of the youth in the Oildale community, Standard has created a new independent after school sports program at each school with expanded sports and athletic offerings at NO-COST to our families.

Also in 2021-22, The District substantially increased the time and length of summer school. The 2022 summer school program is open to all students six weeks long and open nine hours a day. Summer school included academic instruction, career education for middle school students, and other enrichment activities, including swimming lessons, sports clinics, theater, music, dance and so much more! The number of students participating in the summer program is well over 600, and typically only 250 students attended summer school.

The Standard staff have worked tirelessly for the benefit of the students and Oildale community to create positive school climates that focus on the whole child. The District staff fully encompasses our vision and tagline "We Care". During the last two years, the District has increased the number of support providers for schools including site based school psychologists, school nurses, additional school counselors, social worker, AmeriCorps Mentors, behavior intervention specialists, resource specialists and numerous additional classified staff to help meet needs in nutrition, transportation, supervision, school libraries, offices, and in the classroom. Standard staff have provided increased support for student health, welfare, nutrition, counseling, mental health, school psychologists, nursing, and CTE education, AVID, MTSS, PLTW, PBIS, Restorative 'Alternative to Suspension' program, Visual and Performing Arts, and many other support programs.

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.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, the Standard School District previously in 2019-20 met the eligibility criteria for Differentiated Assistance (DA) due to Special Education students being identified in the Red category in English-Language Arts, Math and Suspensions.

2019 Dashboard Data

The following outcomes need to be listed and explained in this section because the all student or overall indicator was red or orange:
- Chronic Absenteeism - Red
- ELA - Orange
- Mathematics - Orange

The following outcomes need to be listed and explained in this section because the student group indicator was two or more colors below all students:
- ELA - Orange for All Students; Red for English Learners, Foster Youth, Homeless; Orange for Hispanic, Two or More Races, Socioeconomic Disadvantaged, Students with Disabilities, White.
- Math - Orange for All Students; Red for Foster Youth, Hispanic; Orange for English Learners, Homeless, Socioeconomic Disadvantaged, Students with Disabilities, White
- Chronic Absenteeism - Red for All Students; Red for African American, Students with Disabilities, Socioeconomic Disadvantaged, White; Orange for English Learners, Homeless, Two or More Races
- Suspension Rate - Yellow for All Students; Red for American Indian, Foster Youth, Homeless; Orange for African American, English Learners

To address the areas of need listed above, the district has provided ongoing professional development and has implemented targeted

programs to improve ELA and math achievement, suspensions, and chronic absenteeism. The district is increasing our investment in both classified and certificated professional development and providing supplemental and intervention programs specifically geared toward increasing and improving small group instruction to meet the needs of our unduplicated students and our under-performing subgroups. The district provided professional development on early literacy for all our TK/K and 3rd grade instructional staff - both certificated and classified; expanded professional development for our all staff in Universal Design for Learning (UDL); and provided targeted professional development for the middle school ELA and math departments.

LCAP Highlights

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

Standard School District LCAP goals for 2022-23 focus on three broad goals: implementing a rigorous curriculum, maintaining a positive school climate, and increasing student achievement. To accomplish these goals, the District will continue to advance its implementation of a multi-tiered system of supports (MTSS) focused on improving student outcomes in the domains of academic, social/emotional/behavior, and attendance. Although much work remains, the actions and services that have been implemented thus far by the district to meet these goals have resulted in positive student outcomes.

In the broad focus area of implementing a rigorous curriculum, the District will continue to provide professional development for classified and certificated staff on providing high quality first instruction. We strive to maintain our priority of providing our teachers with standards-aligned instructional materials and our students with the newest technology to optimize the most important skills required for 21st century education: critical thinking, communication, collaboration, and creativity.
- Lower class sizes
- Full-time PE teacher at every school
- More classroom academic support for ALL students
- Increase professional development opportunities for certificated and classified staff
- Increase library services
- More enrichment opportunities for students
- STEM Labs at every school
- Increase funding for band and music equipment
- Increase staffing in the technology department for site-based technicians
- Touch screen Chromebooks for all students for a 2-to-1 computer to student ratio (one for school ; one for home)
- Increase staff/hours for improved after school nutrition program
- Increase support for teachers with TOSAs at school sites

In the broad focus area of maintaining a safe and positive school climate, the District has made steady gains in reducing suspensions and increasing student attendance. This year we will continue to invest in social-emotional learning (SEL) supports for our students to build students' mental health and resilience which can help them adapt and deal with adverse events in their lives. Continued professional development in PBIS and SEL will focus on implementing and sustaining a multi-tiered system of supports for positive student behavior and

mental wellness. Additional actions and services for maintaining a positive school climate planned for the 2021-22 school year include the following:

- Increase parent education and family nights
- More behavior and counseling for improved social/emotional supports for students
- More playground supervision aides
- School nurse at every school and an LVN for increased after school health care needs

In the broad focus area of improving student achievement, the District will continue to invest in additional interventions and supports for students, including a variety of expanded learning opportunities. Additional actions and services for improving student achievement planned for the 2021-22 school year include the following:

- Increase intervention and accelerated learning opportunities
- Increase services for English Learners
- TK/K before and after school program
- Increase capacity of Explore after school program
- Before school care at each school
- Saturday extended learning opportunities
- Summer school for all grades
- Summer recreation program
- Summer career development opportunities for middle school (ROC/CTEC)
- Implement a district-run after school sports program and increase student participation

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.

Standard Middle School was identified for comprehensive support and intervention (CSI).

Support for Identified Schools

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

The District will continue to provide support for Standard Middle School administration and staff. District staff and teachers-on-special-assignment (TOSA) have met with middle school staff to conduct a local needs assessment, review content standards and design an evidence-based improvement model that will support student success. The focus area for 2022-23 is mathematics, and the District has contracted with the Kern County Superintendent of Schools to provide a math consultant for additional in-person training, professional development, consultation and planning with the math teachers in grades 6, 7, 8. The consultant will use our student data to create effective

standards-based lessons and engaging learning activities that promote critical thinking and problem solving skills. Additionally, we are utilizing funding from the CSI grant to provide additional intervention aides to provide in-class support for individual and small group instruction, as well as intervention classes for students scoring below grade level in math. The District provides supplemental support curriculum for use in these targeted intervention periods. The middle school math teachers and site leadership team intends to participate in upcoming math conferences for state frameworks, implement interim state assessments, and attend other math-related workshops.

Monitoring and Evaluating Effectiveness

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

District and site administrative staff will monitor and evaluate the implementation of the CSI plan to meet accountability expectations and use SMART goals to measure program effectiveness. The CSI team will use qualitative and quantitative data to observe trends, identify areas of need and measure progression towards meeting our SMART goals. Using common formative and curriculum based benchmark assessments, as well as STAR Math, district and site administration monitor growth of student achievement each quarter. All courses in math will be grade-level specific following the Mathematics Frameworks for California. Ongoing academic coaching and implementation targeted intervention periods will occur. In our efforts to build capacity of our middle school staff and educational partners, we will continue to focus on a continuous improvement model. Our goal is to support each focus area with high-quality professional development, onsite coaching and consultation, site alignment of intervention services and scaffold support through student support services staff. We will ensure that adequate time is allotted for staff collaboration that is directly aligned to addressing the effective implementation of the CSI grant.

Engaging Educational Partners

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

Standard School District is committed to meaningful and purposeful engagement of parents, students, educators, and all local education partners in the development of the LCAP and the budget process. Every staff member and every parent/guardian has an opportunity to provide valuable perspectives and insights about the District's programs and services. Engaging out local educational partners is an ongoing, annual process that supports comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities. Input from Educational Partners influence the decisions and are incorporated into the District LCAP. The goal is to engage educational partners a broader public understand how the district uses state and federal resources to meet student needs. The LCAP educational partners include: teachers, principals, administrators, other school personnel, classified (SEIU) and certificated (STA) bargaining units, parents, community members, community partners, and students. The LCAP is shared with the District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) which consists of parents, classified and certificated staff and school and district administration. The LCAP is also shared with school site councils and student advisory groups to facilitate alignment between school site and district-level goals and actions. No written comments were received, so no written responses were required. During this input process, the District also collected information from our local education partners on Universal Transitional Kindergarten (UTK) and Extended Learning Opportunities and Programs (ELOP), and we were able to add this input into the development of the LCAP. As site principals developed their site's Single Plan for Student Achievement (SPSA), the LCAP Goals, Actions and Services, and Annual Measurable Outcomes were incorporated into their site plans to ensure alignment with LCAP. Kern SELPA was consulted regarding the LCAP and supports for students with disabilities. All SPSAs were reviewed by the superintendent and aligned to the LCAP.

LCAP Input meetings and consultation for 2022-23:
January 26, 2022 – Oildale Community Partnership
February 1, 2022 – Standard Elementary Staff Meeting
February 7, 2022 – Site Administration Input
February 7, 2022 – Classified Staff Online Survey
February 10, 2022 – Standard School Site Council
February 15, 2022 – Wingland Staff Meeting
February 21, 2022 – Parent Online Survey
February 22, 2022 – Standard Middle Staff Meeting
February 22, 2022 – Highland Staff Meeting
February 23, 2022 – District Advisory Committee Meeting
February 24, 2022 – SMS Student Leadership, Science, 6th Grade
February 25, 2022 – District English-Learner Advisory Committee
March 7, 2022 – Administrative Team Input
March 8, 2022 – Regular Board Meeting
April 6, 2022 – Kern SELPA Consultation
May 3, 2022 – Standard Elementary and Standard Middle Staff Meetings

May 10, 2022 – Highland Staff Meeting; Wingland Staff Meeting
May 10, 2022 – Regular Board Meeting
May 19, 2022 – Special Board Workshop
June 14, 2022 – Regular Board Meeting (LCAP Public Hearing)
June 28, 2022 – Special Board Meeting (LCAP Adoption)

A summary of the feedback provided by specific educational partners.

The District conducted an anonymous online survey for our local educational partners. We asked a series of questions regarding parent and student engagement, district goals, initiatives and investments to improve student outcomes. The feedback and information provided by our local educational partners helped provide perspective and insight on the programs and services most important in key components of the LCAP. As a result of analyzing local educational partner input, the overall theme is "staying the course" and allowing time and opportunity for the current plan to work. Probably the most significant change was an increased focus on the need to provide additional classrooms so that our TK and kindergarten students could receive full-day instruction and have an opportunity for after school care. In addition, the educational impact of COVID -19 and school closures focused the local educational partners' attention on increasing staff to lower class size and expanding learning opportunities outside of the regular day, such as increasing after school program capacity, more comprehensive summer school and other intervention and accelerated learning opportunities. The online survey also validated the support of continuing existing and current District initiatives and focus areas. Below are the staff and local educational partner responses to a series of questions:

Top three resources/services that support student achievement.

Staff
- Small class sizes - 69%
- Instructional aides - 51%
- Academic intervention (small group assistance) - 48%

Parents/Education Partners
- Small class sizes - 62%
- Strong academic program - 51%
- Academic intervention (small group assistance) - 40%

Top three resources/services that support a safe and positive school climate.

Staff
- Student support staff - 62%
- School safety and security - 50%
- Extra-curricular activities - 49%

Parents/Education Partners
- Extra-curricular - 64%
- Social and emotional learning - 57%
- Positive school culture programs (bullying prevention, restorative practices, PBIS) - 51%

Top three resources/services that support parent involvement.

Staff
- Family nights - 50%
- Collaboration with community resources - 42%
- School-family comm. - 40%

Parents/Education Partners
- School-family communication - 66%
- Sports, academic competitions, and student performances - 64%
- Family nights - 47%

Top three resources/services that support the implementation of a rigorous curriculum:

Staff
- Intervention Classes - 77%
- Common Planning Time - 57%
- Professional Development - 53%

Parents/Education Partners
- Intervention Classes - 81%
- Professional Development - 49%
- Academic Coaches - 40%

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

Educational Partner input focused on academic enrichment and intervention, mental health supports, campus security, small class sizes, adding additional staff, building more classrooms to accommodate full-day kindergarten, professional development, and expanded learning opportunities.

Educational Partners input added specific actions and increased expenditures to implement a rigorous curriculum in Goal 1 in the following areas:

- More teachers to have smaller class sizes
- Increased staffing for students with special needs
- Increased Classroom Support for Students
- Expanded Transitional Kindergarten (TK) - more classrooms needed
- More Shade (add shade structures and trees for shade)
- Update/Add Play Structures and Playground Equipment

Educational Partners input supported safe and positive school climate with the modification of Goal 2 and material increases in expenditures in the following program improvements:
- Increased Supervision Aides
- Campus Security for each school site
- Increased Behavior and Counseling Support (Counselors, Psychologists, Social Workers, Behavior Intervention Specialists, Mental Health Specialists, & Mentors)
- More Custodial/Maintenance Staff to Keep School Grounds Safe, Clean, and Functional

Educational Partners input supported increased student achievement in Goal 3 with the following program improvements:
- Academic Enrichment, Intervention and Tutoring
- Increase Intervention Aides at each school site
- Increase Student Support Staff
- Provide additional Professional Development
- Provide Before and After School Care for more students, including K/TK Students
- Increase Capacity of EXPLORE After School Program
- Provide New Summer Learning and Recreation Program
- Expand Summer School Program to All Grade Levels
- Continue and expand the District-operated After School Sports Program for students in 3rd to 8th grade.

Goals and Actions

Goal

Goal #	Description
1	Implement a rigorous curriculum. The Standard School District will provide a collaborative educational environment that effectively recruits, trains, supports and retains highly effective teachers and staff; provide all students the basic services, access to technology and materials needed to fully implement a rigorous standards-based curriculum and promote 21st century learning skills. The District will provide equity and access for every student to increase academic achievement through effective instruction, tiered interventions and access to a broad course of study.

An explanation of why the LEA has developed this goal.

The 2019 CA Dashboard indicates that the students are achieving below expectations in statewide assessments and a clear and steady focus on improving student achievement is necessary. Goal 1 is a broad goal focused on improving the conditions of learning across a wide range of metrics listed below. The district seeks to employ fully credentialed teachers who can provide effective first instruction and differentiated support to help all students achieve educational success. The district will maintain 100% access to standards-aligned instructional materials, adequate number of classrooms and facilities in good repair.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services A. Appropriately assigned and fully credentialed teachers.	Basic Services A. 100% of Teachers are appropriately assigned and 83% are fully credentialed (2019-20 data)	Basic Services A. 100% of Teachers are appropriately assigned and 91.7% are fully credentialed (2021-22 data)			Basic Services A. 100% of Teachers appropriately assigned and 95% are fully credentialed
B. Access to standards-aligned materials will be assessed using the LCAP Self-Assessment tool	B. 100% of students have access to standards-aligned materials (2020-21 data) based on the LCAP Self-Assessment Tool	B. 100% of students have access to standards-aligned materials (2021-22 data) based on the LCAP Self-Assessment Tool			B. 100% of students have access to standards-aligned materials based on the LCAP Self-Assessment Tool

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
C. School Facilities maintained in good repair	C. Schools received 'Good' or higher on the Facility Inspection Tool (FIT) Report for 2020-21	C. All four schools received a rank of "Exemplary" on the Facility Inspection Tool (FIT) Report for 2021-22			C. Schools received 'Good' or higher on the Facility Inspection Tool (FIT) Report for 2023-24
Implement CCSS A. Implementation of CA academic and performance standards for all students	Implement CCSS A. 100% full implementation of CA academic and performance standards for all students based on the LCAP Self-Assessment Tool	Implement CCSS A. In 2021-22, the District had 100% full implementation of CA academic and performance standards for all students based on the LCAP Self-Assessment Tool			Implement CCSS A. 100% full implementation of CA academic and performance standards for all students based on the LCAP Self-Assessment Tool
B. Enable EL students access CCSS and ELD standards for academic content knowledge and English language proficiency as measured by the LCAP Self-Assessment tool	B. 100% of ELLs have full access CCSS and ELD standards as measured by the LCAP Self-Assessment tool	B. In 2021-22, 100% of ELLs had full access CCSS and ELD standards as measured by the LCAP Self-Assessment tool			B. 100% of ELL will continue to have full access CCSS and ELD standards as measured by the LCAP Self-Assessment tool
Course Access A. Students will have access to and are enrolled in a broad course of study (EC 51210/51220) as measured by a	Course Access A. 100% of students have access to and are enrolled in a broad course of study as measured by	Course Access A. In 2021-22, 100% of students had access to and are enrolled in a broad course of study as measured by			Course Access A. 100% of students have access to and are enrolled in a broad course of study as measured by

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
administrative review of master schedules	administrative review of master schedules	administrative review of master schedules			administrative review of master schedules
B. Students have access to and are enrolled in programs/services for unduplicated students as measured by a administrative review of master schedules.	B. 100% of students have access to and are enrolled in programs/services for unduplicated students as measured by administrative review of master schedules.	B. In 2021-22, 100% of students had access to and are enrolled in programs/services for unduplicated students as measured by administrative review of master schedules.			B. 100% of students have access to and are enrolled in programs/services for unduplicated students as measured badministrative review of master schedules.
C. Students have access to and are enrolled in programs/services for students with exceptional needs as measured by annual review of 504 plans and IEPs.	C. 100% of students have access to and are enrolled in programs/services for students with exceptional needs as measured by annual review of 504 plans and IEPs.	C. In 2021-22, 100% of qualified students had access to and/or were enrolled in programs/services for students with exceptional needs as measured by annual review of 504 plans and IEPs.			C. 100% of students have access to and are enrolled in programs/services for students with exceptional needs as measured by annual review of 504 plans and IEPs.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Staff, Supplies, and Services	Basic educational and operational expenditures including but not limited to staffing, supplies, services and other operating expenditures.	$26,976,491.00	No
1.2	Teacher Support and Induction Program	The district will continue to provide induction services, mentor teachers, teachers-on-special-assignment (TOSAs) and other material supports to provide our students first and best instruction in the classroom by well-trained teachers.	$411,805.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Instructional Materials	Maintain standard-aligned texts, supplemental materials, and digital and paper instructional resources to improve academic performance and allow all students the most opportunity for continued academic growth on local and state assessments.	$37,735.00	Yes
1.4	Technology	Provide all students and staff strong and reliable access to digital curriculum and online resources, adequate technology devices and internet access to support learning and academic growth, ongoing system maintenance and classroom support, and district and site technology leadership to ensure our students have the education and skills to succeed in the 21st century workplace.	$1,289,706.00	Yes
1.5	Professional Development	Standard School District will continue to provide continued professional development to ensure all certificated and classified staff are well-trained in best practices to provide effective first instruction and to identify and meet the learning needs of all students. The district will continue to focus on effective instructional and engagement strategies for economically disadvantaged students, English Learnings, foster youth and students experiencing homelessness, for intervention services and accelerated learning, and for continued academic growth of all students.	$568,625.00	Yes
1.6	Additional Staff	Standard School District hired additional certificated and classified staff to implement a rigorous standards-based curriculum and promote 21st century learning skills. Standards Schools will add 12 certificated staff and 1.5 classified staff to support improved standards based instruction and 21st century skills.	$1,102,096.00	Yes
1.7	Intentionally blank	Action item 1.6 was moved to Goal 2, Action 2.5;Action item 1.7 was moved to Goal 2, Action 2.6.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Study Trips	Provide students in every grade level an off-campus study trip aligned to their grade level curriculum standards. Provide all 6th grade students an opportunity to attend a full week at Camp KEEP outdoor science education camp.	$225,750.00	Yes
1.9	Class Size Reduction	By adding additional classroom teachers and lowering class sizes, all students will be provided additional academic support and have a greater opportunity for continued academic success.	$525,285.00	No

Goal Analysis [2021-22]

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

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

There were no substantive differences in planned actions and actual implementation of these actions.

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

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

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

The specific actions taken in making progress towards the goal include: Returning to in-person instruction, implementing 2-to-1 Chromebook distribution, hiring more teachers for class-size reduction, implementing an early reading program and connecting with new math consultants. All of these actions were positive new programs and strategies. In addition, the ESGI program was expanded from TK to 2nd grade, and student progress demonstrated satisfactory growth. The three elementary schools averaged about a year of growth this year in STAR Reading and Math assessments. However, the middle school showed limited growth in its fall to spring benchmark assessments.

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.

Action Items 1.6 and 1.7 were moved to Goal 2, Actions 2.5 and 2.6 respectively. Both fit Goal 2 better, and so the change was made. Action items 1.6 and 1.7 remain intentionally blank for 2022-23, and could be used for new action items in 2023-24 or 2024-25. Additionally, the following actions have increased funding in the current LCAP:
1.1 - additional $1,000,000 to support additional staff hired in 2020-2021
1.2 - additional $316,000 added to support an increase in number of teachers clearing credentials
1.3 - reduced by $15,000 do to reduced need for new instructional materials
1.4 - additional $700,000 to support device purchases to meet goal of 2:1 ratio (two devices for every student)
1.5 - additional $200,000 to support a larger group of teachers participating in professional learning
1.6 - reduced by $5,000,000 due to completion of primary outlay to expand facilities to sup[port all-day kindergarden
1.9 - reduced by $525,000 due to availability of other funds to accomplish this action

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

Goals and Actions

Goal

Goal #	Description
2	Maintain a safe and positive school climate. Standard School District will provide a safe, healthy and positive learning environment where students, staff and parents are treated with respect and care. Parents and community members will feel welcomed and have opportunities to have meaningful involvement and participate in their own educational development. Students will have access to strong social-emotional systems and programs to support students.

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and other collected data, the district identifies this Goal and subsequent Actions as priorities for the district. Goal 2 is a broad goal focused on improving performance across the wide range of metrics listed below. Opportunities for parents and our community to participate and communicate effectively need to continue to grow in order for students to reach their academic and social-emotional goals. Parents also need to be supported in their efforts to become informed and educated so that they can actively participate in the school community and promote educational success for their children. Students need to be actively engaged in school daily in order to become ready for high school, college and career-ready in the future. The number of students suspended and/or expelled continues to decline, and the district continues to provide all students a safe and positive school climate conducive to learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Involvement A. Seek improved parent input by increasing parent participation in the annual LCAP input survey and promote parental participation in programs for unduplicated students and students with exceptional needs by	Parent Involvement A. The District will annually measure its progress in seeking input from parents in decision making by increasing parent participation in the annual LCAP input survey and promoting parental participation in programs by	Parent Involvement - 2021-22 The number of parents participating in the annual LCAP input survey was 51. This is a decrease for the prior year which was 158. The percentage of parents signed up for IC Parent Portal was			Parent Involvement A. The District will seek an increase from the previous year in the number of parents participating in the annual LCAP input survey and increasing the number of parents signed up for IC Parent Portal each year. The desired

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
increasing the number of parents signed up for IC Parent Portal.	increasing the number of parents signed up for IC Parent Portal. The 2018-19 baseline for this metric was 23.89%.	22.16%. This is less than the previous year percent of 27.24%			outcome is to maintain a minimum of 50% in Parent Portal sign-ups.
Student Engagement A. School attendance rates	Student Engagement A. School Attendance rate in 2018-19 was 93.8%	Student Engagement A. School Attendance rate in 2021-22 was 85.56%. This is significantly lower than pre-COVID-19 attendance rates.			Student Engagement A. School Attendance rate will be greater than 94% in 2023-24.
B. Chronic absenteeism rates	B. Chronic absenteeism rate in 2018-19 was 16.86%.	B. Chronic absenteeism rate in 2021-22 was 56.21%, significantly higher than the pre-COVID-19 rate of 16.86%.			B. Chronic absenteeism rate in 2023-24 will be below 15%.
C. Middle School dropout rates	C. The middle school dropout rate: 0%	C. The middle school dropout rate for 2021-22 was 0.2%.			C. Middle school will maintain a 0% dropout rate.
D. High school drop out rate	D. N/A - K-8 District	D. N/A - K-8 District			D. N/A - K-8 District
E. High school graduation rate	E. N/A - K-8 District	E. N/A - K-8 District			E. N/A - K-8 District
School Climate A. Suspension rates	School Climate A. Suspension rate for the district was 5.2% in 2018-19	School Climate A. Suspension rate for the district was 4.85% in 2021-22, a significant			School Climate A. Student suspension rate for the district will be below 4% in 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	improvement of the last available data from 2018-19.				
B. Expulsion	B. Expulsion: 0ne student was expelled in 2018-19. Student expulsion rate = 0.03%	Expulsion: One student was expelled in 2021-22. Student expulsion rate = 0.03%			B. Student expulsion rate will be under 0.1% of enrollment
C. Student sense of safety and school connectedness	C. CHKS 2017-18 data indicate: 5th graders - 91% 7th graders - 85%	5th graders: 72.7% 7th Graders: 43.8%			5th graders - 95% 7th graders. 95%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Involvement	Provide a full-time Family and Community Engagement (FACE) facilitator principally directed to meet the needs of students and families identified as low income, foster, English Learners and homeless; provide parent education opportunities; promote additional parent engagement and involvement opportunities such as School Site Council, District Advisory Committee/DELAC; Parent Education classes, Parent Project, and family nights; Foster Focus; and increase participation in school activities through a variety of school-to-home communication strategies.	$125,380.00	Yes
2.2	School Climate and Student Support	Provide social-emotional support services to students and families by providing counseling, behavior interventions, crisis response, and parent/teacher consultation. Implement and maintain school-wide	$1,833,856.00	Yes

Action #	Title	Description	Total Funds	Contributing
		programs improved student safety, behavior and school connectedness.		
2.3	Student Safety and Attendance Improvement	Increase the Campus Safety Supervisor positions for increased school safety and ongoing attendance and truancy monitoring. Maintain attendance improvement incentives to provide support. Increase the number of supervision aides to monitor student behavior during non-academic times, before/after school, recess, lunch, etc.	$505,434.00	Yes
2.4	Health Services	Provide ongoing health services to students in the regular and after school program with school-based school nurses and licensed vocational nurse (LVN).	$738,375.00	Yes
2.5	School Facilities	Facility improvements include expanded facilities for the regular day and after school programs, including new STEM labs, new and additional playground equipment, outdoor fitness areas, school gardens, shade structures, security fencing, and outdoor lighting.	$1,736,303.00	Yes
2.6	School Grounds: Maintenance and Improvement	Maintain quality and improve school grounds, including repair/replacement of irrigation, grass restoration of playing fields, paint and other repairs as needed.	$3,416,992.00	No

Goal Analysis [2021-22]

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

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

There were no substantive differences in planned actions and actual implementation of these actions

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

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

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

The specific actions taken in making progress towards the goal include: Hiring additional student support staff provided social-emotional support services to students and families through counseling, behavior interventions, crisis response, home visits and parent/teacher consultations helped to reduce suspensions and addressed other barriers for school attendance. To improve school connectedness, the District's focus implementing and maintaining school-wide programs and student safety helped improve behavior and school connectedness. Student absences and the chronic absentee rate were negatively affected by COVID-19 isolation and quarantine protocols and subsequently, these areas did not improve.

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.

Action items 2.5 and 2.6 were moved from the 2021-22 LCAP Goal 1, Action items 1.6 and 1.7 respectively. Both of these items were a more appropriate fit under Goal 2.There were no other changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Additionally, there were budged changes in the following actions to best serve current need and priority:
2.1 - increased $25,000 to add resources and programs to engage parents
2.2 - decreased $4,500,000 due to heavy initial investment is program costs, current need is reduced
2.3 - increased $225,000 due to dramatic increases in absenteeism. Additional incentives and monitoring will be employed
2.4 - increased $140,000 due to expanding services provided at school through the increase in nursing FTE

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

Goals and Actions

Goal

Goal #	Description
3	Increase Student Achievement. Standard School District will provide supplemental academic support, systemic interventions and extended learning opportunities to improve student academic growth and achievement.

An explanation of why the LEA has developed this goal.

The 2019 CA Dashboard clearly indicates that the students in Standard School District are achieving below expectations. Student performance on statewide assessments are substandard and a clear and steady focus on improving student achievement is necessary. Student performance on the 2019 CAASPP indicated performance levels at the Orange level in English Language Arts and Mathematics. Results in the California Science Test were well below expectations. In addition, English Learner progress towards English language proficiency is considered Low in the performance matrix.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Assessments - CAASPP Participation Rate	CAASPP: 2018-19 Participation Rate: 98.30%.	CAASPP: 2021-22 Participation Rate is not available at this time.			CAASPP Participation Rate: Standard will maintain an excellent participation rate of 98.50% or better.
CAASPP - ELA Results	ELA 2018-19: All students performed 59.3 points below standard. Another way of looking at this is that only 30% of students scored at Met or Standard Exceeded Standard The lowest-performing groups were:	CAASPP data is not available at this time.			ELA 2023-24: All students will perform at or above standard. At least 45% of students that score at Met or Exceeded Standard. These groups will close the gap by 50%:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners: 70.5 points below standard Foster Youth: 78.1 points below standard Homeless: 112.9 points below standard				English Learners: 35 points below standard or better Foster Youth: 39 points below standard or better Homeless: 56 points below standard or better
CAASPP - Math Results	Math 2018-19: All students performed 88.1 points below standard. Another way of looking at this is that only16% of students scored at Met or Standard Exceeded Standard The lowest-performing groups were: Foster Youth: 103 points below standard Hispanic: 95.6 points below standard	CAASPP data is not available at this time.			Math 2023-24: Most students will perform at or above standard, and will perform at 44 points below standard or better. At least 32% of students that score at Met or Exceeded Standard will be greater than the previous year. These groups will close the gap by 50%: English Learners: 52 points below standard or better Foster Youth: 48 points below standard or better

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Science Test Results	CA Science Test (CST) 2018-19 Results: 5th grade: 17.45% of students met or exceeded standards 8th grade: 13% of students met or exceeded standards	CA Science Test (CST) data is not available at this time.			CA Science Test (CST) 2023-24 5th grade: The % of students that score at Met or Standard Exceeded Standard will be greater than the previous year. 8th grade: The % of students that score at Met or Exceeded Standard will be greater than the previous year.
Rate of students completing A-G	N/A - K-8 District	N/A - K-8 District			N/A - K-8 District
Rate of students completing a CTE Pathway	N/A - K-8 District	N/A - K-8 District			N/A - K-8 District
Rate of students completing both A-G and a CTE Pathway	N/A - K-8 District	N/A - K-8 District			N/A - K-8 District
EL students will make progress towards English Proficiency	EL Progress Toward English Proficiency. Dashboard Reports indicated that 36.2% of EL students were making progress towards English language proficiency in 2018-19.	42.85% of students made progress			English Learner progress towards English language proficiency will increase by at least 9% by 2024 and move from Low to Medium Progress Level.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learners Reclassification rates	English Learners Reclassification rate was 20.89% in 2018-19	2020-21 Rate: 2.9%			English Learners Reclassification rate will maintain its high reclassification rate at 10% or higher.
Rate of students scoring 3+ on AP exams	N/A - K-8 District	N/A - K-8 District			N/A - K-8 District
Students who report ready on EAP in Math and ELA	N/A - K-8 District	N/A - K-8 District			N/A - K-8 District
Physical Fitness Testing Students will be measured for progress using the percentage of students meeting Healthy Fitness Zones (HFZ) .	Physical Fitness Testing Results for 2018-19 (most recent). Baseline data for 5th grade is 53.1% Baseline data for 7th grade is 62.1%.	Not available at this time.			Physical Fitness Testing Results for 2023-24

Data will represent an increase in the percent of students meeting Healthy Fitness Zones (HFZs) from the previous year.

The desired outcome is to maintain 55% or above of 5th grade students and 65% or above for 7th grade students meeting HFZs |

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Academic Intervention and Support Services	The district will provide students indicating a need for academic support with supplemental learning opportunities, academic interventions, accelerated learning, and tiered-support systems to improve student achievement on state and local assessments. The district will increase the availability of bilingual instructional aides, instructional aides, and tutors to increase intervention services, including services for English Learners and other students in need of supplemental academic support. This will include additional support, staffing, and resources for English Learners through additional intervention as identified by the classroom teacher based on the specific needs to support English proficiency.	$6,394,775.00	Yes
3.2	Supplemental Academic Support Programs	The district will provide multiple online supplemental online academic programs, subscriptions, and software to support and monitor academic progress. Supports will be targeted to the needs of all students and identified groups of students, including English Learners, with additional targeted support based on specific needs to support English proficiency. Supports will be targeted to the needs of all students and identified groups of students including English Learners with additional targeted support provided based on the specific needs to support English proficiency.	$1,234,054.00	Yes
3.3	After School Sports Program	Implement and maintain school-based after-school sports and athletic program available to students in grades 3-8 at all schools.	$385,974.00	Yes
3.4	Extended Learning Opportunities	The district will provide supplemental instruction and support to all students, including those identified as needing academic, social-emotional, and other supports, by providing extended learning opportunities outside of the regular school day. These extended learning opportunities include before and after school program, Saturday school and summer school.	$5,187,930.00	Yes

Goal Analysis [2021-22]

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

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

There were no substantive differences in planned actions and actual implementation of these actions

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

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

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

The district took several specific actions to make progress towards the goal. For example, the District provided additional staff for students with a need for academic support with supplemental learning opportunities, academic interventions, accelerated learning, and tiered-support systems to improve student achievement on state and local assessments. Supports were targeted to the needs of all students and identified groups of students including English Learners with additional targeted support provided based on the specific needs to support English proficiency. Unfortunately, state test scores are not available to measure if we are making progress towards our goals.
The district provided supplemental instruction and support to all students, including those identified as needing academic, social-emotional, and other supports, by providing extended learning opportunities outside of the regular school day. These extended learning opportunities include before and after school program, Saturday school and an extended summer school open for all students in the District. In addition, the District implemented and maintained a new school-based after-school sports program available to students in grades 3-8 at all schools.

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

There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$9,970,556.00	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.18%	0.00%	$0.00	39.18%

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.

Standard School District is committed to removing barriers and meeting the needs of its most disadvantaged youth and ultimately improving outcomes for ALL students. While many of the contributing actions in the District's LCAP are provided to all students (on a district-wide basis), the need for these actions is rooted in the achievement gaps between ALL students and the Foster Youth (FY), English Learners (EL), and Low-Income (LI) student groups. By removing the multitude of barriers these vulnerable student groups experience, the District can more effectively meet the unique needs of students and families and achieve its goals to implement a rigorous curriculum, maintain a safe and positive school climate, and increase the academic achievement of ALL students.

Goal 1 - Implement a Rigorous Curriculum

Goal 1 includes specific actions to address the needs of ALL students, including the needs of the foster youth (FY), English Learner (EL), and Low-Income (LI) student groups. These needs are illustrated in the achievement gaps between ALL students and the FY, EL, and LI (or Socio-Economically Disadvantaged, SED) student groups shown in the 2019 California Dashboard results for English Language Arts (ELA) and Math. The 2019 Dashboard results for ELA indicate that the performance of ALL students fell within the ORANGE level (at -59 Distance from Standard, or DFS), while the performance of FY, EL, and Homeless student groups fell within the RED level (at -70.5, -78.1, and -112.9 DFS, respectively). While scores for the FY student group were commensurate with the previous year at only -2.5 points difference, scores

for the EL and Homeless student groups indicate a decline from the previous year of 40 and 12.2 points, respectively. Math results show similar trends. While all students scored within the ORANGE level (at -88 DFS), EL students scored at -96 DFS with an improvement of almost 6 points, FY scored at -103 DFS with a drop in results of -30 points over the previous year, and LI (SED) students scored at -92 DFS with a 1-point gain over the previous year.

To close the observed achievement gaps for FY, EL, and LI student groups, the Standard School District will implement actions in the following domains: (1) Teacher Induction and Support, (2) Technology Infrastructure, Devices, and Support, (3) Professional Development, (4) Kindergarten Expansion, (5) Study Trips, and (6) Class-Size Reduction. All of these actions were premised on the needs of the District's vulnerable students, the FY, EL, and LI student groups, but applied to ALL students district-wide primarily based on educational partner input and/or evidence of effectiveness for all students.

- Action 1.2: By continuing teacher induction services and supports, including providing mentor teachers and teachers on special assignment (TOSA), the District can more effectively recruit, train, support, and retain highly qualified teachers and staff effective in addressing the needs of all students, especially the district's most vulnerable youth such as FY, EL, and SED student groups.

- Action 1.4: By strengthening the District's technology infrastructure and providing additional devices to students and staff at a ratio of 2:1 (device-to-student/staff), the District can remove barriers for vulnerable student groups such as FY, EL, and LI youth and ensure all students have access to the technology and instructional materials necessary to engage in a rigorous standards-based curriculum and instruction and have the opportunity to acquire 21st-century learning skills.

- Actions 1.3 & 1.5: By continuing high-quality professional development for all certificated and classified staff in effective first instruction and assessments, the District will build educators' capacity and collective efficacy to engage and meet the needs of all students, especially the most vulnerable student groups such as FY, EL, and LI youth.

- Action 1.6: By building additional classrooms at each elementary school, the District will be able to provide expanded TK, full-day kindergarten, preschool, and before- and after-school care for TK/K students. Moving from a half-day program to full-day kindergarten has been a top priority of our educational partners for the last seven years.

- Action 1.8: By providing off-campus Study Trips in every grade level aligned to the grade-level curriculum (e.g., Camp KEEP outdoor science education camp for 6th graders), students who may be disadvantaged due to barriers related to poverty, limited English proficiency, or unstable home environment, can gain opportunities that level the playing field and enable them to experience things outside the classroom that may not otherwise be available to them. Implementing Study Trips district-wide can help educators link classroom learning to civic and cultural applications in their community.

- Action 1.9: By increasing staffing and maintaining class sizes below state requirements, in conjunction with the above actions, the District aims to enable teachers to more effectively engage, provide targeted intervention, and meet the needs of individual students, especially the most vulnerable youth such as FY, EL, and LI students.

Carry-over Action for Goal 1:

- Action 2: Teacher Induction Support - deemed effective by the completion of clear teaching credentials and higher teacher retention rate
- Action 4: Technology Infrastructure - deemed successful with the implementation of our 2:1 device to student ratio goal and the successful support of technology
- Action 5: Professional Development - deemed successful by the low rate of suspension and expulsion rates year after year
- Action 8: Study Trips - deemed successful based on parent and student feedback supporting study trips as opportunities otherwise not available to their students
- Action 9: Class Size Reduction - deemed successful by the increases in elementary STAR Math and ELA benchmark results though the three-year LCAP term

The combined results of these actions will support maintaining outcomes in Priority 1: Basic services and support the goals for improved student outcomes in Priority 4: Student Outcomes.

Goal 2 - Maintain a Safe and Positive School Climate

The District implemented several actions that focused on removing barriers and addressing the needs of the foster youth (FY), English Learner (EL), and Low-Income (LI) or Socio-Economically Disadvantaged (SED) student groups. These needs are depicted in the 2019 California Dashboard results for Suspensions and Chronic Absenteeism for these student groups compared to ALL students in the District. As shown in the 2019 California Dashboard, although Standard School District's overall suspension rate for ALL students falls within the YELLOW performance level (with 5% of students suspended at least once and reflecting a decline of 1% from the previous year), specific student groups were identified in the RED or ORANGE performance levels. For suspensions, FY and Homeless student groups were identified in the RED category, while the EL student group was identified in the ORANGE category. The percentage of students that were suspended at least once was 8.2% for FY and 9.1% for Homeless students, reflecting 1.3% and 1.9% increase from the previous year, respectively. The percentage of EL students that were suspended at least once in the same year was 2.5%, depicting a 0.9% increase from the previous year. The 2019 California Dashboard data for chronic absenteeism indicate the District's overall rate continues to double that of the state average (with 20.8% of students identified as chronically absent) and falls within the RED performance level. Data for LI (SED) students also fall within the RED performance level (with 22.2% chronically absent, reflecting a 0.6% increase from the previous year) while data for EL and Homeless students fall within the ORANGE category (16.1% and 38.8% students identified as chronically absent, respectively). Data for the EL student group was about commensurate with the previous year, whereas, data for the Homeless student group is indicative of a 9.9% decline from the previous year.

To maintain a safe and positive school climate, the District will implement actions focused on removing barriers for vulnerable student groups such as FY, EL, and SED student groups, and improving the social-emotional learning (SEL) and development of ALL students. These actions are distributed among the following domains: (1) Parent Involvement, (2) School Climate & Student Support, (3) Student Safety and Attendance Improvement, and (4) Health Services. As with the other two District goals, all of these actions were premised on the needs of the District's vulnerable students, the FY, EL, and SED student groups, but applied to ALL students district-wide primarily based on educational partners input and/or evidence of effectiveness for ALL students.

- Action 2.1: By providing a full-time Family and Community Engagement (FACE) Facilitator principally directed to meet the needs of students and families identified as FY, Homeless, EL, and LI (SED), the District can remove barriers (e.g., transportation, nutrition, clothing, etc.) and level the playing field for its most disadvantaged students and families.

- Actions 2.1 & 2.2: By providing a variety of parent engagement and education opportunities such as membership and active participation in School Site Council, District Advisory Committee, District English Language Advisory Committee, Parent Project, Adult Education, Family Literacy Nights and other parent education events, elementary and middle school sporting events, and family fun nights, the District can more effectively partner with parents and families in the development, implementation, and assessment of educational programs that meet the needs of students and families.

- Action 2.2: By providing an expanded continuum of social-emotional learning (SEL) supports and services to students and families such as counseling, behavior interventions, crisis response, and parent/teacher consultation and implementing and maintaining school-wide SEL programs focused on student safety, wellness, and school connectedness, the District can more effectively remove barriers for disadvantaged student groups that result in students missing school, teach students necessary SEL skills, and promote a safe and positive school climate, ultimately improving student outcomes for ALL.

- Action 2.3: By maintaining its Campus Safety Supervisor, the District can improve school safety and school attendance. The Campus Supervisors play key roles in truancy/absenteeism monitoring, conducting home visits for wellness checks, and linking students and families to needed resources.

- Action 2.4: By expanding the number of health services professionals so that each school site has a site-based school nurse and a full-time licensed vocational nurse is available for health-related services for the regular and after school programs, the District is better positioned to remove barriers for many vulnerable students who experience challenges with accessing or maintaining regular health care. Physical health can be a barrier to a student's education, thus, providing easy and convenient access to professional, consistent medical care on each school site can help students receive the preventative and responsive medical care they need.

- Action 2.5: Additional facilities will used to address the low ELA and Math outcomes for our unduplicated students by adding additional hands on labs, resources, and equipment to increase engagement and improve outcomes. Outdoor facilities such as

concrete and blacktop in PE areas will be updated as needed to support the additional PE teachers, increased outdoor activities and support improved PFT outcomes.

Carry-over Action for Goal 2:

- Action 1: Parent Involvement - deemed successful based on increased parent participation in family literacy nights, adult education classes, fine arts performances and sporting events
- Action 2: School Climate and Support - deemed successful based on the maintenance of the low suspension and expulsion rate and a reduction in discipline referrals
- Action 4: Health Services - deemed successful based on increased use of services as well as the immense support health care professionals provided for contact tracing during COVID-19

The combined results of these actions will support maintaining outcomes in Priority 5: Student Engagement and support the goals for improved student outcomes in Priority 6: School Climate.

Goal 3 - Increase Academic Achievement

The District took specific actions addressed the needs of the foster youth (FY), Low-Income (LI) or socio-economically disadvantaged (SED), and English Learner (EL) student groups. These needs are also depicted in the achievement gaps between ALL students and the FY, EL, and LI (or Socio-Economically Disadvantaged, SED) student groups shown in the 2019 California Dashboard results for ELA and Math. As described previously in Goal 1, the 2019 Dashboard results for ELA indicate that the performance of ALL students fell within the ORANGE level (at -59 Distance from Standard, or DFS), while the performance of FY, EL, and Homeless student groups fell within the RED level (at -70.5, -78.1, and -112.9 DFS, respectively). While scores for the FY student group were commensurate with the previous year at -2.5 points difference, scores for the EL and Homeless student groups indicate a decline from the previous year of 40 and 12.2 points, respectively. Math results show similar trends. While all students scored within the ORANGE level (at -88 DFS), EL students scored at -96 DFS with an improvement of almost 6 points, FY scored at -103 DFS with a drop in results of -30 points over the previous year, and LI (SED) students scored at -92 DFS with a 1-point gain over the previous year.

The District's actions pertaining to Goal 3 are centered around the following domains: (1) supplemental, targeted academic intervention and support services, (2) online/digital academic resources, (3) after-school sports programs, and (4) extended learning opportunities.

- By implementing these actions, the District aims to remove barriers for its most vulnerable youths and improve the academic performance of ALL students.

- By providing additional supplemental, targeted academic intervention and support services and service providers (such as bilingual instructional aides and tutors to increase services for EL students and paraprofessionals in the classroom to assist teachers in

supporting students), the District can expand its multi-tiered system of support for students who experience barriers to learning or for whom the core or tier 1 services are not enough to make satisfactory academic growth.

- By providing students access to multiple online/digital academic resources (including online subscriptions and software), educators can better engage learners, accommodate for learner variability, improve productivity, accelerate the rate of learning, and better utilize teacher time. These resources and strategies can help educators to facilitate a more tailored or personalized instruction by providing students multiple options for taking in information, making sense of ideas, and expressing what they are learning. They can also be particularly useful when remote learning is necessary (as in independent study contexts).

- By implementing and maintaining an after school sports program in grades 3 through 8 at all schools, the District aims to use sport and physical activity as a mechanism to engage at-risk students (such as students demonstrating the highest achievement gaps), enhance their existing strengths, and teach them life skills such as teamwork, good sportsmanship, leadership, and conflict resolution skills.

- By providing extended learning opportunities outside the regular school day such as before and after school programs, restorative Saturday school, and summer school, students will have multiple opportunities to access supplemental, targeted instruction in academic as well as social-emotional domains. With these actions, the District aims to improve student engagement, school attendance, and academic achievement of ALL students, particularly its most disadvantaged or at-risk students (e.g., FY LI, or EL students).

Standard School District's LCAP goals and related contributing actions were premised on the needs of the District's most disadvantaged and high-risk student groups such as FY, EL, and LI students. The District expects that the combination of these goals and actions will remove barriers to learning, meet the unique needs of EL, FY, and LI student groups, and improve outcomes for ALL students.

Carry-over Action for Goal 3:

- Action 1: Academic Intervention and Support Services - deemed successful based on improved benchmark outcomes, and increased opportunities for intervention and support
- Action 2: Supplemental Academic Support Program - deemed successful based on increased access of support platforms by students and improved course outcomes reflected in grades

The combined results of these actions will support maintaining outcomes in Priority 4: Pupil Achievement and support the goals for improved student outcomes in Priority 8: Other Outcomes (Physical Fitness Testing).

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

Supporting the unduplicated students directly is a priority for Standard Schools. This LCAP includes two actions that are designed with specific support to aid and increase language acquisition and fluency among our English Learners (ELs). The actions are based on the identified need of EL students using two metrics. The first metric is the most recent CAASPP ELA. Results show that English Learners score -70.5 DFS. This is -12 lower than All Students. This score also represents a -2.4 point drop from 2018. This illustrates a gap and a one year negative trend in student outcomes for ELA. The second metric is the English Learner Progress Indicator (ELPI). ELPI shows that there are gains that need to be maintained in ELPAC outcomes, but also identifies needs for intervention and additional support. The most recent ELPI results show that 36.1% of ELs scored either at Level 4 or increased at least one level. This is tremendous progress for our students and actions need to be included to support ongoing similar outcomes. In addition, ELPI illustrates that 63.7% of ELs either maintained current level (1, 2L, 2H, 3L, 3H) or decreased a level from their previous ELPAC assessment. Intervention and additional support are required to increase and improve student outcomes for language acquisition.

To support the gains already achieved and advance the English proficiency of all English Learners (ELs), the District aims to implement the following key actions: increases paraprofessional support in EL classes (Action 3.1) and continue cloud-based support programs that ELs can access at school and home (Action 3.2).

Action 3.1, increase in paraprofessional support, will be in the form of additional paraprofessional hours in order to expand the individual and small group interventions available to EL students. These interventions will be assessed and directed by the certificated staff in the classroom. The teacher-paraprofessional team will work collaboratively to assess and address student needs in a more dynamic and individualized manner. Paraprofessionals can help break down activities into smaller, more comprehensible units for ELs who need extra explanation and review and reinforce concepts taught by the classroom teacher to the class as a whole.

Action 3.2, continued use of cloud-based EL resources, can support English Learners' engagement in instruction and access to content in many ways. For example, they can offer multimodal means to presenting information, variety of examples, embedded support features (e.g., new vocabulary and translations), instruction differentiated to students' English language proficiency and learning needs. The District has a 2:1 device initiative that allows for each student to have a Chromebook at home and at school along with any needed connectivity support.

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.

Standard School District will use the additional concentration grant add-on funding identified above to increase the number of staff providing direct services to students at schools that have a high concentration of foster youth, English learners, and low-income students to implement a combination of goals and actions to help will remove barriers to learning, meet the unique needs of these student groups, and improve

outcomes for ALL students. Physical health can be a barrier to a student's education, thus, providing easy and convenient access to professional, consistent medical care on each school site can help students receive the preventative and responsive medical care they need. Additional positions and increased paraprofessional hours will expand the individual and small group interventions available to foster youth, English learners, and low-income students. The teacher-paraprofessional team will work collaboratively to assess and address student needs in a more dynamic and individualized manner. Paraprofessionals can help break down activities into smaller, more comprehensible units for foster youth, English learners, and low-income students who need extra explanation and review and reinforce concepts taught by the classroom teacher to the class as a whole.

- By building additional classrooms aides at each elementary school, the District will be able to provide support for foster youth, English learners, and low-income students, as well as expand TK, provide full-day kindergarten, and before- and after-school care for students.

- By providing a full-time Family and Community Engagement (FACE) Facilitator principally directed to meet the needs of students and families identified as foster youth, English learners, and low-income students the District can remove barriers (e.g., transportation, nutrition, clothing, etc.) and level the playing field for its most disadvantaged students and families.

- By increasing the number of staff dedicated to providing an expanded continuum of social-emotional learning (SEL) supports and services to foster youth, English learners, and low-income students and families such as counseling, behavior interventions, crisis response, and parent/teacher consultation and implementing and maintaining school-wide SEL programs focused on student safety, wellness, and school connectedness, the District can more effectively remove barriers for disadvantaged student groups that result in missing school.

- By teach students necessary SEL skills, and promote a safe and positive school climate, ultimately improving student outcomes for ALL.

- By increasing the number of Campus Safety Supervisors, the District can improve school safety and school attendance at each school site and improve truancy/absenteeism monitoring, conducting home visits for wellness checks, and linking foster youth, English learners, and low-income students and families to needed resources.

- By expanding the number of health services professionals so that each school site has a site-based school nurse and a full-time licensed vocational nurse is available for health-related services for the regular and after school programs, the District is better positioned to remove barriers for many foster youth, English learners, and low-income students who experience challenges with accessing or maintaining regular health care.

- By providing additional classified instructional aides to provide supplemental, targeted academic intervention and support services and service providers (such as bilingual instructional aides and tutors to increase services for EL students and paraprofessionals in the classroom to assist teachers in supporting students), the District can expand its multi-tiered system of support for foster youth, English learners, and low-income students who experience barriers to learning or do not make satisfactory academic growth.

Standard School District's LCAP goals and related contributing actions were premised on the needs of the District's most disadvantaged and high-risk student groups such as foster youth, English learners, and low-income students. The District expects that the combination of these goals and actions will remove barriers to learning, meet the unique needs of foster youth, English learners, and low-income student groups, and improve outcomes for ALL students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:34.5
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:16.2

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$35,283,679.00	$6,891,820.00	$2,759,114.00	$7,761,953.00	$52,696,566.00	$39,730,393.00	$12,966,173.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Staff, Supplies, and Services	All	$22,003,309.00	$476,140.00	$2,615,225.00	$1,881,817.00	$26,976,491.00
1	1.2	Teacher Support and Induction Program	English Learners Foster Youth Low Income	$315,362.00	$0.00	$96,443.00		$411,805.00
1	1.3	Instructional Materials	English Learners Foster Youth Low Income	$37,735.00				$37,735.00
1	1.4	Technology	English Learners Foster Youth Low Income	$805,326.00	$179,136.00		$305,244.00	$1,289,706.00
1	1.5	Professional Development	English Learners Foster Youth Low Income	$210,233.00	$215,524.00	$5,875.00	$136,993.00	$568,625.00
1	1.6	Additional Staff	English Learners Foster Youth Low Income	$1,102,096.00				$1,102,096.00
1	1.7	Intentionally blank	All	$0.00				$0.00
1	1.8	Study Trips	English Learners Foster Youth Low Income	$210,750.00	$15,000.00			$225,750.00
1	1.9	Class Size Reduction	All				$525,285.00	$525,285.00
2	2.1	Parent Involvement	English Learners Foster Youth Low Income	$88,866.00	$4,000.00		$32,514.00	$125,380.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	School Climate and Student Support	English Learners Foster Youth Low Income	$732,788.00	$62,488.00		$1,038,580.00	$1,833,856.00
2	2.3	Student Safety and Attendance Improvement	English Learners Foster Youth Low Income	$505,434.00				$505,434.00
2	2.4	Health Services	English Learners Foster Youth Low Income	$395,127.00	$13,384.00		$329,864.00	$738,375.00
2	2.5	School Facilities	English Learners Foster Youth Low Income	$17,000.00	$106,687.00		$1,612,616.00	$1,736,303.00
2	2.6	School Grounds: Maintenance and Improvement	All	$3,309,814.00	$107,178.00			$3,416,992.00
3	3.1	Academic Intervention and Support Services	English Learners Foster Youth Low Income	$4,660,088.00	$112,870.00		$1,621,817.00	$6,394,775.00
3	3.2	Supplemental Academic Support Programs	English Learners Foster Youth Low Income	$735,332.00	$413,722.00		$85,000.00	$1,234,054.00
3	3.3	After School Sports Program	English Learners Foster Youth Low Income	$1,250.00	$192,501.00		$192,223.00	$385,974.00
3	3.4	Extended Learning Opportunities	English Learners Foster Youth Low Income	$153,169.00	$4,993,190.00	$41,571.00		$5,187,930.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$25,449,696	$9,970,556.00	39.18%	0.00%	39.18%	$9,970,556.00	0.00%	39.18 %	**Total:**	$9,970,556.00
								LEA-wide Total:	$9,970,556.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Teacher Support and Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$315,362.00	
1	1.3	Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,735.00	
1	1.4	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$805,326.00	
1	1.5	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$210,233.00	
1	1.6	Additional Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,102,096.00	
1	1.8	Study Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$210,750.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$88,866.00	
2	2.2	School Climate and Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$732,788.00	
2	2.3	Student Safety and Attendance Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$505,434.00	
2	2.4	Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$395,127.00	
2	2.5	School Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,000.00	
3	3.1	Academic Intervention and Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,660,088.00	
3	3.2	Supplemental Academic Support Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$735,332.00	
3	3.3	After School Sports Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 3-8	$1,250.00	
3	3.4	Extended Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$153,169.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$49,082,474.00	$48,761,353.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Staff, Supplies, and Services	No	$25,303,400.00	25,303,400
1	1.2	Teacher Support and Induction Program	Yes	$95,800.00	95,800.00
1	1.3	Instructional Materials	No	$52,789.00	52,789.00
1	1.4	Technology Infrastructure, Devices and Support	Yes	$523,459.00	523,459.00
1	1.5	Professional Development	Yes	$374,980.00	374,980.00
1	1.6	Facility Improvements	Yes	$6,248,501.00	6,248,501.00
1	1.7	School Grounds: Maintenance and Improvement	No	$1,994,227.00	1,994,227.00
1	1.8	Study Trips	Yes	$216,691.00	216,691.00
1	1.9	Class Size Reduction	Yes	$1,753,239.00	1,432,118
2	2.1	Parent Involvement	Yes	$100,725.00	100,725.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	School Climate and Student Support	Yes	$6,458,975.00	6,458,975.00
2	2.3	Student Safety and Attendance Improvement	Yes	$263,428.00	263,428.00
2	2.4	Health Services	Yes	$601,528.00	601,528.00
3	3.1	Academic Intervention and Support Services	Yes	$1,952,984.00	1,952,984.00
3	3.2	Supplemental Academic Support Programs	Yes	$1,049,210.00	1,049,210.00
3	3.3	After School Sports Program	Yes	$251,366.00	251,366.00
3	3.4	Extended Learning Opportunities	Yes	$1,841,172.00	1,841,172.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
8,321,121.00	$8,321,121.00	$8,321,121.00	$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Teacher Support and Induction Program	Yes	$95,800.00	95,800.00		
1	1.4	Technology Infrastructure, Devices and Support	Yes	$369,583.00	369,583.00		
1	1.5	Professional Development	Yes	$255,050.00	255,050.00		
1	1.6	Facility Improvements	Yes	$10,000.00	10,000.00		
1	1.8	Study Trips	Yes	$54,936.00	54,936.00		
1	1.9	Class Size Reduction	Yes	$346,632.00	346,632		
2	2.1	Parent Involvement	Yes	$46,523.00	46,523.00		
2	2.2	School Climate and Student Support	Yes	$4,388,152.00	4,388,152.00		
2	2.3	Student Safety and Attendance Improvement	Yes	$263,428.00	263,428.00		
2	2.4	Health Services	Yes	$179,922.00	179,922.00		
3	3.1	Academic Intervention and Support Services	Yes	$896,671.00	896,671.00		
3	3.2	Supplemental Academic Support Programs	Yes	$883,920.00	883,920.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	After School Sports Program	Yes	$48,834.00	48,834.00		
3	3.4	Extended Learning Opportunities	Yes	$481,670.00	481,670.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
24,833,794.00	8,321,121.00	0%	33.51%	$8,321,121.00	0.00%	33.51%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

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:

  o 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]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary
Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    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.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o 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)

    o 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

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o 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

  o 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)

  o 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 (%)

  o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  o 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)

  o 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 %)

  o 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)

  o 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)

  o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- 13. LCFF Carryover — Percentage (12 divided by 9)

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

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