



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Standard School District

CDS Code: 00000001563792

School Year: 2023-24

LEA contact information:

Dr. Jocelyn Hively

Superintendent

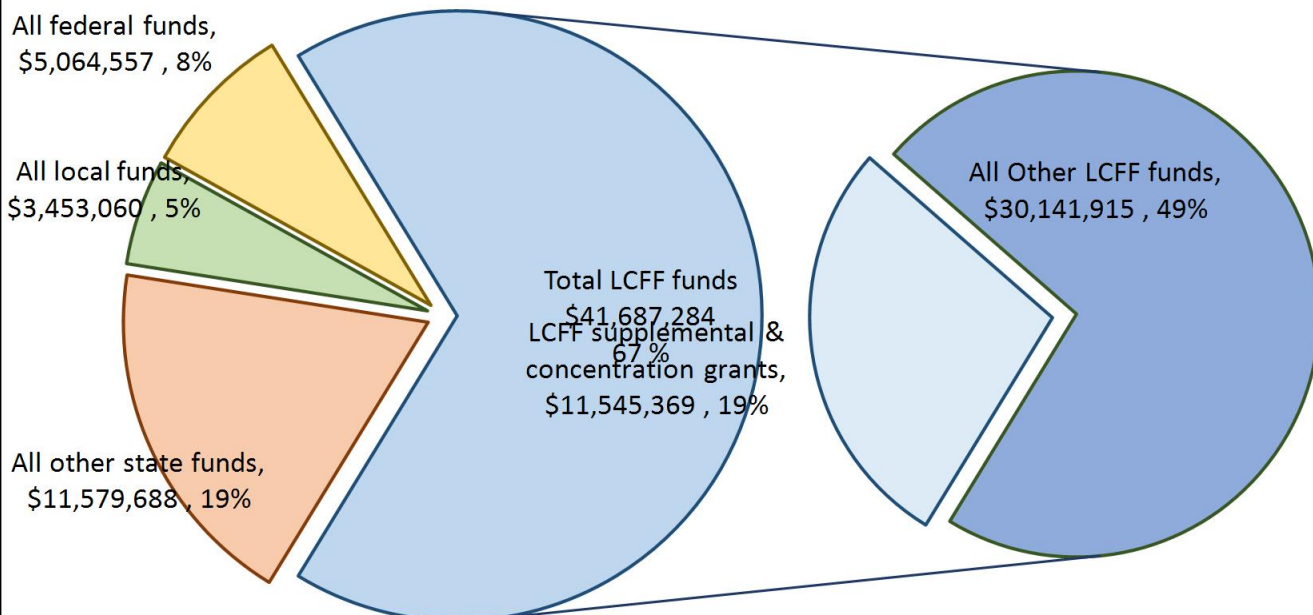
jhively@standardschools.net

661-392-2110

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 2023-24 School Year

Projected Revenue by Fund Source

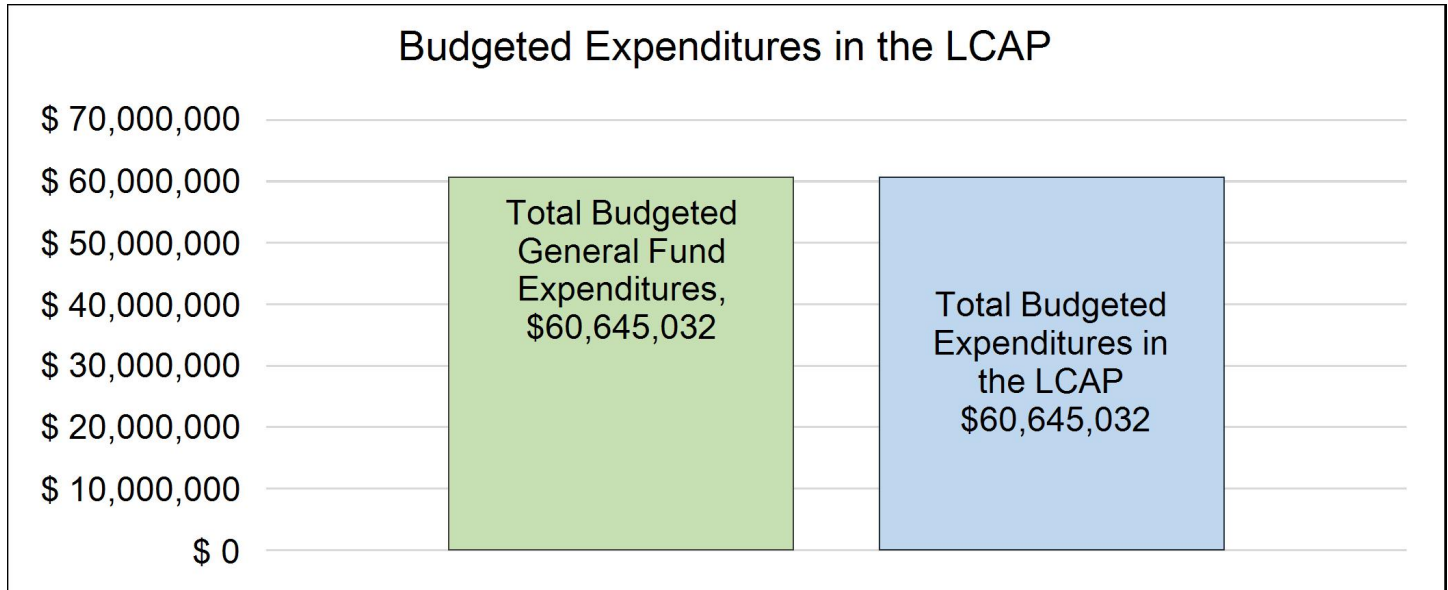


This chart shows the total general purpose revenue Standard School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Standard School District is \$61,784,587.91, of which \$41,687,283.82 is Local Control Funding Formula (LCFF), \$11,579,687.50 is other state funds, \$3,453,060.00 is local funds, and \$5,064,556.59 is federal funds. Of the \$41,687,283.82 in LCFF Funds, \$11,545,369.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Standard School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

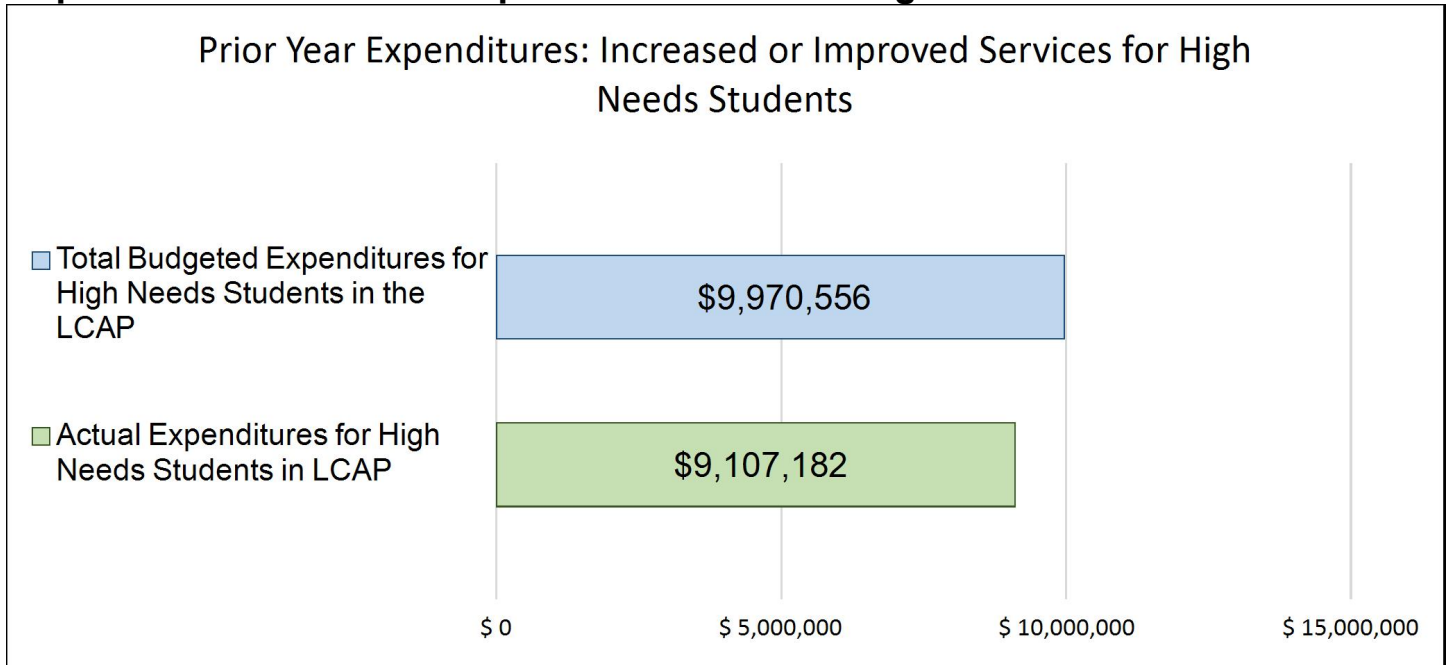
The text description of the above chart is as follows: Standard School District plans to spend \$60,645,032 for the 2023-24 school year. Of that amount, \$60,645,032 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Standard School District is projecting it will receive \$11,545,369.00 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 \$13,436,175 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 2022-23



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 2022-23, Standard School District's LCAP budgeted \$9,970,556.00 for planned actions to increase or improve services for high needs students. Standard School District actually spent \$9,107,182.00 for actions to increase or improve services for high needs students in 2022-23.



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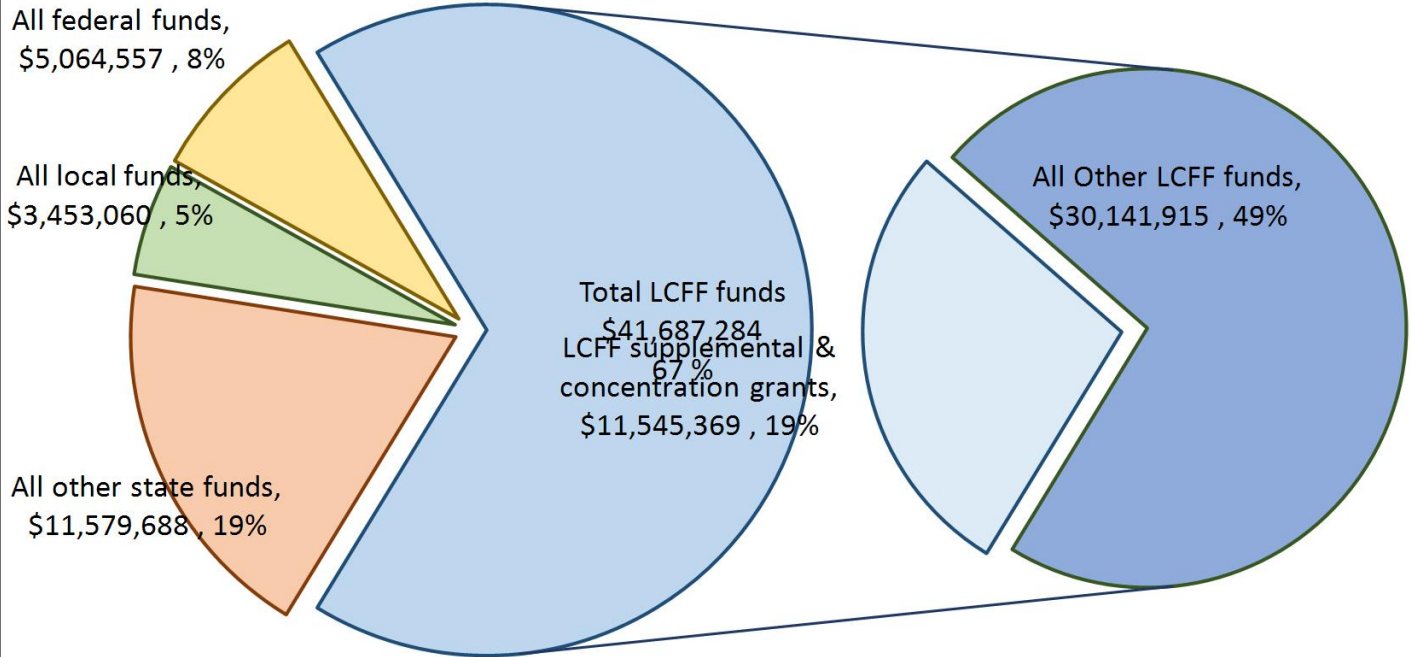
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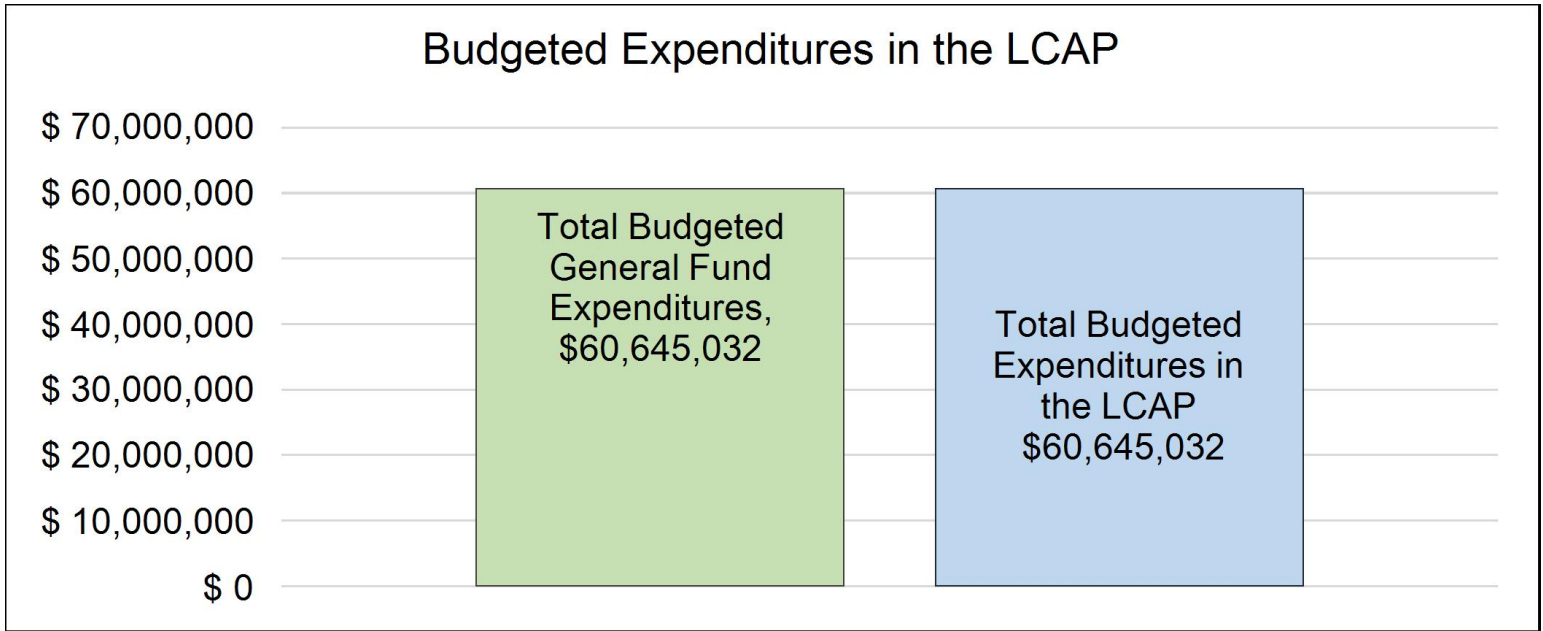


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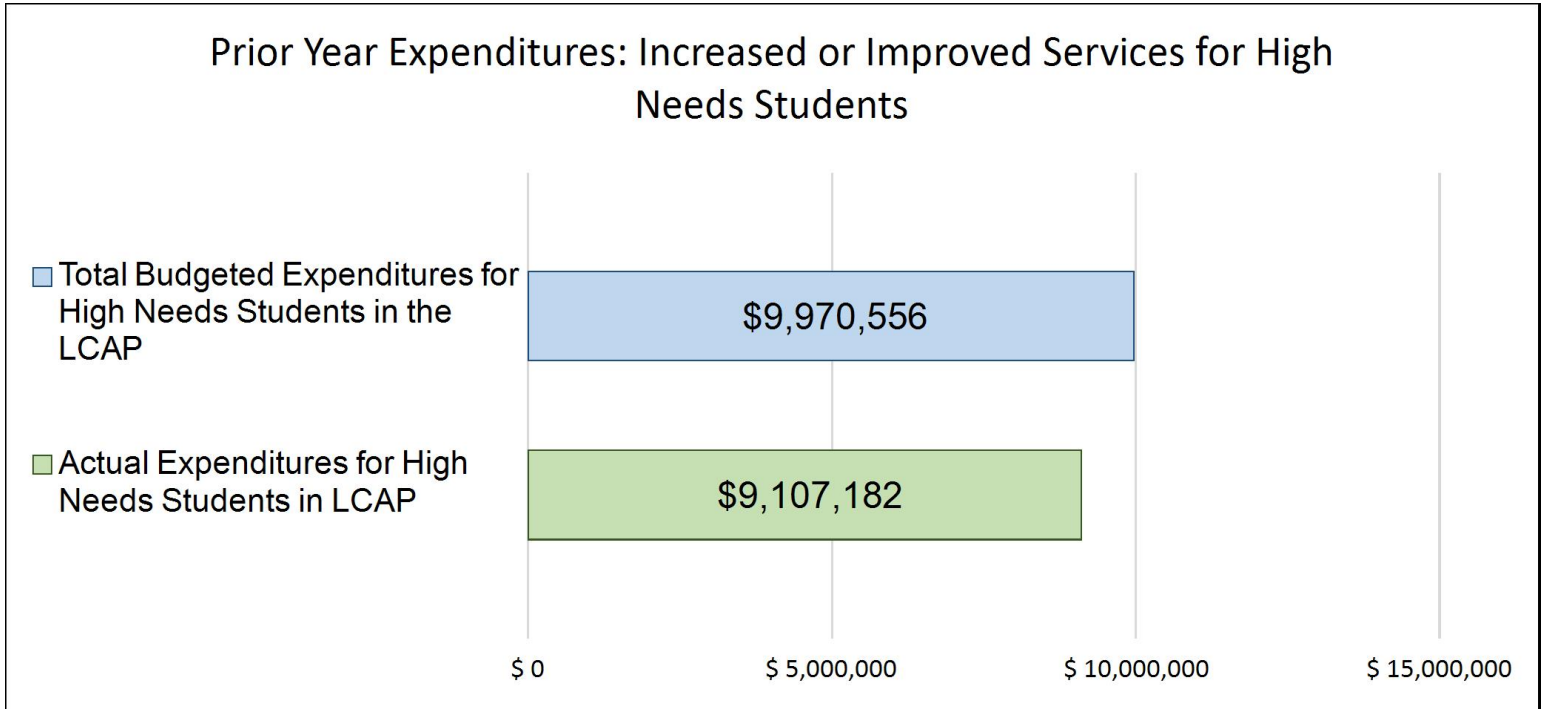
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Local Control and Accountability Plan

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	Dr. Jocelyn Hively Superintendent	jhively@standardschools.net 661-392-2110

Plan Summary [2023-24]

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 744, Standard Elementary School had an enrollment of 572, Wingland Elementary School had an enrollment of 738, and Standard Middle School had an enrollment of 995. The enrollment for the Standard School District is 3,021 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: 49.5%, Hispanic: 43.3%, African American: 4.5%, American Indian/Alaskan Native: 0.88%, and the following groups are under 1%: Asian, Filipino, and Pacific Islander.

Based on the CALPADS Certified 2022 Fall Report student subgroups consist of the following: Socio-Economically Disadvantaged students - 2,701 or 89%; English Learners - 219 students or 6.9%; Special Education - 486 students or 15.3%; Youth in foster care - 43 students; Students experiencing homelessness - 83 students; Migrant Program - 16 students. The total LCFF Unduplicated Count for the Standard School District is 2,701 students or 89.23%.

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 the limiting factors that constitute a high risk for our students are as follows:

- Generational poverty
- Multiple family and multi-generational dwellings
- Relatives care for many of our students - grandparents and or extended family serving as the primary caregiver
- Foster students and group homes throughout the district
- Parent education levels are below Kern County's 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 the 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
- Students often lack cultural proficiency

The COVID-19 pandemic has had a long-lasting impact on our school district and we are still in recovery mode from its effects. The disruption caused by the pandemic has left many students struggling to catch up academically or emotionally. The current LCAP recognizes that ongoing intensive support is needed to address our challenges that have been exacerbated by the pandemic and meet the needs of ALL students, including our most vulnerable youth. The plan includes ongoing academic interventions, social/emotional and behavioral support, resources to improve technology access and connectivity, family/community engagement, community partnerships, and ongoing professional development.

Guided by its mission to “prepare students to reach academic success and become thinking, contributing members of a rapidly changing society,” Standard School District is prioritizing the community schools model and strategy to address all of the state’s priorities and ultimately transform schools to be the community hub that effectively meets needs of the whole-child, whole-school, and whole-community. We are committed to ensuring that all students and families in our community feel a sense of belonging in our schools. Given that this LCAP outlines a reimagined school system that can deliver on the promise of public education for all students, we are tremendously optimistic for the upcoming years!

Reflections: Successes

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (2021-22 school year data). For this year only, performance levels for Academic measures are reported using one of five status levels (ranging from Very High, High, Medium, Low, and Very Low). However, status levels for Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High).

2022 DASHBOARD DATA:

The 2022 overall suspension rate was 4.9%, which falls within the "High" range, this was lower than the pre-pandemic (2019) suspension rate of 6.1%. The number of English Learners in the district increased from 105 (pre-pandemic) to 151 (post-pandemic), with 35.8% of English Learners making progress toward English language proficiency in 2022.

2022-23 LOCAL DATA:

ACADEMIC (STAR Quarter 2):

- The average percentage of all 3rd graders who were at or above the benchmark in Star Reading is 37% (5% higher than last year).
- The percentage of all 6th graders who were at or above the benchmark in Star Reading is 26% (2% higher than last year).
- The average percentage of all 4th graders who were at or above the benchmark in Star Math is approximately 43% (7% higher than last year).
- The percentage of all 7th graders who were at or above the benchmark in Star Math is 33% (3% higher than last year).

SCHOOL CONNECTEDNESS:

School connectedness is the students' perceptions that their teachers care about them as a person and as a student. It is a known protective factor against involvement in risk behaviors and promotes positive development. Youths with high levels of school connectedness have been shown to have higher school grades, to feel safer at school, and to be less likely to engage in developmental risky behaviors. The District has administered the CoVitality Social Emotional Health Surveys to students in grades 4th through 8th in 2022 and 2023. CoVitality is an extensively studied and widely used survey that assesses social-emotional health to support students within a multitiered system of school support. It includes a School Connectedness Scale, a 5-item scale that measures the bond students feel towards school using a 5-point response scale (1 = strongly disagree, 2 = disagree, 3 = neither disagree nor agree, 4 = agree, and 5 = strongly agree).

- The percentage of elementary students reporting average to high levels of school connectedness was 68% in 2023, which falls within the average range when compared to the larger population of same-age students. This was a similar finding in 2022, but significantly more elementary students completed the survey in 2023 than in 2022.

EXPANDED LEARNING OPPORTUNITIES:

- The percentage of students participating in after-school programs increased from 577 to 1147 students, this is a 98.8% increase in enrollment.

FAMILY AND COMMUNITY ENGAGEMENT:

- Increase in the number of family events held this year from 8 to 19 events (138% increase from last year).
- Increase in the variety of family events beyond Literacy Night, Shopping Events, and Thanksgiving Basket Giveaway (e.g., Paint Night, Craft Night, STEM Night, Technology, Pizza Cooking Night, Blood Drive, and Family Board Game Night).

The LCAP is largely unchanged from previous years. We expect that the long term commitment to this plan will result in improved student outcomes.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In analyzing the 2022 California Dashboard data and local data for SSD, the following areas that need significant improvement include Academic Performance in English Language Arts (ELA) and Math, Chronic Absenteeism, and Suspension Rates.

The 2022 DASHBOARD DATA show the following:

- "Low" performance in ELA overall and "Very Low" for the following 7 student subgroups: African American, English Learners, Foster Youth, Hispanic, Homeless, Socioeconomic Disadvantaged, and Students with Disabilities.
- "Very Low" performance in Math overall and "Very Low" for the same student subgroups as above, plus 2 the following additional subgroups: Two or More Races and White.
- "Low" performance in English Learner Progress, with 35.8% of English Learners making progress toward English language proficiency.
- "Very High" rate of Chronic Absenteeism, with 62% of students who were absent at least 10% of the school year; and "Very High" for the following 9 student subgroups: African American, English Learners, Foster Youth, Hispanic, Homeless, Socioeconomic Disadvantaged, and Students with Disabilities, Two or More Races, and White.
- "High" rate of Suspensions, with 4.9% of students overall who were suspended at least one day during the school year, and "Very High" for 4 student subgroups: African American, Foster Youth, Homeless, and Students with Disabilities.

2022-23 LOCAL DATA:

ACADEMIC:

STAR Reading

- Over 50% of our 3rd graders did not meet the standards for reading and are performing below the 25th percentile.
- Over 60% of our 6th graders did not meet the standards for reading and are performing below the 25th percentile.

STAR Math

- Over 40% of our 4th graders did not meet the standards for math and are performing below the 25th percentile.
- Over 50% of our 7th graders did not meet the standards for math and are performing below the 25th percentile.

SCHOOL CONNECTEDNESS:

School connectedness is the students' perceptions that their teachers care about them as a person and as a student. It is a known protective factor against involvement in risk behaviors and promotes positive development. Youths with high levels of school connectedness have been shown to have higher school grades, to feel safer at school, and to be less likely to engage in developmental risky behaviors. The District has administered the CoVitality Social Emotional Health Surveys to students in grades 4th through 8th in 2022 and 2023. CoVitality is an extensively studied and widely used survey that assesses social-emotional health to support students within a multitiered system of school support. It includes a School Connectedness Scale, a 5-item scale that measures the bond students feel towards school using a 5-point response scale (1 = strongly disagree, 2 = disagree, 3 = neither disagree nor agree, 4 = agree, and 5 = strongly agree).

- The percentage of middle school students who completed the survey and reported average to high levels of school connectedness was 29% in 2023, which falls within the low average range when compared to the larger population of same-age students. This was a decline of 16% from 2022, this finding was lower than in 2022. The difference could have been impacted by the significantly fewer middle school students who completed the survey in 2023 than in 2022.

SCHOOL SAFETY

- The percentage of elementary and middle school students who completed the survey and reported feeling safe at school were 64% and 35%, respectively; these rates reflect a decrease of 6% and 13%, respectively, from the previous school year. These findings may have been impacted by the significant differences in the number of students who completed the surveys (more elementary students and fewer middle school students completed the surveys in 2023 than in 2022).

SUSPENSIONS

- The percentage of students overall who were suspended at least one day during the 2022-23 school year is 5.41%; this is a 0.51% increase from the previous school year.
- The percentage of middle school students who were suspended at least one day during the 2022-23 school year is 12.91%; this is a 3.12% increase from the previous school year.

- The student subgroups with the highest rate of suspensions for the 2022-23 school year are as follows: Foster Youth (11.94%), Homeless (10.76%), African American (10.06%), and Students with Disabilities (9.30%).

CHRONIC ABSENTEEISM

- The percentage of students who were absent at least 10% of the 2022-23 school year is 36.75%; although this is still higher than the average for the county and state, it reflects a 25% decrease from the 2021-22 school year.
- The student subgroups with the highest rate of chronic absenteeism are as follows: American Indian (50%), African American (50.34%), Students with Disabilities (40.53%), Homeless Youth (53.06%).

To more effectively address the areas of need listed above, the District will continue to advance the Community Schools model/strategy. The District will also focus strategies and professional development initiatives on Tier 1 core instruction and high-leverage practices to improve instruction and leadership, student behavior and the learning environment, culture of service and support, and talent management and operations.

LCAP Highlights

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

Standard School District LCAP goals for 2023-24 will continue to focus on the following three broad goals: (1) implementing a rigorous curriculum, (2) maintaining a positive school climate, and (3) increasing student achievement. To accomplish these goals, the District will continue to advance its community schools model and strategy to improve its multi-tiered system of supports (MTSS) for academic, social/emotional/behavior, and attendance. The following is an overview of the LCAP actions and services within each of the three broad LCAP goals:

Goal 1: Implement a rigorous curriculum.

- Increase professional development opportunities for certificated and classified staff in high-leverage instructional practices
- Increase remediation and enrichment/accelerated learning opportunities for students
- Increase targeted and intensive support in Reading and Math
- Increase professional development in working collaboratively to improve teaching and learning through evidence-based analysis.
- Increase professional development in labor-management partnerships.
- Implement common planning times (e.g., weekly late start) for all schools.
- Prioritize deferred maintenance projects and facilities improvement projects.

Goal 2: Maintain a safe and positive school climate.

- Increase professional development opportunities in social/emotional learning and development (including life skills, crisis intervention, counseling and therapy, case management, restorative practices, and positive behavior intervention and supports).
- Continue the Alternate-to-Suspension (ATS) program in the middle school and create new ATS programs in the elementary schools.
- Develop and implement an "On Campus Intervention" (OCI) program at the middle school to support students with the most intensive and chronic social/emotional/behavioral needs.
- Continue student support service providers (campus security supervisors, school nurses, licensed vocational nurses, behavior intervention specialists, instructional aides, school psychologists, school counselors, mental health clinicians, and mental health coordinator).
- Implement evidence-based SEL curriculum across the multi-tiered system of supports.
- Professional development in Multi-Tiered System of Supports (MTSS) and Positive Behavior Intervention and Supports (PBIS).
- Expand transportation support (white fleet and school busses) for students experiencing transportation-related barriers to school attendance.

Goal 3: Increase student achievement.

- Increase remedial intervention and enrichment/accelerated learning opportunities.
- Provide high-quality professional development in Tier 1 core instruction and other high-leverage practices for teaching and learning.
- Increase instructional services and support for English Learners.
- Continue Saturday extended learning opportunities.
- Continue summer school for all grades.
- Continue summer camp/recreation programs.
- Continue summer career development opportunities for middle school (ROC/CTEC).
- Continue after-school sports/athletics program.

Standard School District is committed to advancing the Community Schools model and strategy. Actions and services categorized across the four pillars of a comprehensive community school are as follows:

I. Integrated Student Supports

- Community Schools Coordinator
- Family and Community Engagement Facilitators
- Coordinated referral system and multidisciplinary services team
- Comprehensive referral system for community resources and services

- School-based mental health services providers (e.g., School Psychologists, School Counselors, Mental Health Clinicians, Mental Health Coordinators)
- School Nurses and Licensed Vocational Nurses
- Behavior Intervention Specialists
- AmeriCorp Mentors
- Campus Safety Supervisors

II. Expanded Learning Time & Opportunities

- Daily after-school programs
- Daily after-school sports/athletics
- Summer School and Summer Camp
- Saturday School
- Study Trips

III. Family & Community Engagement

- Partnerships with local community-based organizations and agencies (e.g., North of the River Parks and Recreation, Kern County Superintendent of Schools, Kern High School District, Henrietta Weill Child Guidance Center)
- Community Schools Coordinator
- Family and Community Engagement (FACE) Facilitators
- Bilingual Aides
- Ellevation Curriculum
- Parent/Family classes and workshops
- Community classes and workshops
- Parent advisory/leadership committee

IV. Collaborative Leadership & Practice

- Professional Development (e.g., Community Schools, SEL, MTSS, PBIS, ELA, Math, STEM, Expanded Learning, Curriculum-specific, AVID)
- Professional Learning Communities
- Labor-Management Initiative/Partnerships
- Community Schools Guiding Coalition
- School Site Council/Parent Advisory Committee

- Multi-Tiered System of Supports (MTSS)
- Leadership Development

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

The LCAP development process consists of two objectives: (1) To inform educational partners of progress towards meeting the District's LCAP goals and, (2) To determine changes or additions needed to meet current goals.

For the 2022-23 school year, Standard School District partnered with DeliverEd, experts in strategic planning and organizational transformations, to meaningfully engage educational partners. This strategic planning process involved a "Capacity Review" in which we created a map of the District's strengths and challenges. The overarching goal is to build the District's capacity to significantly and positively impact student outcomes. Educational partners' input was obtained via focus groups and interviews, online surveys, and a review of key data and background materials.

Focus Groups/Interviews Across 200 Invited Educational Partners:

- Board members
- Superintendent
- Cabinet
- District leaders and managers
- School Administrators
- Union representatives
- District Advisory Committee
- DELAC
- Teachers
- Support Staff
- Paraprofessionals
- Parents of Students with Disabilities
- Students
- Community Partners (including Oildale Collaborative and Kern County Superintendent of Schools)

Survey Responses from 227 Educational Partners:

- Teachers (104)
- Parents/Families (80)
- School-based Staff and Leaders (27)
- Central Office Staff (11)
- Community members and elected officials (5)

Data Review:

- Achievement Data

- Organization Chart and Roles
- Reports such as previous LCAP

The district leadership team and site principals met with a representative from the Kern County Consortium SELPA to review outcomes for students with disabilities from the 2022 dashboard and the plans for the 2023-24 LCAP to continue to address the needs of SWD and enacting plans to improve outcomes.

A summary of the feedback provided by specific educational partners.

The Capacity Review process revealed the District's strengths and opportunities for the District:

Strengths:

- Meeting the needs of the community and effectively leveraging community partnerships
- Expanded after-school opportunities available to all
- Close-knit and dedicated staff

Opportunities to Grow:

- Effective Instruction and Strong Leadership
- Student behavior and learning environment
- Culture of service and support
- Talent management and operations

Follow-up focus group sessions and feedback loops were held with educational partners to obtain their input regarding specific actions and services that the District should prioritize in improving the four themes for opportunities to grow. Below are the specific actions or services rated highest by each educational partner group:

Certificated Staff:

- Salary
- Alternate-to-Suspension (ATS) for elementary sites
- Alternative Education ("Opportunity") Class for middle school
- High-quality professional development in ELA and Math

Classified Staff:

- Salary
- Hours
- Professional Development (e.g., role specific, PBIS)
- Inter-department coordination/collaboration

- Adequate staffing
- ATS for elementary sites

Students:

- Bottled water as an available drink option during lunch
- Better sports equipment (e.g., soccer balls, etc.)
- Shade structures
- More areas to sit (e.g, benches, tables)
- ATS/Detention program
- Life-skills class (e.g., cooking, how to pay bills/manage funds)
- Early-out Mondays in lieu of late-start Mondays
- Lunch break or snack for teachers

Parents - General

- Improved student results overall.
- Higher expectations for students
- More resources for struggling students
- Ongoing safety trainings (including active assailant preparedness, and substance abuse)
- Bullying intervention and prevention
- Engaging and fun curriculum and learning opportunities for students
- Training for leadership
- More parent participation and involvement in decision-making
- Upgrading facilities and keep campuses clean

Parents - DELAC

- EL Parent Nights (e.g., Finance, Cooking, EL Proficiency Support)
- Interpreters present at Literacy Nights
- Improve communication with Thrillshare
- DELAC booths at Open House to recruit more EL families

Parents - Students with Disabilities

- Improve transition support for students with disabilities
- Adequate staffing in special education classrooms
- Parents as partners
- Recognize and celebrate special education teachers and support staff

Site-Based Administrators

- Alternative-to-Suspension (ATS) Program

- Second BIS (permanent or at least for next 5 years)
- Office clerks to 8 hours
- Additional Staff (e.g., Librarian 5.75, Mid-day Custodian for SES)
- Continued/additional safety training
- Shade structures (TK/K playground)
- Additional TK classroom
- "Opportunity" Class/Teacher (Middle School)
- Professional Development (e.g., Threats/Safety, PBIS, Lexia, Ellevation)
- Shade structures for quad

District Administrators

- Additional staff (e.g., Bus Aides, Maintenance, HVAC specialist, HR technician)
- Additional busses and vans to transport students
- Ongoing role-specific training for all staff (safety, student behavior, instructional aides, CPI, etc.)
- Equity in administrative positions and salary schedule

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

Specific input from educational partners influenced the development of the LCAP as follows:

Goal 1:

- Increase staffing to support the inclusion of students with special needs in general education settings.
- Increase staffing to support students in TK programs.
- Increase staff hours to support daily operations of elementary school offices.
- Provide ongoing professional development in system coherence, coordination, and collaboration including labor-management partnerships, multi-tiered system of supports (MTSS), and professional learning community (PLC)
- Provide ongoing professional development in high-leverage practices for teaching and learning.
- Provide ongoing professional development in leadership development for current and aspiring administrators.
- Establish common planning times for all school sites
- Optimize school grounds/facilities for safety, cleanliness, and comfort (e.g., prioritize deferred maintenance projects, add shade structures where needed, maintain adequate staffing in the MOT department)
- Improve internal and external communication and culture of service and support
- Improve staff recruitment, retention, and support and district operations.

Goal 2:

- Increase Instructional Aide positions.

- Increase Family and Community Engagement (FACE) Facilitator positions.
- Add one Community School Coordinator position.
- Sustain Campus Security positions for each school site.
- Sustain school-based mental health providers and student support staff (e.g., School Counselors, School Psychologists, Behavior Intervention Specialists, Mental Health Clinicians, Mental Health Coordinator, AmeriCorp Mentors, School Nurses, and Licensed Vocational

Nurses).

- Sustain Custodial/Maintenance Staff positions to keep school grounds safe, clean, and functional.
- Improve communication with families/community and increase family/community engagement opportunities and partnerships.
- Increase opportunities for family/community engagement including educational workshops and fun family events.
- Increase opportunities for parent/community partnerships and involvement in decision-making.
- Provide ongoing safety trainings (including active assailant, substance abuse and bullying prevention and intervention).
- Provide ongoing professional development in social-emotional learning (SEL), positive behavior intervention and supports (PBIS), and trauma-informed/restorative practices.

Goal 3

- Increase opportunities for academic remediation and enrichment/acceleration.
- Provide ongoing professional development opportunities in ELA and Math, high-leverage practices in teaching and learning, data-based decision-making, and professional learning communities.
- Increase staffing for Expanded Learning programs to support additional TK/K students and students with exceptional needs.
- Maintain summer school and summer camp programs.
- Maintain 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 2022 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 and an 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 1 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. 99% of Teachers are appropriately assigned and 88% are fully credentialed (2022-23 data)		Basic Services A. 100% of Teachers appropriately assigned and 95% are fully credentialed
1 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 (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
1 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. All four schools received a rank of "Exemplary" on the Facility Inspection Tool (FIT) Report for 2022-23		C. Schools received 'Good' or higher on the Facility Inspection Tool (FIT) Report for 2023-24
Implement CCSS 2 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. In 2022-23, 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
2 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. In 2022-23, 100% of ELs 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 7 A. Students will have access to and are enrolled in a broad course of study (EC 51210/51220) as	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	Course Access A. In 2022-23, 100% of students had access to and are enrolled in a broad course of study as		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
measured by a administrative review of master schedules	administrative review of master schedules	measured by administrative review of master schedules	measured by 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. In 2022-23, 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. In 2022-23, 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.	\$33,391,380.84	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	\$163,862.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supports to provide our students first and best instruction in the classroom by well-trained teachers.		
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.	\$117,351.00	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.	\$1,095,872.00	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.	\$1,057,576.00	Yes
1.6	Intentionally blank	Action item 1.6 was moved to Goal 2 Action 2.5	\$0.00	No
1.7	Intentionally blank	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.	\$246,735.00	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.	\$580,755.00	No

Goal Analysis [2022-23]

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.

Goal 1 outlines actions and services that focus on basic services, staffing, technology, and access to standards-based instruction. Six of the eight actions (1.2, 1.3, 1.4, 1.6, 1.8, and 1.9) were fully implemented as planned. Other actions (1.1, 1.4, and 1.5) were not fully implemented due to factors such as staffing shortages and changes in the District's priorities.

Action 1.1 - Staffing, Supplies, Services, and Other Operating Expenditures

- There were substantive differences in the planned and actual implementation of Action 1.1. The District was unable to fill several positions planned due to staffing shortages or a change in District's priorities in programs and services. The following are examples of positions planned, but unfilled for the 2022-23 school year: Speech Language Pathologist, School Nurses, Health Aides, Instructional Aides, Secretary of Student Support Services, Custodians, Maintenance Staff, Virtual Academy Teachers.

Action 1.2 - Teacher Induction Program

- There were no substantive differences in the planned and actual implementation of Action 1.2. The District continued to provide induction services, mentor teachers, and Teachers-on-Special-Assignment (TOSAs), and other material supports for new teachers as planned.

Action 1.3 - Instructional Materials

- There were no substantive differences in the planned and actual implementation of Action 1.3.

Action 1.4 - Technology

- There were no substantive differences in the planned and actual implementation of Action 1.4.

Action 1.5 - Professional Development

- There were substantive differences in the planned and actual implementation of Action 1.5. The District revised its professional development plan in some areas based on stakeholder feedback (e.g., AVID, 95% Intervention Curriculum).

Action 1.6 - Intentionally Left Blank

- This action has been moved to Goal 2 Action 5

Action 1.7 - Intentionally Left Blank

- This action was moved to Goal 2 Action 6

Action 1.8 - Study Trips

- There were no substantive differences in the planned and actual implementation of Action 1.8. The District provided students with opportunities for off-campus study trips aligned to their grade-level curriculum standards, including Camp KEEP opportunities for 6th-grade students.

Action 1.9 - Class Size Reduction

- There were no substantive differences in the planned and actual implementation of Action 1.9. The District hired additional classroom teachers to lower class sizes in elementary grades.

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.

In goal 1 actions 1.1, 1.2, 1.4, 1.7, and 1.9 had no material differences. Material differences were found in a number of the actions contained within this goal:

Action 1.5 - Professional Development

- Transition of new site and district leadership and time constraints resulted in changes in professional development priorities and scheduling.

Action 1.6 - Additional Staff

- This action was moved.

Action 1.8 - Study Trips

- Every grade level except Kinder at SES went on a field trip. The sixth-grade field trip is a week at Camp Keep. Despite being paid by the district, attendance was low. Approximately 50% of the sixth-grade students attended this field trip.

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

The effectiveness of specific actions in making progress toward Goal 1 is as follows:

Action 1.1 - Staffing, Supplies, Services, and Other Operating Expenses (Priority 1 A, B, and C)

- We were successful with filling teaching positions but were unable to fill certificated positions such as Speech/Language Pathologist and School Nurses.
- All teachers with the exception of one are appropriately assigned (this was corrected immediately) and 88% are fully-credentialed (this is 3.7% less than the 21-22 school year.)
- All students have access to standards-aligned materials
- All four schools received a rank of "Exemplary" on the most recent Facility Inspection Tool (FIT) Report
- Implemented new curriculum/instructional program (including 95%, Heggerty, and Short, Short Big).
- Each school site was able to obtain necessary play centers for additional kindergarten classrooms.

Action 1.2 - Teacher Induction Program (Priority 1 A, B, and C)

- Every teacher in the induction program was paired with a mentor.
- Every teacher in the induction program was coached by a TOSA and given the opportunity to observe other teachers within the district.
- Twenty-three teachers graduated from the induction program in May of 2023.
- Anecdotal reports indicate that teacher applicants are drawn to our district because of the ongoing embedded support we offer new teachers.

Action 1.3 - Instructional Materials (Priority 2 A and B)

- All four school sites were in compliance with Williams Act in terms of sufficient textbooks.
- The District has maintained digital resources such as Lexia and Renaissance Learning to help drive and monitor learning outcomes.

Action 1.4 - Technology (Priority 7 A, B, and C)

- The District has maintained a 1-to-1 (student-to-device) ratio.
- The District has maintained site-based technology staff (Tech I) as well as district-level technology staff (e.g., Tech II, Network Systems Administrator, and Director of Technology).
- The District has maintained dual screens for all teachers.
- The District has maintained and serviced projectors as needed.

Action 1.5 - Professional Development (Priority 7 A, B, and C)

- Professional development in new curriculum adopted and evidence-based instructional strategies (e.g., 95% training, Zoo Phonics training, ESGI, small group instruction).
- Training for Trainers in Universal Design for Learning (UDL) via Kern County Superintendent of Schools.
- Family and Community Engagement (FACE) Facilitator providing ongoing support for foster and homeless students in classrooms.
- Staff at all sites were trained in Lexia during staff meetings.
- School safety training for staff and parents/community.

Action 1.6 - Intentionally Left Blank

Action 1.7 - Intentionally Left Blank

Action 1.8 - Study Trips Intentionally Left Blank (Priority 7 A, B, and C)

- Every grade level K-8 was offered a choice of three district-approved study trips that support their content standards.
- Every 6th grade student was offered an opportunity to participate in Camp KEEP for a week. Approximately 50% of 6th-grade students took advantage of this opportunity.

Action 1.9 - Class Size Reduction (Priority 2 A and B)

- No significant differences in academic achievement or behavior expectations were observed in the classes with lower class sizes compared to other classes.

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.

A review of prior practices and associated results indicate the following changes in the actions/services are warranted for the coming year:

Action 1.1 - Staffing, Supplies, Services, and Other Operating Expenses

- The District will establish an Alternate-to-Suspension (ATS) program in each elementary school and an On-Campus Intervention (OCI) program in the middle school; and hire a teacher and aide for each of these new programs and an additional aide for the existing ATS program in the middle school.
- The District will purchase instructional materials, technology, furniture, equipment, and other materials to outfit the new ATS and OCI programs.
- The District will hire additional Family and Community Engagement (FACE) Facilitators so that there is one at each site to focus on supporting student subgroups with the most intensive needs and their families (e.g., foster youth, homeless, and low-income).
- The District will contract with a third party vendor for workflow automation and digital forms solution that helps manage all forms and paperwork electronically, automate critical school business processes, track approval workflows across departments

Action 1.2 - Teacher Induction Program

- The District will sustain the 6 Teacher-on-Special-Assignment (TOSA) positions. Four of the 6 TOSAs will be site-based and will provide training and onboarding assistance for certificated and classified staff. The other 2 TOSAs will remain district-level TOSAs; one will provide teacher induction support for new teachers across the District and the other will provide training and support for special education teachers across the District.

Action 1.3 - Instructional Materials

- The District will purchase additional standards-aligned, evidence-based instructional materials for English Learners.

Action 1.4 - Technology

- The District will be replacing 124 projectors that are over 10 years old and re-cabling classrooms for modernization.

Action 1.5 - Professional Development

- In addition to topics related to teaching and learning, professional development opportunities will include MTSS, PBIS, restorative practices, Community Schools Model/Strategy, family engagement, system coherence, and leadership development

Action 1.6 - Intentionally Left Blank

- This action was moved to Goal 2 Action 5

Action 1.7 - Intentionally Left Blank

- This action was moved to Goal 2 Action 6

Action 1.8 - Study Trips

- The District will sustain opportunities for study trips for all grade levels and explore new community partnerships for additional study trip opportunities.

Action 1.9 - Class Size Reduction

- The District will sustain class-size reduction in K-3rd grade classrooms.

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 2022 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 2022 CAASPP indicated performance levels as Low in English Language Arts and Very Low in Mathematics. 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: 2021-22 Participation Rate is 96%		CAASPP Participation Rate: Standard will maintain an excellent participation rate of 98.50% or better.
4A CAASPP - ELA Results	<p>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</p> <p>The lowest-performing groups were:</p>	CAASPP data is not available at this time.	<p>CAASPP:2021-22 All students performed 69.9 points below standard. Another way of looking at this is that only 37% of students scored at Med or Standard Exceeded .</p> <p>The lowest-performing groups were: English</p>		<p>ELA 2023-24: All students will perform at or above standard. At least 45% of students that score at Met or Exceeded Standard.</p> <p>These groups will close the gap by 50%:</p>

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		Learners 96.6 points below standard Foster Youth: 91.2 points below standard Homeless: 89.4 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
4A CAASPP - Math Results	Math 2018-19: All students performed 88.1 points below standard. Another way of looking at this is that only 16% 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	CAASPP:2021-22 All students performed 111.3 points below standard. Another way of looking at this is that only 20% of students scored at Met or Standard Exceeded . The lowest-performing groups were: English Learners 129.8 points below standard Foster Youth: 131.3 points below standard Homeless: 139.1 points below standard		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
4A 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 2021-2022 5th grade: 20% of students met or exceeded standards 8th grade: 10% of students met or exceeded standards		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.
4B Rate of students completing A-G	N/A - K-8 District	N/A - K-8 District	N/A - K-8 District		N/A - K-8 District
4C Rate of students completing a CTE Pathway	N/A - K-8 District	N/A - K-8 District	N/A - K-8 District		N/A - K-8 District
4D 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		N/A - K-8 District
4E 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	35.8% of students progressed at least one ELPI level 36.4% of students maintained ELPI levels 27.8% decreased at least one ELPI level		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
4F English Learners Reclassification rates	English Learners Reclassification rate was 20.89% in 2018-19	2020-21 Rate: 2.9%	2021-22 Rate: 4.07%		English Learners Reclassification rate will maintain its high reclassification rate at 10% or higher.
4G Rate of students scoring 3+ on AP exams	N/A - K-8 District	N/A - K-8 District	N/A - K-8 District		N/A - K-8 District
4H 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		N/A - K-8 District
8 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.	Not available at this time. 2021-22 reporting was on participation rate only.		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.	\$10,056,117.83	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.	\$1,280,916.72	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.	\$227,723.00	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.	\$5,601,181.00	Yes

Goal Analysis [2022-23]

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.

Goal 3 outlines actions and services that focus on academic support with supplemental learning opportunities and academic interventions, accelerated learning, Academic Programs to support learning loss, creating and maintaining a robust sports program, and providing extended learning opportunities. All four actions (3.1,3.2, 3.3, and 3.4) were fully implemented as planned.

Action 3.1 - Academic Intervention and Support Services

- There was one substantive differences in the planned and actual implementation of Action 3.1. Procuring qualified aides and retaining them was difficult. However, other items in Action 3.1 were successfully implemented: Enrollment in the after-school program increased from 577 students enrolled in 2021-2022 to 1,147 students enrolled in 2022-2023. This is a 98.8% increase in enrollment. Targeted instruction using a Walk-To-Learn model was fully implemented at all three elementary sites with 1st through 5th graders impacted. The program used two new supplemental programs; Heggerty and 95% Group. In middle school, a writing program was implemented school-wide called Short, Short, Big. It is a standards-based and evidence-based toolkit that elevates students' reading and writing skills. Three bilingual aides were hired bringing the district number to eight. Four instruction aide hours were increased from 5.75 hours a day to 7 hours. We have 50 Instructional aides serving 5.75 hours per day and two at 3.5 hours per day. Retired teacher tutors were used for students needing intervention and tutoring was offered in the afterschool program as well.

Action 3.2 - Supplemental Academic Support Programs

- There were was one substantive differences in the planned and actual implementation of Action 3.2. Introducing AVID at the elementary school level was tabled until we can evaluate its effectiveness for the middle school. However, the other items in Action 3.2 were successfully implemented.: Educational Software for Guiding Instruction (ESGI) licenses for progress monitoring were expanded from Kindergarten only to use in K-2 classrooms. In the 2022-2023 school year ESGI is used in all K-5th grade classrooms. Lexia English was purchased as an online component for ELD instruction. Kern Integrated Data System (KiDS) is in use districtwide. It shares real-time student outcome data to assist all stakeholders in making informed educational decisions for students. Renaissance Learning, Lexia, Study Sync, Peardeck, Nearpod, and Learning A-Z are all in place for classroom use.

Action 3.3 - After School Sports Program

- There were no substantive differences in the planned and actual implementation of Action 3.2. In the 2021-2022 school year, 200 students participated in winter sports. In 2022-2023, the number has increased to approximately 600 students. In the 2022-2023 school year Basketball-160 middle school students, 180 elementary school students, Track and Field 260 total students. In addition, there were opportunities for students to participate in fencing, soccer, volleyball, cheerleading, swimming, and a variety of sports clinics.

Action 3.4 - Extended Learning Opportunities

- There were no substantive differences in the planned and actual implementation of Action 3.4. In the 2021-2022 summer school enrollment for K-7th grade was 450 students. In the 2022-2023 school year, it is anticipated that this number will remain consistent. The number of students who participated in Saturday school for 2021-2022 was approximately 82. In the 2022-2023 school year, the number of students participating in Saturday school was 178.

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.

In Goal 3, Action 3.3 had no material differences. Material differences were found in the following actions contained within this goal:

Action 3.1 - Academic Intervention and Support Services

- Afterschool tutoring is underutilized by staff and we may need to work with the principals to ensure teachers take advantage of this opportunity for their students. Teacher on Special Assignments (TOSAs) were fully utilized. Procuring qualified aides and retaining them proved difficult all year long.

Action 3.2 - Supplemental Academic Support Programs

- Student participation in Oral language, Science Fair, and History Day is low. In the next school year, we will be looking for ways to increase participation in academic competitions by partnering with our Extending Learning Coordinators. We also anticipated introducing AVID to our elementary schools and training staff. We pulled back on implementing AVID at the elementary school sites to allow for the focus to be on creating a strong Walk-to-Learn system. We will evaluate the overall effectiveness of AVID at the middle school before we make a decision about adding the program to the elementary sites.

Action 3.4 - Extended Learning Opportunities

- We did not reach our hiring targets for the ELOP program through our contract with NOR. We have met with NOR to review strategies to improve staff recruitment. Three full-time positions working in the ELOP program were hired later in the year which provided a cost savings. Additionally, a capital facilities project is on hold until the 23-24 school year.

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

Action 3.1 (Academic Intervention and Support Services) Priority 4 E and F

- ESGI data show substantial average growth in reading for all grade levels assessed (K-5th).
- Increased EL reclassification at the middle school by 17%
- Increased EL reclassification at the elementary school by 4.5%
- Academic achievement has been static over the last several years.

Action 3.2 (Supplemental Academic Support Programs) Priority 4 A-H

- ESGI was used with fidelity every two weeks for progress monitoring. This allowed skill deficit remediation to take place within the classroom on a regular basis.
- Lexia English was not used with fidelity; of the 100 licenses purchased only 12 were used. Through professional development, we have garnered interest in Lexia for Designated English Learner Instruction.
- Kern Integrated Data System (KiDS) was added to Classlink for easy access for all staff. Each school site had professional development on how to extract reports and navigate the website.
- Classlink analytics reveals usage for StudySync, Peardeck, Nearpod, and Learning A-Z. We have found many teachers bypass entering these programs via Classlink and it gives us unpredictable results. It is a priority to

message to teachers that they must use Classlink next year so we may measure the usage and success of these programs.

Action 3.3(After-School Sports Program) Priority 8

- The number of students who participated in the After-School Sports Program increased by 200%
- Hired two Explore Coordinators to help with the increased student participation.
- A variety of sports clinics were offered during the summer camp to build students' confidence and skills to participate in athletic leagues during the school year.

Action 3.4 (Extended Learning Opportunities) Priority 4 A-H

- The number of students who participated in Saturday School increased by 46%.
- Hired a part-time certificated Assistant Principal to bridge the gap between the academic day and the after-school tutoring program.

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.

A review of prior practices and associated results indicate the following changes in the actions/services are warranted for the coming year:

Action 3.1 (Academic Intervention and Support Services)

- The District will purchase a supplemental evidence-based phonics curriculum aligned to the science of reading, for Tier 1 in grades K-2 and for Tier 2 in grades 3-5.

Action 3.2 (Supplemental Academic Support Programs)

- The District will purchase a universal screener for reading to replace current measures being used that are not aligned with the science of reading.

Action 3.2 (After School Sports Program)

- No changes made. This goal will continue to be implemented as planned.

Action 3.4 (Extended Learning Opportunities)

- No changes made. This goal will continue to be implemented as planned.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$11,545,369.	\$1,469,554

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
39.47%	6.46%	\$1,790,324.10	45.93%

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 2022 California Dashboard results for English Language Arts (ELA) and Math. The 2022 Dashboard results for ELA indicate that the performance of ALL students fell within the LOW level, while the performance of FY, EL, and Homeless student groups fell within the VERY LOW level. These findings were consistent with 2019 Dashboard Data. Math results show lower trends. ALL students and the EL, FY, Homeless, and LI student subgroups scored within the VERY LOW

level. These findings were lower than the 2019 Dashboard Data that show LOW performance level for ALL students and VERY LOW performance level for only 2 student subgroups (FY and Hispanic).

To close the observed achievement gaps for FY, EL, and LI student groups, the Standard School District will intensify actions in the following domains: (1) Teacher Induction and Support, (2) Technology Infrastructure, Devices, and Support, (3) Professional Development, (4) Additional Staffing, (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. 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.

- Action 1.2: By continuing teacher induction services and supports, including providing mentor teachers and teachers on special assignment (TOSAs), 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 maintaining devices to students and staff at a ratio of 1:1 (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, leadership development, MTSS, PBIS, restorative practices, 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 hiring additional certificated and classified staff, the District will optimize student-teacher/staff ratios for our youngest learners and improve the inclusion of students with disabilities in general education settings.
- 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 optimal student-to-teacher/staff ratio in classes with the most need (e.g., TK classes and inclusion classes), 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, LI students, our youngest learners, and students with disabilities.

Goal 2 - Maintain a Safe and Positive School Climate

Based on the academic student outcomes on CA School Dashboard, Dashboard Additional Reports, Kern Integrated Data System, and the CAASPP results website there is a clear trend of students included in the Unduplicated Groups (EL, Foster, SED) in a number of academic indicators:

Daily Attendance (KiDS)

All Students 91.2%

EL 90.60%

SED 90.9%

Chronic Absenteeism (Dashboard)

All Students 62%

SED 64.2%

Suspension Rate (Dashboard)

All Students 4.9%

FY 7.4%

SED 4.9%

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. The 2022 Dashboard Data show the District's chronic absenteeism rate falls within the VERY HIGH level overall and for all student subgroups, with 36.75% of the students who were absent at least 10% of the school year. Although this is higher than the current average for the county and state and is higher than the pre-pandemic year (2019), it reflects a 25% decrease from the 2021-22 school year. The 2022 Dashboard Data show the District's suspension rate falls within the HIGH level, with 4.9% of students overall who were suspended for at least one day. This is lower than pre-pandemic (2019) suspension rates, but current data for this school year is showing the District is trending up in its overall suspension rate (5.41%). The student subgroups that fall within the HIGH suspension rate include FY, Homeless, LI, and SWDs.

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 LI 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 LI student groups, but applied to ALL students district-wide primarily based on educational partners' input and/or evidence of effectiveness for ALL students. 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.

- Action 2.1: By increasing the number of full-time Family and Community Engagement (FACE) Facilitator positions so that there is one at each school site 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/leadership in the 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 5 Campus Safety Supervisors, 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 2 licensed vocational nurses available for health-related services for the regular and after-school programs, and 2 additional part-time LVNs for the Explore/athletics program, 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 be 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. Other facilities improvement projects will be completed as needed and as feasible.

Goal 3 - Increase Academic Achievement

Based on the academic student outcomes on CA School Dashboard, Dashboard Additional Reports, Kern Integrated Data System, and the CAASPP results website there is a clear trend of students included in the Unduplicated Groups (EL, Foster, SED) in a number of academic indicators:

CAASPP - ELA (% met or exceeded standards)

All Students 24.05%

EL 7.89%

SED 21.95%

CAASPP - Math (% met or exceeded standards)

All Students 9.69%

EL 4.58%

SED 8.91%

CAST (% met or exceeded standards)

All Students 29.45%

EL 2.63%

FY 9.08%

SED 18.50%

The District implemented several actions to address the needs of foster youth (FY), Low-Income or socio-economically disadvantaged (SED), and English Learner (EL) student subgroups. 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 2022 California Dashboard results for English Language Arts (ELA) and Math. The 2022 Dashboard results for ELA indicate that the performance of ALL students fell within the LOW level, while the performance of FY, EL, and Homeless student groups fell within the VERY LOW level. These findings were consistent with 2019 Dashboard Data. Math results show lower trends. ALL students and the EL, FY, Homeless, and LI student subgroups scored within the VERY LOW level. These findings were lower than the 2019 Dashboard Data that show LOW performance level for ALL students and VERY LOW performance level for only 2 student subgroups (FY and Hispanic).

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. 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).

- Action 3.1: 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.
- Action 3.2: 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 more tailored or personalized instruction by providing students with 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).
- Action 3.3: By implementing and maintaining an after-school sports program in grades 3 through 8 at all schools, the District aims to use sports 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.
- Action 3.4: 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.

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 within the LOW performance level in English Language Arts and VERY LOW performance level in Math. 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 35.8% of ELs scored either at Level 4 or increased at least one level. In addition, ELPI illustrates that 36.4% % of ELs maintained their current level (1, 2L, 2H, 3L, 3H) and 27.8% 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: increase 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, maintain ongoing paraprofessional support as directed by certificated staff to expand the individual and small group interventions available to EL students 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, investment in a new curriculum and progress monitoring system (e.g., Ellevation) and continued use of cloud-based EL resources and universal design for learning strategies can support English Learners' engagement in instruction and access to content in many ways. For example, they can offer multimodal means to present information, a variety of examples, embedded support features (e.g., new vocabulary and translations), and instruction differentiated to students' English language proficiency and learning needs.

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 increasing the number of full-time Family and Community Engagement (FACE) Facilitators so that there is a dedicated one at each site 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 adding a district-level Community Schools Coordinator to assist with the systems-planning, implementation, and management of the Community Schools model in the district, the District will maintain compliance and program fidelity.
- 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 teaching students necessary SEL skills the District can promote a safe and positive school climate, ultimately improving student outcomes for ALL.
- By maintaining the current 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 resources.
- By expanding the number of health services professionals so that each school site has a site-based school nurse and two full-time licensed vocational nurses are available for health-related services for the regular and after-school programs, and two part-time LVNs are focused on the Explore/athletics program, the District is better positioned to remove barriers for foster youth, English learners, low-income students, and students with disabilities 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), implement a new supplemental academic curriculum and progress

monitoring system, 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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$40,195,606.94	\$10,827,309.00	\$3,051,629.00	\$6,570,488.00	\$60,645,032.94	\$45,650,773.11	\$14,994,259.83

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	\$26,759,431.84	\$967,880.00	\$1,677,335.00	\$3,986,734.00	\$33,391,380.84
1	1.2	Teacher Support and Induction Program	English Learners Foster Youth Low Income	\$163,862.00	\$0.00	\$0.00	\$0.00	\$163,862.00
1	1.3	Instructional Materials	English Learners Foster Youth Low Income	\$22,425.00	\$94,926.00	\$0.00	\$0.00	\$117,351.00
1	1.4	Technology	English Learners Foster Youth Low Income	\$659,797.00	\$282,199.00	\$0.00	\$153,876.00	\$1,095,872.00
1	1.5	Professional Development	English Learners Foster Youth Low Income	\$189,689.00	\$773,223.00	\$525.00	\$94,139.00	\$1,057,576.00
1	1.6	Intentionally blank	All	\$0.00				\$0.00
1	1.7	Intentionally blank	All	\$0.00				\$0.00
1	1.8	Study Trips	English Learners Foster Youth Low Income	\$79,250.00	\$167,485.00	\$0.00	\$0.00	\$246,735.00
1	1.9	Class Size Reduction	All	\$0.00	\$580,755.00	\$0.00	\$0.00	\$580,755.00
2	2.1	Parent Involvement	English Learners Foster Youth Low Income	\$229,818.68	\$0.00	\$0.00	\$18,784.00	\$248,602.68

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	\$1,472,100.77	\$1,195,776.00	\$0.00	\$801,880.00	\$3,469,756.77
2	2.3	Student Safety and Attendance Improvement	English Learners Foster Youth Low Income	\$569,915.00				\$569,915.00
2	2.4	Health Services	English Learners Foster Youth Low Income	\$182,502.00	\$259,921.00	\$0.00	\$247,974.00	\$690,397.00
2	2.5	School Facilities	English Learners Foster Youth Low Income	\$640,324.10				\$640,324.10
2	2.6	School Grounds: Maintenance and Improvement	English Learners Foster Youth Low Income	\$332,785.00	\$123,782.00			\$456,567.00
2	2.7	Additional Transportation Support for Students with Chronic Absenteeism	English Learners Foster Youth Low Income	\$750,000.00				\$750,000.00
3	3.1	Academic Intervention and Support Services	English Learners Foster Youth Low Income	\$6,747,039.83	\$856,446.00	\$1,339,453.00	\$1,113,179.00	\$10,056,117.83
3	3.2	Supplemental Academic Support Programs	English Learners Foster Youth Low Income	\$1,053,236.72	\$130,482.00	\$13,490.00	\$83,708.00	\$1,280,916.72
3	3.3	After School Sports Program	English Learners Foster Youth Low Income	\$9,370.00	\$218,352.00	\$1.00		\$227,723.00
3	3.4	Extended Learning Opportunities	English Learners Foster Youth Low Income	\$334,060.00	\$5,176,082.00	\$20,825.00	\$70,214.00	\$5,601,181.00

2023-24 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
\$29,253,592	\$11,545,369.	39.47%	6.46%	45.93%	\$13,436,175.10	0.00%	45.93 %	Total:	\$13,436,175.10
								LEA-wide Total:	\$13,436,175.10
								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	\$163,862.00	
1	1.3	Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,425.00	
1	1.4	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$659,797.00	
1	1.5	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$189,689.00	
1	1.8	Study Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$79,250.00	
2	2.1	Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$229,818.68	

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	2.2	School Climate and Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,472,100.77	
2	2.3	Student Safety and Attendance Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$569,915.00	
2	2.4	Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$182,502.00	
2	2.5	School Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$640,324.10	
2	2.6	School Grounds: Maintenance and Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$332,785.00	
2	2.7	Additional Transportation Support for Students with Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$750,000.00	
3	3.1	Academic Intervention and Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,747,039.83	
3	3.2	Supplemental Academic Support Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,053,236.72	
3	3.3	After School Sports Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 3-8	\$9,370.00	
3	3.4	Extended Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$334,060.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$52,696,566.00	\$48,261,992.30

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	\$26,976,491.00	\$24,612,870.03
1	1.2	Teacher Support and Induction Program	Yes	\$411,805.00	\$308,650.48
1	1.3	Instructional Materials	Yes	\$37,735.00	\$10,396.69
1	1.4	Technology	Yes	\$1,289,706.00	\$1,163,369.29
1	1.5	Professional Development	Yes	\$568,625.00	\$244,263.86
1	1.6	Additional Staff	Yes	\$1,102,096.00	\$0.00
1	1.7	Intentionally blank	No	\$0.00	\$0.00
1	1.8	Study Trips	Yes	\$225,750.00	\$51,537.50
1	1.9	Class Size Reduction	No	\$525,285.00	\$546,261.29
2	2.1	Parent Involvement	Yes	\$125,380.00	\$228,779.95

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	\$1,833,856.00	\$2,131,096.14
2	2.3	Student Safety and Attendance Improvement	Yes	\$505,434.00	\$605,101.58
2	2.4	Health Services	Yes	\$738,375.00	\$503,387.51
2	2.5	School Facilities	Yes	\$1,736,303.00	\$1,881,558.21
2	2.6	School Grounds: Maintenance and Improvement	No	\$3,416,992.00	\$2,993,880.11
3	3.1	Academic Intervention and Support Services	Yes	\$6,394,775.00	\$7,581,993.77
3	3.2	Supplemental Academic Support Programs	Yes	\$1,234,054.00	\$949,174.72
3	3.3	After School Sports Program	Yes	\$385,974.00	\$441,524.62
3	3.4	Extended Learning Opportunities	Yes	\$5,187,930.00	\$4,008,146.55

2022-23 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)
\$10,897,507	\$9,970,556.00	\$9,107,182.90	\$863,373.10	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	\$315,362.00	\$308,650.48		
1	1.3	Instructional Materials	Yes	\$37,735.00	\$8,016.01		
1	1.4	Technology	Yes	\$805,326.00	\$563,307.87		
1	1.5	Professional Development	Yes	\$210,233.00	\$18,606.09		
1	1.6	Additional Staff	Yes	\$1,102,096.00	0		
1	1.8	Study Trips	Yes	\$210,750.00	\$43,143.83		
2	2.1	Parent Involvement	Yes	\$88,866.00	\$211,459.54		
2	2.2	School Climate and Student Support	Yes	\$732,788.00	\$1,223,655.15		
2	2.3	Student Safety and Attendance Improvement	Yes	\$505,434.00	\$549,947.20		
2	2.4	Health Services	Yes	\$395,127.00	\$169,442.44		
2	2.5	School Facilities	Yes	\$17,000.00	78,888.75		
3	3.1	Academic Intervention and Support Services	Yes	\$4,660,088.00	\$5,105,785.49		

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	3.2	Supplemental Academic Support Programs	Yes	\$735,332.00	\$701,924.20		
3	3.3	After School Sports Program	Yes	\$1,250.00	\$13,245.35		
3	3.4	Extended Learning Opportunities	Yes	\$153,169.00	\$111,110.50		

2022-23 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)
\$27,707,523	\$10,897,507	0%	39.33%	\$9,107,182.90	0.00%	32.87%	\$1,790,324.10	6.46%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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