Buttonwillow LCAP Summary

2023-2024

Attendance 91%

Referrals-15

Suspensions-4

$ 100,000
Early Childhood Education

$ 515,000
Instructional Programs and Materials

$ 125,000
Professional Development

$ 142,000
Parent Involvement

$ 185,000
School Culture (PBIS, SEL)

$ 300,000
New Building

$ 75,000
Technology

$ 300,000
Student Support

$ 550,000
Class Size Reduction

$ 30,000
Expanded Learning
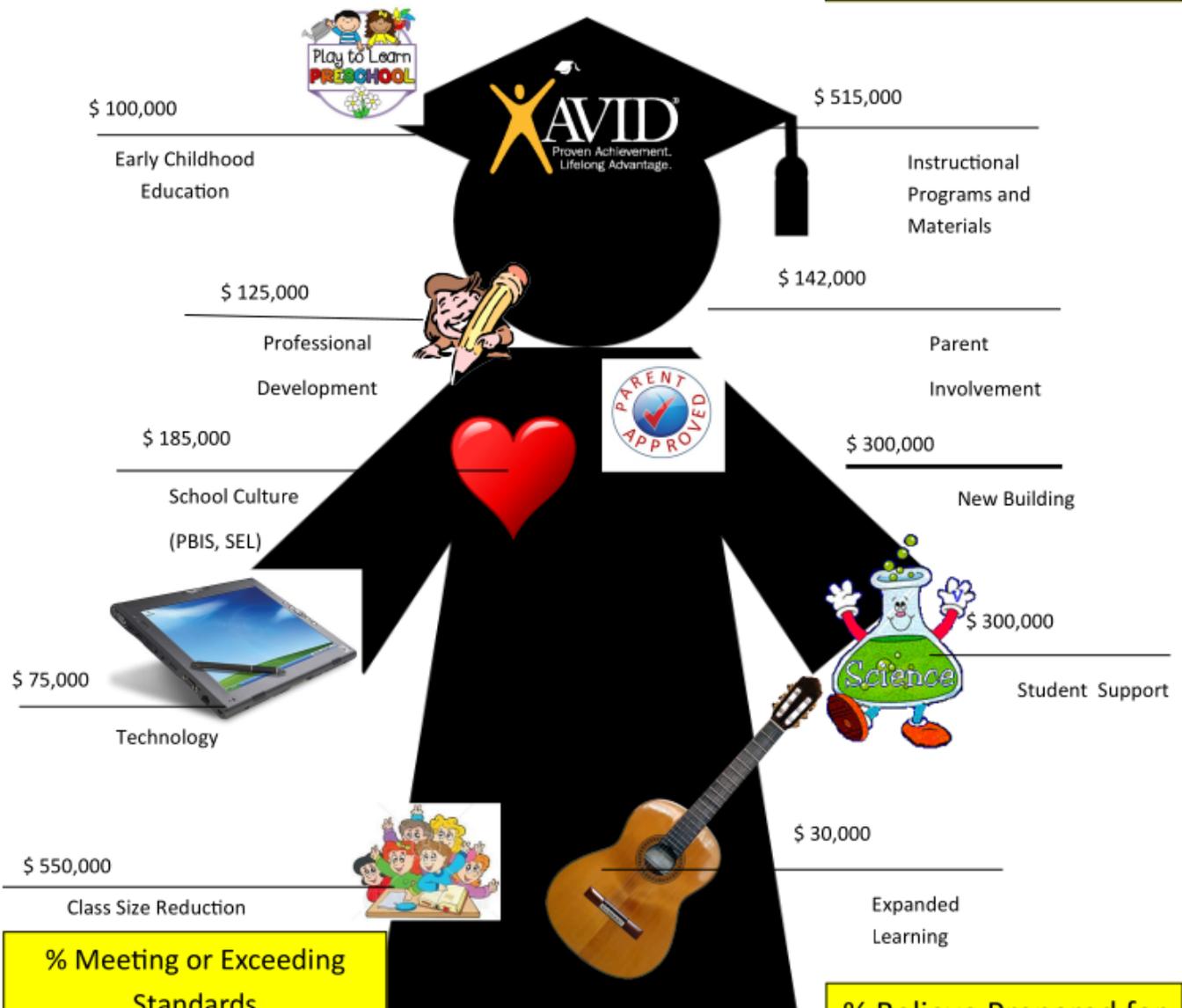
% Meeting or Exceeding Standards

ELA– 24%

Math– 11%

EL Progress: 50%

Total LCFF Supplemental/ Concentration Allocation and Carryover

$2,372,375

% Believe Prepared for Academic Success

Parents- 100%

Students– 88%

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Buttonwillow Union School District

CDS Code: 15 63370 6009278

School Year: 2023-24

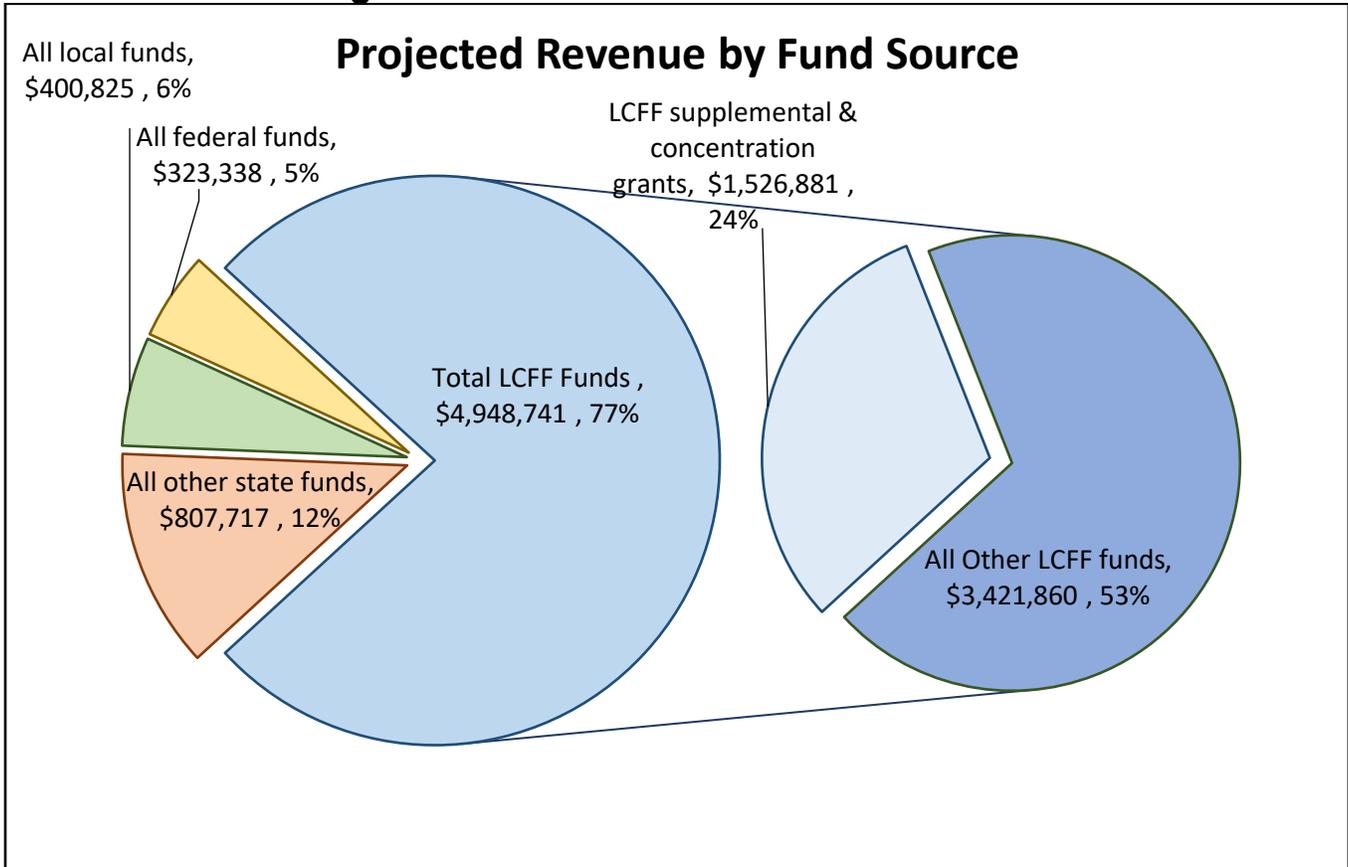LEA contact information:

Hiedi Witcher

District Superintendent

hwitcher@buttonwillowschool.com

(661)764-5166

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).

Projected Revenue by Fund Source

All local funds, $400,825 , 6%

All federal funds, $323,338 , 5%

All other state funds, $807,717 , 12%

Total LCFF Funds , $4,948,741 , 77%

LCFF supplemental & concentration grants, $1,526,881 , 24%

All Other LCFF funds, $3,421,860 , 53%

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

The text description for the above chart is as follows: The total revenue projected for Buttonwillow Union School District is $6,480,621, of which $4948741 is Local Control Funding Formula (LCFF), $807717 is other state funds, $400825 is local funds, and $323338 is federal funds. Of the $4948741 in LCFF Funds, $1526881 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

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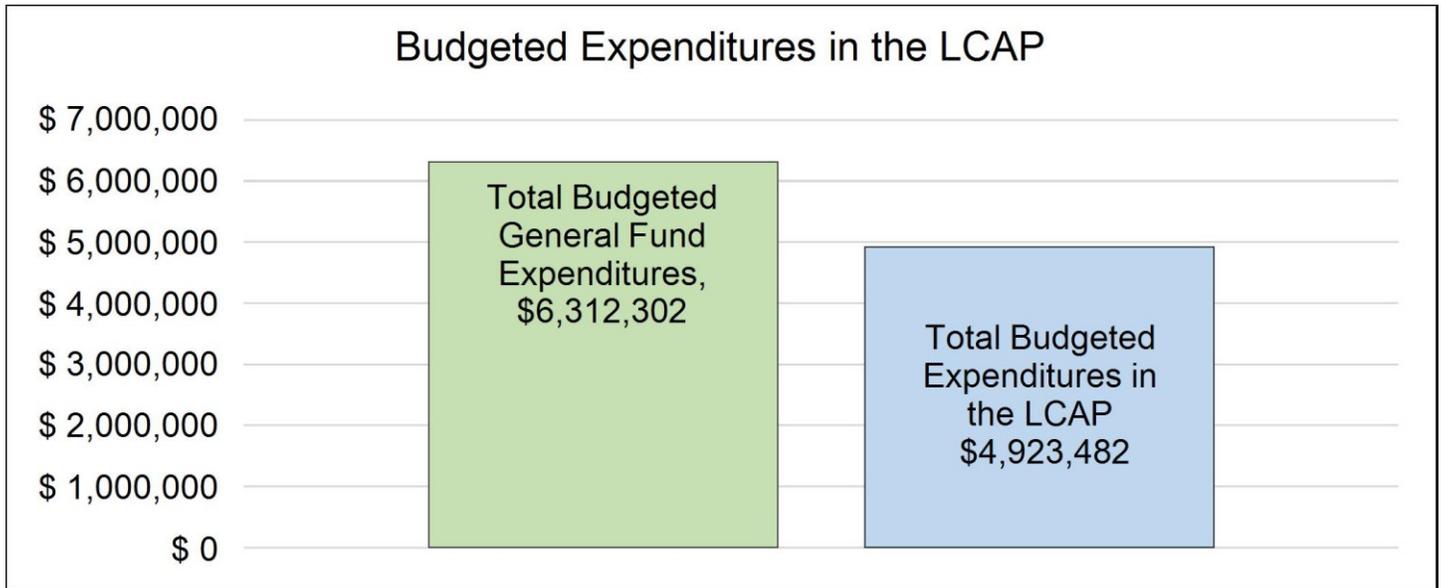
This chart provides a quick summary of how much Buttonwillow Union School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Buttonwillow Union School District plans to spend $6312302 for the 2023-24 school year. Of that amount, $4923482 is tied to actions/services in the LCAP and $1,388,820 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
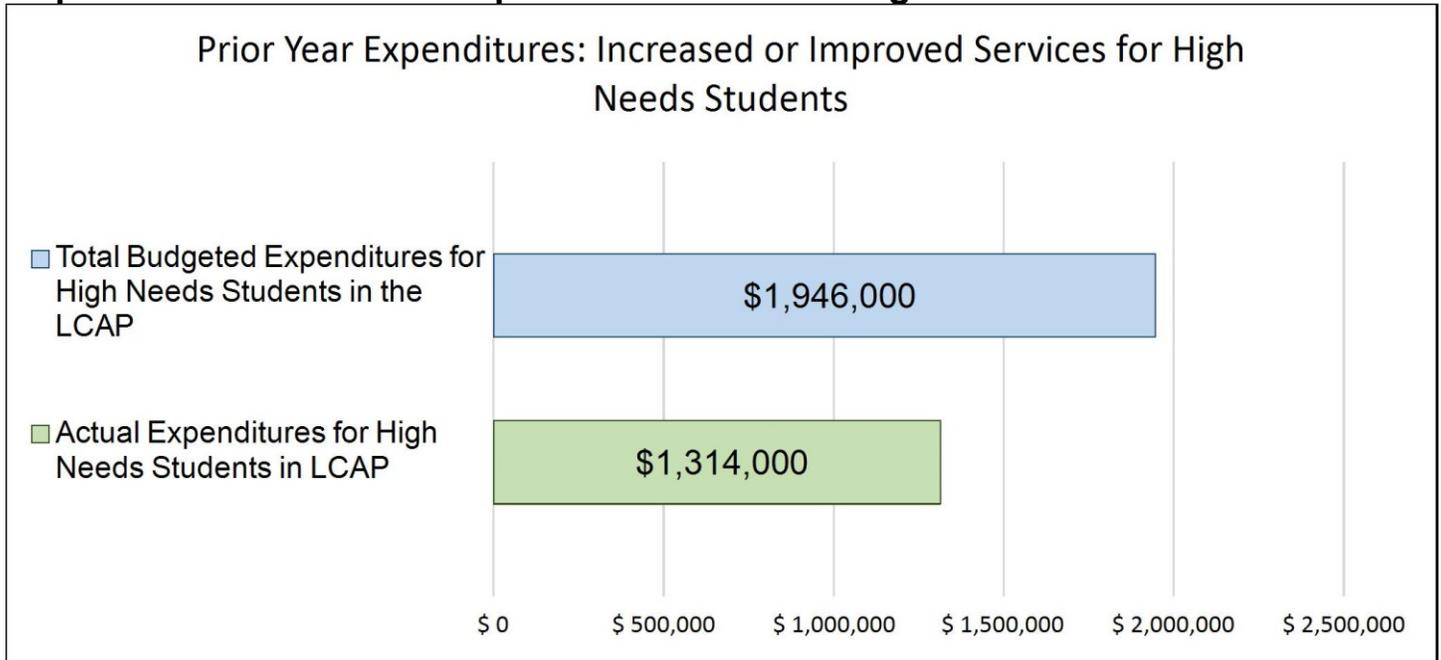
General fund covers base expenditures for administrative, teacher and classified salaries along with core educational materials and other base utility and transportation costs.

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

In 2023-24, Buttonwillow Union School District is projecting it will receive $1526881 based on the enrollment of foster youth, English learner, and low-income students. Buttonwillow Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Buttonwillow Union School District plans to spend $2372000 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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $1,946,000

☐ Actual Expenditures for High Needs Students in LCAP — $1,314,000

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000 $ 2,500,000

This chart compares what Buttonwillow Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Buttonwillow Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Buttonwillow Union School District's LCAP budgeted $1946000 for planned actions to increase or improve services for high needs students. Buttonwillow Union School District actually spent $1314000 for actions to increase or improve services for high needs students in 2022-23.

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
Buttonwillow Union School District	Hiedi Witcher District Superintendent	hwitcher@buttonwillowschool.com (661)764-5166

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.

"One School, One Town, One Community" that is the story of Buttonwillow Union School District. Our district is a single school district that serves students in Pre-K - 8th grades. We have been meeting the needs of the students and community for close to 120 years. Today our student body of 350 students is comprised mainly of a Hispanic population (95%). We are also made up of approximately 66% English Learners and 91% Socially Economically Disadvantaged. We currently have less than 1% of our students who qualify as foster youth. During the LCAP era the school has had success in being able to reach out to the students, parents, staff and the community to determine what they want to see in their school and address those needs. We are an AVID (Advancement Via Individual Determination) Elementary school and district, utilizing the philosophy and instructional strategies to prepare our students for success when they leave our school buildings. Our school staff work closely with California Education Partner's to develop, implement, and monitor systemic change packages designed to improve the overall education we provide our students. This year we have been able to resume providing our students opportunities to participate in after school programs, sports programs, band /music and a variety of field trips for all grades. Our PBIS Program has been instrumental in changing the culture of our school. The improvement in relationship building and on-task behavior brought on by our BEEP (PBIS) program is obvious as student success has been on the rise in nearly all areas of academic and physical fitness performance across

the school. We are proud that our teachers are committed to academic improvement through the AVID Program, community involvement, and good teaching with deeper learning.

For the 23-24 school year, we will be transitioning to a new administrative team with the retirement of the current superintendent. As the current Assistant Superintendent/Principal moves into the Superintendent role and a new Principal comes on board, many of the structures and practices from the last 12 years will continue. The leadership team will be working with California Education Partners to review the data, our vision, core beliefs, and instructional expectations to ensure we continually preparing students to be academically successful, self-confident, and productive citizens by providing opportunities that will allow them to embrace challenges and develop a passion for lifelong learning.

We are excited to share our Buttonwillow story of being "One School, One Town, One Community" and the continuous growth that we continue to make.

Reflections: Successes

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

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, and input from educational partners the following Successes have been identified:

All local indicators were met for the 2022 California School Dashboard

On the 2022 Dashboard, Buttonwillow scored in the medium range for Suspension Rate (2.6% suspended for at least one day) and English Learner Progress (50.4% making progress toward English language proficiency)

88% of students in grades 3 - 8 reported they feel they will be academically successful when they leave our school and that there is at least one adult at school that cares about them. Students also reported AVID, grades, and teacher instruction helped them be academically successful.

88% of parents felt the school was addressing the academic needs of their students.

Staff members reported professional development in AVID, writing, and instructional practices had the greatest impact on their teaching during the 22-23 school year.

Based on results of the AVID School Culture Survey, the majority of staff members scored high in Collective Educator Agency (CEA) when compared to the majority of the other campuses who participated in the survey.

We are excited about these successes and progress our students are making by demonstrating growth in grade level ELA and Math standards mastery. We are proud of our school-wide AVID implementation and the long term success we are seeing with our students using these strategies beyond our school building. In addition, we will continue with reading intervention support, professional learning in differentiated instruction, and data analysis to drive instructional decision-making.

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.

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, and input from educational partners the following areas of improvement have been identified:

Our chronic absenteeism rate for the 21-22 school year was at 49.3% coming out of the COVID pandemic, placing us in the very high range.

Due to a lack of the change calculation for the dashboard, we scored in the very low category for ELA and Math scores; our scores were as follows: ELA (87 points below standard) and Math (106.4 points below standard).

Due to recent national incidents, Parents listed school safety as the top priority. Staff identified updates to after school programs and parent communication as the highest priorities for change.

Goal 1, Action 7 addresses Extended Learning. Goal 3, Action 1 addresses parent communication. An action will be added to Goal 4 addressing increasing campus security.

We will continue with reading intervention support, professional learning in differentiated instruction, and data analysis to drive instructional decision-making.

LCAP Highlights

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

Through analysis of our local summative and interim data, state dashboard data, and input from our educational partners, we identified our areas to be addressed to achieve our focus of accelerating learning to overcome the achievement gap and preparing students to be academically successful and productive citizens by providing opportunities that will allow them to embrace challenges and develop a passion for lifelong learning. Based on this data, the actions and services in the LCAP fall into the following areas:
1. Improving academic achievement: Based on current data, we will continue the implemented strategies in math and focus on implementing systems that will help increase our proficiency in ELA. Data and growth will be analyzed for EL students as well as all students.

2. Maintaining a positive school culture, increasing student engagement to positively increase attendance and decrease behavioral issues
3. Promoting parent involvement
Key LCAP actions to support these areas are: targeted professional development, full implementation of the AVID program, implementation of the PBIS program, improving our social/emotional programs, and providing opportunities for our parents to work with us as partners in their child's education.

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.

Buttonwillow does not have any schools in CSI.

Support for Identified Schools

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

Buttonwillow does not have any schools in CSI.

Monitoring and Evaluating Effectiveness

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

Buttonwillow does not have any schools in CSI.

Engaging Educational Partners

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

Throughout the LCAP development process Buttonwillow USD staff have received input on a variety of programs and services provided to students. This process consists of two objectives: 1. Inform educational partners of progress toward meeting current goals and actions and 2. Determine changes, additions, or deletions needed to attain current goals. Our process provides our educational partners an opportunity to review progress, provide input, and support the implementation of actions through meaningful feedback. Feedback was gathered through: surveys, face-to-face meetings, and parent committees. While we consider all feedback in relation to district goals and identified needs, not all ideas can be addressed in this plan due to state requirements and/or limited LCFF resources. Buttonwillow USD has engaged our educational partners during the 2022-23 school year as follows:

Parents, and Community Members: in March, 2023 Buttonwillow USD held our Annual LCAP Taco Night. Participants were given information summarizing accomplishments from the past two years, academic and attendance data for this year, and current goals and actions. They were divided into small groups and given the opportunity to provide feedback/ideas for each goal.
Our online parent survey was also opened for two weeks in April. The survey had questions regarding their student demographics, school programs, school culture, and their ideas for improving the overall education provided by Buttonwillow USD. Participants at taco night received a card with a QR code/website address for them to complete the parent survey. Parents who came into the office were also given an invitation card during the survey window. All parent/guardians received a message from the school communication system (in their designated language) regarding access to and requesting they complete the survey.

School Site Council/ELAC/DELAC members were given 22-23 assessment data, attendance data, and a summary of staff, student, and parent survey results. They then had an opportunity to review and provide feedback on feedback received and the proposed LCAP goals and actions. This information was presented and discussed at online meetings held in April and May.

Students: In April 2023 students in 3rd - 8th grades were given the opportunity to complete two surveys. One survey focused on their educational experience, their feelings regarding school culture, and their level of student agency. The other survey identified demographics, their feedback regarding school programs, and their ideas for improving the education and activities the school provides for them.

Staff: All staff members, including the Superintendent, Assistant Superintendent, Curriculum Director, Technology Director, Principal, Assistant Principal, classroom teachers, pre-school teachers, special education teachers, instructional aides, pre-school aides, special education aides, secretaries, cafeteria staff, custodial staff, bus drivers, and resource center staff were involved in our annual feedback process. This included BTA (Buttonwillow Teachers Association) members, our only bargaining unit, Buttonwillow does not have a classified union. As a small district with an open door policy many conversations occur during the weekly PLC meetings (credentialed staff), monthly staff meetings, and with the district/school leadership team. In April, 2023 the staff members listed previously were invited to participate in a round robin event that gave them the opportunity to work in small groups to identify areas of need and ideas/suggestions for improving the educational program that Buttonwillow provides. In addition, staff members were given the opportunity to complete multiple surveys allowing for feedback regarding the instructional program, school culture, and specific programs/activities.

SELPA: A consultation with Kern SELPA was held in March to review our LCAP process and discuss goals, actions, considerations, and the impact on our students with disabilities.

School Board: Throughout the year, the board was involved in the planning process, reviewing survey results, providing feedback and final approval of the LCAP. June 12, 2022-LCAP, Local Indicator Presentation, and Budget Public Hearing; June 14, 2023-, LCAP and Budget Board Approval.

A summary of the feedback provided by specific educational partners.

The following feedback was received from the opportunities described above:

Staff Change Recommendations (See list of staff included in description above):
Mapped out ELO's for the year
Student input on ELOP
Making after school more consistent; hiring staff specifically for after-school program; snacks for kids
Students who get perfect attendance should be allowed to attend reward trips
Use communication app that parents/teachers are familiar with (Remind)
More Parent Ed/Student/SEL/Family Nights
Education Field trips age appropriate events
College Field Trips
Family Nights to get buy in
Screening process more about the child
Student Attendance: more consistency, consequences and follow up; very support ot individual students
Change SEL Lessons/Platfomr
School Pride Rallies

Staff Addition Recommendations:
Math Intervention Teacher/Coach
Assessments for Pre-School/TK
Full time PE Aide
School Readiness screening Pre-School/TK
ECE: End of year goals
Sub for intervention teacher when absent or performing other duities
Admin more involved in fun student activities
Add PTC
Parent Square app for parent communication

Parents and Community Members Change Recommendations:
Pre-school classes start at same time
Reduce technology/screen time
Include more technology use
Offer Wed morning extended learning opportunities
Additional Materials
Additional support for Pre-School Teacher
Smaller Classes
Additional teacher support in classroom
Simplify the SEL Screener
PBIS for older students, ask students, tickets
Additional Psychologist support
Bullying Parent,Teacher, student communication
Same age groups together in after school programs
Teachers not responding in Rooms App
PA students should be included in Field Trips
Attendance taken in ELOP Programs
Notify parents if ELOP program canceled
More Field Trips (museums, art expositions)

Parent and Community Member Additions:
Family support programs
Parent/Student hybrid program (dual learning)
School Safety (alarms, locking gates)
Security in drop off/pick up
Annual calendars sent at beginning of the year
ESL and Computer classes for parents
Parent communication in advance
Parenting classes, flexibility evening after 6:00
Office staff aware of classroom activities
Coordinate with Rec so activities not on same day
Parent rewards for attendance at events
Game night for families

Students:
More Hands on Activities

Playground equipment/Variety of equipment
"Teach people how to be nice"
AVID Field Trips/Field Trips
Activities/Sports (Cheerleading, art, etc)

School Site Council/ELAC/DELAC:
There were no comments requiring a response from the superintendent.

SELPA:
No specific feedback was received from the SELPA consultation.

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

The following actions were initially developed based on educational partner input and reflect ongoing input from educational partners:

Goal 1, Action 1   Professional Development as requested by staff, the following topics will be included:
Writing
Research Based Instructional Practices
Technology Based Curricular Programs (Achieve, NextGen, etc)
Phonics Instruction (Express Readers)
Standards Mapping
Thinking Maps
Small Group Instruction

Goal 1, Action 7   Extended Learning Programs as requested by parents and students.
This program will be expanded to include additional topics chosen by students

Goal 2, Action 4   Student Attendance as requested by staff
Implementation of a SARB panel to better support chronically absent students and their families

Goal 3, Action 1   Parent Communication as requested by parents and staff, the following will be added:
Consistent communication between parents and teachers (Parent Square)
Parents/students ability to monitor grades/discipline issues

Goal 4, Action 4 School Safety as requested by parents and staff
Upgrading bells, intercom, and phone access

Goals and Actions

Goal

Goal #	Description
1	All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math, as well as growth in English language proficiency as demonstrated through state assessments, local formative assessments, and course grades. (Priority 2, 4, 7)

An explanation of why the LEA has developed this goal.

CAASPP assessment results at the end of the 21-22 school year showed that only 20% of all students met or exceeded standards in ELA and 11% in math. For our English Learner students 6% met or exceeded standards in ELA and 4% in math. Preliminary 22-23 results show that 24% of all students met proficiency in ELA and 11% in math. For EL students, 12% met proficiency in ELA, and 8% in math.

Based on preliminary results, there was some growth for all and our EL students. The implementation of research-based best practices, building upon our past growth, and focusing on the actions listed below will get us back to where we were and beyond the gains reached before the COVID pandemic.

Input received from stakeholders through the LCAP development process indicates a desire to improve ELA, Math, and ELD achievement for all students. We plan to improve performance through actions that support and improve student learning and will measure progress towards our goal using the metrics identified below. Based on Survey Data, Classroom Walk-Through Data, Scheduling Data, and State Assessment results the following areas of need were identified:

Priority 4:
Analysis of student performance on 21-22 CAASPP assessments and the California School Dashboard show that students scored an average of 87 points below standard in ELA and 106.4 points below standard in Math. Of particular concern is the performance of English learners (ELs), 55% met proficiency on the ELPAC, with an average score of 85.7 points below standard in ELA and 111.9 in Math.

ELPAC: Based on preliminary 22-23 Summative ELPAC results, 19% scored Well Developed and 36% scored Moderately Developed. This data, student survey data (85% agree that EL's are being taught English as quickly as possible) and staff survey data (95% agree) results demonstrate that we are making progress with our EL students and the strategies that are being used to move them toward English Proficiency are working, but remain a focus. Based on the California School Dashboard, 21-22 ELPAC results showed 50.4% are making progress toward English proficiency.

We plan to improve ELA and Math performance, as well as English language proficiency, through actions that support and improve student learning and will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of state adopted academic standards for all students Priority 2a	Based on Option 2 Reflection Tool data from 20-21, we averaged a score of Full Implementation. NGSS was the lowest score at Beginning Development.	Based on Option 2 Reflection Tool data from 21-22, we continued to average a score of Fully Implementing. NGSS has moved up to Full Implementation.	Based on Option 2 Reflection Tool data from 22-23, all standards areas score at Full Implementing.		Based on Option 2 Reflection Tool all standards areas will score at Full Implementation or above
Enabling EL's to access CCSS and ELD standards to gain content knowledge Priority 2b	Based on 19-20 classroom walkthrough data, 95% of classrooms implement Designated and Integrated lessons as recommended	Based on 21-22 classroom walkthrough data, 90% of classrooms implemented Designated and Integrated lessons as recommended 100% of EL's had access to devices and home connectivity	Based on 22-23 classroom walkthrough data 92% of classrooms implemented designated and integrated lessons as recommended 100% of EL have access to devices and home connectivity		100% of classrooms will implement Designated and Integrated strategies appropriately 100% of EL students will maintain access to devices and home connectivity
Interim Comprehensive Assessment Results (3rd - 8th) Priority 4a: Student Performance on CAASPP	Based on ICA results from May of 2021, 30% of students met or exceeded grade-level standards in ELA and 18% in math. English learners (ELs), 22% of whom met or exceeded grade-level standards in ELA and 11% of	CAASPP results have not been released. Based on IAB ELA results 16% of students scored Above Standard, 39% scored Near Standard. Math results 9% scored Above Standard, 36% scored Near	21-22 CAASPP Results: 20% Met or Exceeded Standards for ELA (6% for EL's) 11% Met or Exceeded Standards in Math (4% for EL's)		45% of students who met or exceeded grade-level standards in ELA and 40% in math. English learners (ELs), 40% of whom met or exceeded grade-level standards in ELA and 35% of whom met or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	whom met or exceeded grade-level standards in Math.	Standard. For EL's, in ELA 19% scored Above Standard, 40% scored Near Standard. In Math for EL's, 9% scored Above Standard, 40% scored Near Standard.			exceeded grade-level standards in Math.
EL's making progress toward EL proficiency Priority 4e	Based on 20-21 Summative ELPAC results, 49% scored moderately or well developed. Based on 2019 Dashboard results, 41.7% of EL's made progress.	Based on 21-22 ELPAC results, 56% scored Moderately or Well Developed. When compared to 20-21 results, 56% made progress toward English proficiency.	Based on ELPI results on the 2022 California Dashboard 50.4% are making progress toward English language proficiency Based on preliminary 22-23 ELPAC results 55% scored Moderately or Well Developed.		60% will score moderately or well developed. More than 50% will make progress as measured by Dashboard results.
EL Reclassification Rate Priority 4f	Based on Data Quest reports from 2018-19, 12 students met reclassification criteria (5%)	Based on local data from 21-22 5.97% of eligible EL students met criteria for reclassification (12 students)	Based on local data from 22-23 3% of eligible EL students met criteria for re-classification (7 students)		8% of EL students will meet eligibility criteria for reclassification
Quarterly Grades Priority 8: Other Pupil Outcomes	Based on 4th quarter grades, 25% of students in 3rd - 8th grades earned a "D" or "F" in ELA. 17% of students earned a "D" or "F" in Math.	Based on 21-22, 4th quarter grades, 25% of students in 3rd - 8th grade earned a "D" or "F" in ELA, 18% of students earned a "D" or "F" in math.	Based on 22-23, 4th quarter grades 12% of students in 3rd - 8th grade earned a "D" or "F" in ELA, 16% of students earned a "D" or "F" in math. For EL		15% of students in 3rd - 8th grades earned a "D" or "F" in ELA. 15% of students earned a "D" or "F" in Math. (All and EL's)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			students: 10% earned a "D" or "F" for ELA and 15% for math.		
Core Growth Skills Assessment Results (TK-2nd) Priority 8: Other Pupil Outcomes	Based on end of year results from May of 2021, 28% of students met standard on grade level skills and standards.	Based on AIMSWeb data from May, 2022 18% of TK-2nd grade students attained grade level skills in reading. (Core Growth data is no longer accessible)	Based on AIMSWeb data from May, 2022 20% of TK-2nd grade students attained grade level skills in reading. (Core Growth data is no longer accessible)		40% of students met standard on grade level skills and standards based on end of the year results from May 2024
% of students completing A-G requirements Priority 4b	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District		Not applicable for a PK-8th Grade District
% of pupils completing CTC pathway Priority 4c	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District		Not applicable for a PK-8th Grade District
% of pupils completing B&C Priority 4d	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District		Not applicable for a PK-8th Grade District
% of pupils passing AP exams Priority 4g	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District		Not applicable for a PK-8th Grade District
% of pupils scoring 3 or higher on EAP Priority 4h	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District		Not applicable for a PK-8th Grade District

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to and enrollment in a broad course of study Priority 7a	Based on Student Information System reviews and classroom walkthrough data, 100% of students are enrolled in a broad course of study	Based on Student Information System reviews and classroom walkthrough data, 100% of students are enrolled in a broad course of study	Based on Student Information System reviews and classroom walkthrough data, 100% of students are enrolled in a broad course of study		Maintain 100% of enrollment in a broad course of study
Programs and service to support high needs students Priority 7b	Based on 19-20 classroom walkthrough data, 95% of classrooms implement Designated and Integrated lessons as recommended. 60% of students participated in expanded learning opportunities	Based on 21-22 classroom walkthrough data, 90% of classrooms implement Designated and Integrated lessons as recommended. 50% of students participated in expanded learning opportunities

Based on a review of SAT team files,16 students received additional supports (5% of all students | Based on 22-23 classroom walkthrough data, 75% of classrooms implement Designated and Integrated lessons as recommended. 70% of students participated in expanded learning opportunities

Based on a review of SAT team files, 12 students received additional supports (4% of all students) | | 100% of classrooms will implement Designated and Integrated strategies appropriately; 75% of students will participate in expanded learning opportunities

SAT Team referrals will be below 3% of all students |
| Programs and services for students with disabilities Priority 7c | Based on reviews of student IEP's and assessment results, 100% of eligible students received appropriate resources | Based on reviews of student IEP's and assessment results, 100% of eligible students received appropriate resources | Based on reviews of student IEP's and assessment results, 100% of eligible students received appropriate resources | | Maintain appropriate programs and services for all eligible students |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Programs and services developed and provide to low income, EL, and foster youth Priority 7b	Based on scheduling reports and classroom walkthrough data, 100% of eligible students received designated and integrated EL supports or extended learning opportunities for unduplicated pupils who are struggling academically.	This is a duplicate of Priority 7b and will be discontinued	Discontinued		This is a duplicate of Priority 7b and will be discontinued
Programs and services developed and provide to students with disabilities Priority 7c	Based on IEP reviews, 100% of Special Education services were provided as written in their IEP's	This is a duplicate of Priority 7c and will be discontinued	Discontinued		This is a duplicate of Priority 7c and will be discontinued

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Based on our staff Professional Development survey results, updated vision and instructional expectations, and due to our high numbers of EL and SED students, professional development will focus on needs identified by teachers and instructional aides, strategies and methods that have been proven effective in advancing these students so that we can make progress toward closing the achievement gap. Staff Development release time, staff development presenters, and supplies needed to meet the needs of the school in the following areas: Writing Research Based Instructional Practices	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Technology Based Curricular Programs (Achieve, NextGen, etc) Phonics Instruction (Express Readers) Standards Mapping Thinking Maps Small Group Instruction In addition to any other areas identified as an academic need of unduplicated pupils as identified by staff and/or administration, training for ELD supplemental materials and coaching for ELD instruction. Additional Funding Source: Title I		
1.2	Additional Instructional Time	Maintain the additional 15 Minutes of Instructional Time. This service supports instructional strategies that allow for more individual attention for low income, foster youth, and English Learners	$175,000.00	Yes
1.3	Supplemental Materials	Supplemental materials as needed to support the instructional needs in the classroom to ensure that all students are able to accelerate their learning to close the achievement gap, including Science gap instructional materials as identified by teachers to address the unique needs of unduplicated students to access core curriculum. In addition, additional materials will be purchased to support students new to our school from Mexico, including (but not limited to) translation programs and materials to accelerate learning English. Additional Funding Source: Title I	$130,000.00	Yes
1.4	Additional Teachers	Maintain Class Size Reduction by continuing to employ 4 additional teachers as identified by parents, students, and teachers through LCFF feedback and surveys. This principally directed service supports instructional strategies that allow for more individual attention for low income, foster youth, and English learners. In addition, maintain the position that incorporates band and a co-teacher in the science, nutrition/math, garden and library labs will continue as a principally directed service that supports the unique needs of unduplicated	$441,941.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students are such as: need to connect with adult role models at school, lack of exposure to books, art, and music; and small class sizes for teachers to provide individualized support targeted to students identified need. Additional Funding Source: Title II		
1.5	Technology Support	Purchase replacement technology devices, technology security, and maintain a replacement fund with an emphasis to support low income, foster youth, and English Learners that may not have access to internet or wi-fi at home. Training for teachers in the effective use technology tools (google, etc) to increase student engagement. Additional Funding Source: Title IV	$136,941.00	Yes
1.6	AVID Implementation	Provide support for the AVID Elementary Program. This program has been proven to provide additional support for unduplicated students by teaching them skills necessary for exceeding in elementary, middle, high schools and beyond. This program includes: curriculum, Professional Development (Conferences, workshops, collaborative planning), and development and monitoring of a school AVID plan. College field trips will be planned for each grade level as appropriate to their age.	$100,000.00	Yes
1.7	Extended Learning Programs	Continued implementation of expanded learning programs which may include before school and summer programs(extra time for staff, supplies and materials). All Programs will focus on hands-on learning to extend the curriculum taught during the regular school day to help achieve academic growth and close the achievement gap that was widened during the COVID pandemic. Activities may include (but are not limited to): coding, robotics, music, 4-H, cooking, academic support, dance, fitness, E-Sports, music, Spelling Bee, etc. In addition to providing transportation for after school programs (bus driver), incentives will be offered for students that meet attendance criteria.	$411,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Transportation will also be provided for Summer School. Priority will be given to unduplicated pupils. Funding Source: Title I, ELOP		
1.8	Early Childhood Education	Continued full implementation of a state pre-school and Transitional Kindergarten so unduplicated students who enter our school are on grade level and can meet grade level standards by the end of their first year. The district will be moving toward integration of all early childhood education programs. Funds will be used for supplemental materials to ensure equal access to content and learning for EL, foster youth, and SEL students.	$100,000.00	Yes
1.9	Intervention Teacher	Hire an intervention teacher to work with small groups, coordinate and monitor groups in the RtI program, and assist with quarterly testing. Additional Funding Source: Title I	$170,000.00	Yes
1.10	Supplemental Teacher	Maintain the position that incorporates band and a co-teacher in the science, nutrition/math, garden and library labs will continue as a principally directed service that supports the unique needs of unduplicated students are such as: need to connect with adult role models at school, lack of exposure to books, art, and music; and small class sizes for teachers to provide individualized support targeted to students identified need. Additional Funding Source: Title I	$205,000.00	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.

Based on a review of our LCAP actions, feedback from teachers, parents, and students through surveys, and additional data sources (listed in Measuring and Reporting Results section) all actions in Goal 1 were fully implemented, some challenges and successes are described below.

Actions 1.1 and 1.6 were fully implemented. Professional development was provided to teachers on initial first teaching using research-based strategies to support English learners, low-income students (SED), and foster youth. We were successful in providing writing training, AVID professional development, and ELD support. Ongoing coaching was provided to all teachers, and classroom walkthroughs were conducted to monitor the implementation of strategies. Some of the challenges were the inconsistency in the implementation of the teaching strategies in some classrooms, which we continue to monitor.

Actions 1.2, 1.4, 1.9, and 1.10 were also fully implemented. These additional time and teachers allowed us to maintain small class sizes (schoolwide average of 19.5), and provide the additional support our EL, SED, and foster student needs for support in reading and opportunities for hands-on experiences in science and math.

Actions 1.3, 1.5, 1.7, 1.8, were fully implemented and provided support to our unduplicated students through instructional materials, technology, and after school and extended school year, and supporting all of our early childhood education programs. This also included offering TK for all 4 year old students and Pre-School for all 3 year old students. These programs will continue to expand as the needs arise.

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.

Buttonwillow Union School District conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The total budgeted for LCAP Goal 1 was $1,805,482.00. The estimated actual expenditures for 2022-2023 are $1,211,941.00. Expenditures were less than expected by $60,000.00. The substantive differences are due to:

Action 1.1 Professional Development: Due to the continued challenges of finding substitutes, we had to limit professional development opportunities that occurred off-site or during the normal school day. Also, many trainings we used to send people to are now offered online, which has significantly decreased the amounts needed for travel and lodging.

Action 1.3 Supplemental Materials: Our focus this year was going back to the future and focusing on the things we had in place that were proven effective in the past. We already had the materials we needed, so there was not a large need to add new things and materials.

Action 1.6 AVID Implementation: Many of the AVID trainings were moved to an online platform, requiring less expenses for registration, travel, and lodging. Now that all grades have had the opportunity to attend 2 years of Summer Institute, there is less people attending each year.

Action 1.7 Extended Learning Programs: Due to the addition of the Expanded Learning Opportunities Grant, most of the expenses for after-school programs were fulfilled by that grant.

Action 1.8 Early Childhood Education: Our plan to allow all eligible 4 years old students to attend TK, while that plan was fulfilled the cost for set-up and implementation was not as high as originally thought.

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

LCAP Goal 1 is to support all students in demonstrating growth towards meeting or exceeding grade level standards in ELA, Math, and English Language Proficiency.

While progress toward the desired goal for academic achievement is slow , we have observed significant progress in the implementation of research based instructional practices such as AVID and Early Childhood Education which are intended to accelerate standards-based learning after the increased gap resulting from the COVID pandemic. From the AVID collective educator effectiveness agency survey, 69% percent of the staff reported they believe that educators are providing learning experiences in which every student is challenged, engaged, and develops a greater ownership of their learning through increasingly complex levels of understanding. Based on an analysis of the data sources listed above (Measuring and Reporting Results), the district believes all actions in goal 1 are proving to be effective in helping our staff and students make progress towards this goal.

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

Based on preliminary CAASPP, ELPAC, IAB data, and survey results the implementation of our current goals, metrics, desired outcomes, and actions are demonstrating positive results. A few minor changes will be made to actions in this goal:

1.1 Professional Development: Based on a renewed vision, instructional plan, and staff survey results we will be limiting our instructional focus and professional development focus areas next year to writing, small group instruction, and effective EL/ELD strategies.

1.5 Technology Support: Based on an increased need of technology-based programs, the administration of those programs, and the amount of funding needed to implement these programs, funding will be increased to ensure all students have access to and the support needed to fully utilize all technology-based programs.

1.7 Extended Learning Programs: A majority of the funding for this action will be moved to ELOP funding.

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

Goals and Actions

Goal

Goal #	Description
2	Increase the number of students identified as needing targeted (Tier 2) and intensive (Tier 3) social, emotional and mental health support by 10%. We will also increase the percent of students feeling engaged at school by 5% and decreasing chronic absences by 5% all by May 26, 2024. These will be measured by responses during wellness checks, survey data, engagement tracking, attendance ,and behavioral data. (Priorities 5 ,6, and 8)

An explanation of why the LEA has developed this goal.

Analysis of behavioral data, survey data of students, parents, and staff, attendance and engagement data have identified an increase in behavioral issues and a decrease in attendance and student engagement due to the COVID pandemic. We will use the data sources identified below to monitor the social emotional well-being and mental health of students and to ensure that the number of students in need of Tier 2 and Tier 3 supports are decreasing, chronic absenteeism decreasing, and engagement increasing.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SEL Screener (Tier 1 and 2) Priority 6c: School Climate	0% (not administered until 21/22 school year)	12% of students qualified for Tier 2 assistance. 2% qualified for Tier 3 assistance.	9% of students qualified for Tier 2 assistance. 2% qualified for Tier 3 assistance.		Less than 5% of students will be identified needing Tier 2 assistance
Middle School Dropout Rate Priority 5c	Based on CALPADS EOY report, we did not have any Middle School dropouts in the 2020-21 school year.	Based on CALPADS EOY report, we did not have any Middle School dropouts in the 2020-21 school year.	Based on CALPADS EOY report, we did not have any Middle School dropouts in the 2022-23 school year.		Maintain 0% dropout rate
Chronic Attendance Indicator Priority 5b	Based on the 2019 Dashboard, we scored blue. 2.5% Chronic Absentee, Declined 1.7%.	In the absence of 2021 Dashboard data, based on analysis of SIS data, 49% of our students qualified as	Based on 21-22 Dashboard data, we were in the Very High area with 49.3% of		Maintain blue ranking Chronic Absentee Rate below 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Chronically Absent in 2021-2022	students chronically absent. Based on local results, for 22-23 35% of students qualified as chronically absent.		
Attendance Rates Priority 5a	Based on information from our SIS, our 2020-21 attendance rate was 89.5%	Based on information from our SIS, our 2021-22 attendance rate was 89.4%	Based on information from our SIS, our 22-23 attendance rate was 91.5%		Attendance Rate at or above 96%
Staff, Student, and Parent Connectedness Survey Results Priority 6 c.	Based on 18-19 student survey results, 77% look forward to coming to school each day. 92% felt that an adult on campus cared about them.	Based on 21-22 student survey results, 70% look forward to coming to school each day. 95% felt an adult on campus cared about them.	Based on 22-23 student survey results, 68% look forward to coming to school each day. 87% felt an adult on campus cared about them.		90% or more of students will look forward to coming to school each day and feel that an adult on campus cares about them.
Pupil Behavior Reporting and Suspension Rates Priority 6 a	Based on the 2019 Dashboard, we scored Orange in Suspension for 1.9% of students being suspended once and a 1.6% increase. There were not any suspensions or expulsions in the 19-20 school year. For the 20-21 school year, 1% of students have received at least one referral, with no	In the absence of 2021 Dashboard data, based on information from our SIS, 9 students were suspended this year for a suspension rate of 2.5%. 8% of students received at least one referral. 8 of 9 suspended students were identified as EL and SED. 6% of the 8% receiving referrals	Based on the 2022 Dashboard, we received a Medium score with 2.6% suspended at least one day. Based on local results, for 22-23 our current suspension rate is 1.7%		Earn blue ranking for less than .5% suspensions. Maintain referral rate below 5% of all students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	suspensions or expulsions.	were identified as EL and SED.			
Pupil Expulsion Rates Priority 6 b	Based on SIS and CALPADS data, there have not been any expulsions from Buttonwillow	Based on SIS and CALPADS data, there have not been any expulsions from Buttonwillow	Based on SIS and CALPADS data, there have not been any expulsions from Buttonwillow		Maintain no expulsions
High School Dropout Rate Priority 5d	Not applicable for a PK-8th District	Not applicable for a PK-8th District	Not applicable for a PK-8th District		Not applicable for a PK-8th District
High School Graduation Rate Priority 5e	Not applicable for a PK-8th District	Not applicable for a PK-8th District	Not applicable for a PK-8th District		Not applicable for a PK-8th District

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	SEL Program/Support	Universally screen to identify students at risk for academic issues and for behavior or social-emotional problems that can interfere with academic success, specifically to address the needs of unduplicated students. In addition to purchase of the screener, this Includes staffing costs to administer, interpret data and help develop appropriate interventions. All students will be provided weekly SEL Lessons through the NearPod program. This will include (but not limited to): bullying lessons, making friends, addressing feelings, etc. Students identified as needing additional support will be provided Tier 2 interventions including (but not limited to): social skills groups, access to the Psych intern, etc.	$125,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	PBIS Implementation	The PBIS model will continue to be implemented to maintain the low suspension and referral rates specifically for unduplicated students. Expenses includes: reward activities for students, informational items that remind students of appropriate behavior, assemblies to encourage positive behavior, Student of the Month, equipment/music at recess, BEEP store items, etc. Additional Funding Source: Title IV	$35,000.00	Yes
2.3	Student Attendance Supports	Activities to motivate and support students to attend school, maintain good behavior, and excel academically as a principally directed service to support unduplicated students. Expenses include: award trips and transportation, posters, supports for parents in getting their students to school, monthly class recognition, etc.	$30,000.00	Yes
2.4	Student Attendance	Positive attendance letters will be sent home Truancy letters will be sent home Research process for adding a SARB panel consisting of school personnel, resource center staff, and social worker Superintendent will work with the KCSD to address attendance issues Students with Perfect Attendance each quarter will participate in extra on-campus activities Superintendent and Assistant Superintendent will work with Buttonwillow Resource Center staff and school social worker to support families identified with poor attendance for education, training, and resources for families of students struggling with attendance and unduplicated students.	$60,000.00	No
2.5	Student Wellness	School Nurse will be maintained to support student health to ensure students are able to attend school and focus on learning. These services will be provided by Komen Medical Group and Hazel Health. Provide nutrition education for students to learn the importance of and how to live a healthy lifestyle including what they eat.	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		This service supports meeting the identified needs of unduplicated students who may not have access to other forms of health and/or dental care.		
2.6	Pupil Support Services	School Psychologist will be maintained to coordinate RtI, PBIS, and SST meetings. This position will also provide mental health support to students in need of basic counseling support to eliminate mental health barriers of learning. This service supports meeting the identified needs of unduplicated students who may not have access to other forms of mental health care. Additional help will be provided by the addition of a Psychologist Intern to also support this work. A social worker may also be added to provide additional support to families of unduplicated students.	$240,000.00	Yes
2.7	Additional Teacher	Due to the behavior challenges that have arisen as a result of the Covid pandemic, it is necessary to keep class sizes smaller in the Junior High (6th - 8th) to better support student emotional needs and retrain students in school behavioral expectations.	$100,000.00	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.

Based on a review of our LCAP actions, feedback from teachers, parents, and students through surveys, and additional data sources (listed in Measuring and Reporting Results section) all actions in Goal 2 were fully implemented, some challenges and successes are described below.

Actions 2.1, 2.2, and 2.6, were largely implemented and targeted student Social-Emotional Learning. Based on feedback from parents and staff, some work needs to be done around the SEL screener (Action 2.1) and how the results are used. PBIS (Action 2.2) has been implemented for several years and a refresher for staff and students has been requested for the 23-24 school year. Pupil support services (2.6) were fully provided and will continue as requested by all survey respondents.

Actions 2.3, 2.4, 2.5, and 2.7 were all fully implemented during this school year and were successful based on preliminary attendance data. Due to being unable to find a social worker until later in the year, those support services did not start until later in the school-year, but were successful once they got up and running consistently. This will be continued next year and will start at the beginning of the school-year.

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.

Buttonwillow Union School District conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The total budgeted for LCAP Goal 2 was $495,000.00. The estimated actual expenditures for 2022-2023 are $394,000.00. Expenditures were less than expected by $101,000.00. The substantive differences are due to:

2.1 SEL/Program Support-While this action was fully implemented, based on the decrease of students needing SEL support this school year and the prior purchase of the NearPod program, all of the funds were not needed.

2.2 PBIS Implementation-Discipline data confirms that our PBIS program continues to encourage positive discipline structures. Again while this action was fully implemented, all of the funds were not required.

2.4 Student Attendance-The majority of these funds were covered by the Community Schools Grant which we received after the LCAP was approved.

2.5 Student Wellness-Due to KCSOS informing us they would not be able to provide a school nurse, we had to look for alternative options. These options were available, but more expensive than originally budgeted.

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

LCAP Goal 2 is focused on supporting students social, emotional, and mental health.

The district is achieving the desired improvement in chronic absenteeism and student well-being and we have observed significant progress in the implementation of social-emotional supports intended to integrate students back into the school environment after the inconsistency caused by the COVID pandemic. Giving students and families instant access to health and counseling services at school has decreased absenteeism rates and behavioral incidences. Based on an analysis of our results, the district believes all actions in goal 2 have been proven to be effective in making progress towards this goal.

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

Based on preliminary attendance and suspension data, and survey results the implementation of our current goals, metrics, desired outcomes, and actions are demonstrating positive results. A few minor changes will be made to actions in this goal:

2.4 Student Attendance: Implementation of a SARB panel consisting of Social Worker, Resource Center Staff, and school personnel to better support chronic absent families and students.

2.5 Student Wellness: Funds will be increased to continue Hazel Health and Komen Medical group

2.6 Pupil Services Support: Addition of Social Worker will increase costs and salary costs for the Psychologist and Psychologist Intern

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 the percent of parents partnering with the school to accelerate student growth (academic and social emotional) reaching an average of 80% participation by the 23-24 school year. This will be measured through sign-in sheets and survey participation rate responses.

An explanation of why the LEA has developed this goal.

Analysis of pre-pandemic participation rates and survey data of parents showed that only 60% of our parents participated in parent/family events offered by the school. Based on research, we know that parent support and engagement with the school will accelerate students growth more than double of what the school can accomplish by itself. We will use the data sources identified below to monitor participation rates and ensure that we are addressing the needs and training requested by the community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Promote parental participation in programs Priority 3b	Based on sigh-in sheets, 60% of families of unduplicated pupils participated in district sponsored events	Based on sign-in sheets 70% of families attended/participated in feedback for the LCAP. All other events were canceled due to Covid restrictions.	Based on sign-in sheets, 40% of unduplicated families attended/participated in feedback for the LCAP.		80% of families of unduplicated pupils will participate in district sponsored events
Seek parent input in making decisions for the school Priority 3a	Based on parent survey results, 60% of families reporting that they participated in one or more school sponsored event	Based on parent survey results, 82% of families reported the school gave them opportunity to provide input into school programs. Due to Covid restrictions, additional	Based on parent survey results, 100% of respondents reported the school gave them an opportunity to provide input into school programs.		80% of families reporting that they participate in one or more school sponsored event

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		events were not provided			
Promote parent participation in programs for students with disabilities Priority 3c	Based on parent survey results, 3% of respondents reported they had a child with a disability. 100% of eligible parents participated in IEP meetings	Based on survey results, 21% of respondents reported they had a child with a disability. During the school year, 100% of qualified parents participated in IEP meetings.	Based on survey results, 15% of respondents reported they had a child with a disability. During the school year, 100% of qualified parents participated in IEP meetings.		100% of eligible parents will respond to our parent survey and IEP meetings
Providing information and communicating with parents and families Priority 3b		Added this metric in 22-23 During the 21-22 school year, approximately 45 social media posts were posted on our website. Approximately 52 informational messages were sent to parents. On average, 90% of parents received weekly messages. Social Media posts occurred at least once every two weeks	During the 22-23 school year, approximately 50 social media posts were posted on our website. Approximately 45 informational messages were sent to parents. 94% of parents reported receiving weekly messages. Social Media posts occurred at least once a week.		95% of parents will receive weekly messages Social Media posts will occur at a minimum of once a week

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Communication	The phone, email, and text parent communication system will continue to be used to communicate parent events. Classroom teachers will utilize Parent Square to communicate classroom items with parents. Multiple methods are required to ensure we are reaching the parents of EL, Foster Youth, and SED students. Parents will have the ability to monitor student grades as they are posted through the Aeries App. Additional Funding Source: Title I	$21,000.00	Yes
3.2	Parent Education, Training, and Family Nights	Parent/family nights with incentives for math/reading/science, AVID, bullying and school safety and school emergency procedures, Vaping, technology safety, cooking, and positive parenting will be offered to give families of unduplicated students health and safety information, and an opportunity to see that education can be fun and activities can be continued at home. As suggested by parent feedback, student incentives will be given to individual students and classrooms who have the greatest percentages of parents attend. Parent classes will be offered in connection with the Family Resource Center including ESL for the community, if available and there is an interest by community members, and other programs offered by the Resource Center.	$100,000.00	Yes
3.3	Field Trips	Provide extra opportunities for parents to attend field trips, AVID College Trips, and award trips with students and staff.	$15,000.00	Yes
3.4	Parent Advisory Coordinator	Provide a stipend for certificated coordinator of the Parent Advisory committee and a parent coordinator to lead the committee that plans, implements, and evaluates parent activities. This position will be	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		evaluated annually and principally directed to support unduplicated students and families.		
3.5	Translation	Interpreters for parents when attending meetings and school activities so EL parents can fully participate in school events.	$2,000.00	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.

There were some implementation challenges with Goal 3 as described below:

Action 3.1 was fully implemented, but not fully effective. A new system for teacher to parent communication was piloted, and not successful due to many factors including hard to sign up, not user friendly, etc. A new system will be implemented in the fall.

Action 3.2 Parent Education, Training, and Family Nights were partially implemented this year. As we returned to "normal" following the COVID pandemic, the focus was on instruction and staff did not feel they would be able to plan and implement as many additional events as in past years (pre-covid).

Actions 3.3 and 3.5 were also fully implemented, but not many parents signed up to attend field trips or request translation. These opportunities will continue to be offered.

Action 3.4 Parent Advisory Coordinator was not implemented due to a lack of interested staff or community members in these positions.

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.

Buttonwillow Union School District conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The total budgeted for LCAP Goal 3 was $47,000.00. The estimated actual expenditures for 2022-2023 are $8,000.00. Expenditures were less than expected by $39,000.00. The substantive differences are due to:

Action 3.1 Parent Communication: While this action was fully implemented, we continued to use the same programs as in past years, therefore program costs were not as high as expected.

Action 3.2 Parent Education, Training, and Family Nights: Most of the planned events were provided by community agencies and did not require additional costs to provide

Action 3.3 Field Trips: Due to continued COVID restrictions at colleges, many of the planned field trips were not able to be offered, therefore there was not a need to pay for parent expenses

Action 3.4 Parent Advisory Coordinator: Lack of interested staff or community members in these positions

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

LCAP Goal 3 is focused on partnerships with the school and our parents.

While the district is not achieving the desired results in offering parent engagement opportunities, we have observed progress in parent communication and bringing training offerings back following COVID restrictions. 96% of parents agreed that they are receiving messages from the school on a regular basis. Based on an analysis of these results, the district believes all actions in goal 3 are proven to be effective in making progress towards the goal.

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

Based on preliminary parent training attendance rosters and parent feedback (surveys and LCAP Taco Night posters), implementation of our current goals, metrics, desired outcomes, and actions are demonstrating growth.
However, there was an identified need by all groups to improve on the implementation of the actions in this goal. In addition based on parent and teacher feedback, the communication system will be changing to Parent Square, instead of Rooms. Switching programs will also increase costs due to the cost of the new program being significantly higher than the previous program. (3.1) Due to a lack of personnel to implement all of the training parents have requested, the district hopes to partner with outside agencies which requires additional funding. (3.2)

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

Goals and Actions

Goal

Goal #	Description
4	The metrics and actions described below will be implemented to ensure that the progress made within Priority 1 (Basic Services) and Course Access (Priority 7) will be maintained over the coming three years. In addition to maintaining small class sizes, highly qualified teachers will provide standards-based instruction and all students will have access to the necessary courses and technology for learning at school and at home. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal.

An explanation of why the LEA has developed this goal.

An analysis of available data and input received from our educational partners has not identified concerns or needs within Priority 1 or Priority 7. The metrics described below were selected to ensure that the progress that we have made in these priority areas will be evaluated on a regular basis and that legal obligations are being met. Support provided to all teachers through professional development, regular classroom walkthroughs with feedback from administration, and weekly collaboration will provide support for qualified teachers to maintain 100% standards implementation, appropriate assignment of teachers, a broad course of study, and other metrics in this goal. The accompanying actions have been selected because they have proven to be effective in maintaining outcomes within these areas, and reflect input from students, teachers, staff, site administrators and school site councils.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of new teachers making progress in induction program, as measured by Comprehensive Candidate report Priority 1a	During the 20-21 school year 100% of teachers enrolled in the Teacher Induction program completed requirements. (2 teachers completed year 2 of Teacher Induction, 1 teacher	During the 21-22 school year 100% of teachers enrolled in the Teacher Induction program completed requirements. (3 teachers completed year 1, 4 teachers	During the 22-23 school year 100% of teachers enrolled in the Teacher Induction program completed requirements. (2 teachers completed year 1,1 teacher completed year 2, 6		100% qualified teachers will complete appropriate induction requirements.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	completed year 1, one teacher participated in the Intern Program.)	participated in the Intern Program.)	teachers participated in the Intern Program.)		
Standards Aligned materials for every student Priority 1b	In the 20-21 school year, based on classroom observations 100% of students had current textbooks	In the 21-22 school year, based on classroom observations and the Williams Visitation, 100% of students had current textbooks	In the 22-23 school year, based on classroom observations and the Williams Visitation, 100% of students had current textbooks		100% of students will have current textbooks
School facilities are maintained and in good repair Priority 1c	Based on 2020-21 FIT report, all areas of the school met exemplary status.	Based on 2021-22 FIT report, all areas of the school met exemplary status. Due to increase in need of resources for families, Resource Center needs to be updated and expanded. In the 2021-22 school year, approximately 300 families received services from the Resource Center (90% of currently enrolled students) 0% of construction has been completed	Based on 2022-23 FIT report, all areas of the school met exemplary status. Due to increase in need of resources for families, Resource Center needs to be updated and expanded. In the 2022-23 school year, approximately 320 families received services from the Resource Center (95% of currently enrolled students) 0% of construction has been completed		Maintain FIT report where all areas of the school meet exemplary status. Maintain 90% of families receiving services from Resource Center. 50% of construction completed on new building for Resource Center
Access to a broad course of study	100% of students are enrolled in required	100% of students are enrolled in required	100% of students are enrolled in required		100% of students will continue to be

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7a	courses based on SIS course records	courses based on SIS course records	courses based on SIS course records		enrolled in required courses based on SIS course records

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	School Facilities	The district will maintain all school facilities in good repair, as determined by the FIT report and will create a plan to prioritize modernization and site repair work to provide opportunities in each classroom.	$100,000.00	No
4.2	Qualified Teachers	The district will seek out and hire highly qualified teachers in order to maintain small class sizes and ensure students receive a high quality standards based instruction.	$1,500,000.00	No
4.3	Community Resource Center	Partial funding for a new building that will house our Community Resource Center that provides resources and support for our families and students. Additional Funding Sources: Community Schools Grant	$300,000.00	Yes
4.4	School Safety	We want to make sure that our school is a safe and secure place for our students to learn and grow. To that end, we have developed an action plan to implement new bells, intercoms, and early warning systems and phones throughout the school to enhance our safety measures.	$250,000.00	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.

While the majority of the actions in Goal 4 were implemented as planned, some challenges and successes are described below:

Actions 4.1 and 4.2 were fully implemented. We continue to maintain excellent school facilities (4.1). We had 4 teachers begin the year on some sort of intern credential and all but one of them had completed the requirements for a clear credential by the end of the school year.

Action 4.3 Community Resource Center: Plans have been created and submitted to DSA for approval. Construction is scheduled to begin during the 23-24 school year. The Buttonwillow Resource Center staff continues to provide essential services to support the basic needs of our parents and community.

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.

Buttonwillow Union School District conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The total budgeted for LCAP Goal 4 was $1,700,000.00. The estimated actual expenditures for 2022-2023 are $1,600,000.00. Expenditures were less than expected by $100,000.00. The substantive differences are due to:

Action 4.3 Action 4.3 Community Resource Center: Plans have been created and submitted to DSA for approval. Construction is scheduled to begin during the 23-24 school year.

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

LCAP Goal 4 focuses on ensuring that basic services and course access are maintained. (Action 4.2). All actions in this goal have proven effective in helping us reach this goal.

The district is achieving the desired results for basic services and providing quality teachers. The district continues to work with teachers to ensure they are meeting or making progress toward credentialing requirements.

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

Action 3: Community Resource Center: Construction is scheduled to begin during the 23-24 school year, so allocated amount from 22-23 has been carried over. In addition, rising cost of materials and services have required an increase of funding to ensure that we are able to meet the needs of the community with this center.

Action 4: Based on Williams documentation, teacher credentialing information, and parent survey results implementation of our current goals, metrics, desired outcomes, and actions are demonstrating growth. Based on feedback from our parents, an action is being added to address school safety by upgrading the bells, intercom, and phone systems.

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)
$1,526,881	$206,463

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
47.06%	19.33%	$639,031.23	66.39%

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.

A review of the needs, conditions, and circumstances of our low-income students and English learners indicates based on 21-22 data, 51% of our EL students scored moderately or well-developed on the ELPAC, but only 6% of EL's met or exceeded grade-level standards in ELA and 4.2% met or exceeded grade-level standards in Math. According the 2022 Dashboard, SED students scored -88.1 DFS compared to "all students" that scored -87 DFS in ELA; and scored -106.7 DFS in Math compared to the "all student" group that scored -106.4 DFS.

Additional identified needs of our Low-Income and EL students include: lack of access to robust selection of books at home to develop independent reading skills lack of exposure to academic language, a lack of exposure to English at home, and life experiences that generally occur in non-EL/SEL households lower literacy and numeracy skills than students who are not identified as low-income, and limited preschool opportunities to develop school readiness skills and transitions into Kindergarten.

In response to the performance gap between "All students" and unduplicated students, and the additional identified needs of our unduplicated pupils, the district will implement the following actions LEA-wide or school-wide which are principally directed for English Learners, Low-Income, and Foster Youth students to support their academic achievement through the following actions:

Professional Development will be provided to help teachers address the unique academic needs of EL and SED students; We will provide additional, individualized instructional time through extra instructional minutes, reduced class sizes, and support teachers; and we will provide supplemental instructional materials and technology devices. (Actions 1.1, 2, 3, 4, 5, 9)

To further support the academic needs of our unduplicated students, we will continue implementation of the AVID program, Extended Learning Programs, a Supplemental Teacher, and Early Childhood Education programs. (Actions 1.6, 7, 8, 10)

We believe these actions in Goal 1 will result in increased grade level proficiency and decreased "D" and "F" rates, especially for low income and EL students, as outlined in the metrics for Goal 1, and to close the identified achievement gaps as described in the Measuring and Reporting Results for Goal 1.

A review of the needs, conditions, and circumstances of our low-income students and English learners indicates more low-income students and EL students were chronically absent more than all students in the state. Based on 2022 data, SED students were chronically absent 48.9% and down to 35.6% in 2023. In 2022, EL's were chronically absent 47.7% and in 2023 32.4%. These rates are still higher than the state rates of EL Chronic Absenteeism rate 33.6% and SED Chronic Absenteeism rate 37.4%. Based on local data, the suspension rate for the 22-23 school year was 1.7%, EL's were 50% of the suspensions, and 100% were Low-Income.

Additional identified needs of unduplicated students include: due to the high chronic absenteeism, and suspension rate gaps between all students and low income and EL students, targeted (tier 2) and intensive (tier 3) social, emotional, and mental health supports will be created to support low income and EL students in hopes of increasing pupil engagement and improving school climate. Further, mental health supports will be available to all staff so they can better serve the social, emotional, and mental health needs of low income and EL students.

To address the identified needs of our low-income and EL students, the district will: Provide teachers an evidence based system to identify the social-emotional needs of low-income and EL students to provide targeted tier I, II, and III support services to increase school attendance and improve behavior (Actions 2.1, 2, 3,6), and reduce class sizes so students have easier access to adults and so the teacher can better meet individual social and emotional needs with a smaller group of students (Action 2.7)

We believe these actions in Goal 2 will result in increased student attendance, decreased chronic absenteeism and student suspensions, especially for low income and EL students.

A review of the needs, conditions, and circumstances of our low-income and EL students indicate that 100% of survey respondents had used the district website/app, 70% of all families reported participating in school-based activities, while only 50% of EL and 47% of Low-Income families reported participating in a school based event.

Additional identified needs of our unduplicated families include: EL parents do not always participate due to a belief that they will not be able to communicate with school personnel and SED families may not feel they have the ability to support their student(s).

To address the identified needs of our low-income and EL families, the district will: Provide opportunities for parents to work with and learn with the district, including communication, training opportunities, and the opportunity to attend field trips (Actions 3.1-4)

We believe these actions in Goal 3 will result in increased participation and communication, especially for low income and EL families, as outlined in the metrics for Goal 3.

A review of the needs, conditions, and circumstances of our low-income and EL students indicates that most of our families do not believe they are able to teach their children at home, especially those that are not of school age. (Parent Survey Results)

Additionally, research shows that most unduplicated children enter school behind their peers due to a lack of reading, talking, and educational talk at home as discussed in Goal 1.

To address the identified need of our low-income and EL families, the district will implement the following action LEA-wide or school-wide which is principally directed for English Learners, Low-Income, and Foster Youth students to support their academic achievement through the following action: To provide educational space designed for students aged 2 - 4 through Pre-School and Transitional Kindergarten classes, focusing on meeting Early Childhood Standards and Benchmarks as outline by the California Department of Education. (Action 4.3)

We believe this action in Goal 4 will result in students being better prepared academically to enter school, especially for low-income and EL families.

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

In addition to the actions and services being provided LEA-wide or Schoolwide, the actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to all services for all students.

As identified in the Engaging Educational Partners and Metrics sections, district IAB scores, ELPAC scores, staff, EL student, and EL parent survey results identified EL students are struggling with writing and language skills. To address this need, we will implement the following:

Goal 3, Action 5: Translations-Interpreters for parents when attending meetings and school activities so EL parents can fully participate in school events.

We anticipate our EL students' CAASPP and ELPAC scores will increase. Feedback from staff, EL students, and EL parents will continue to inform the trainings.

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.

As a single school district, our school is above 55% unduplicated students therefore there are no comparison schools. We used the additional grant funding to retain staff by providing a pay increase to certificated and classified paraprofessionals who provide direct instruction to students. (Goal 1, Actions 2, 4, 9, 10)

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	1:18
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:13

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,372,000.00	$2,020,000.00	$250,000.00	$281,482.00	$4,923,482.00	$3,165,941.00	$1,757,541.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development	English Learners Foster Youth Low Income	$125,000.00			$25,000.00	$150,000.00
1	1.2	Additional Instructional Time	English Learners Foster Youth Low Income	$175,000.00				$175,000.00
1	1.3	Supplemental Materials	English Learners Foster Youth Low Income	$80,000.00			$50,000.00	$130,000.00
1	1.4	Additional Teachers	English Learners Foster Youth Low Income	$425,000.00			$16,941.00	$441,941.00
1	1.5	Technology Support	English Learners Foster Youth Low Income	$125,000.00			$11,941.00	$136,941.00
1	1.6	AVID Implementation	English Learners Foster Youth Low Income	$100,000.00				$100,000.00
1	1.7	Extended Learning Programs	English Learners Foster Youth Low Income	$30,000.00	$300,000.00		$81,600.00	$411,600.00
1	1.8	Early Childhood Education	English Learners Foster Youth Low Income	$100,000.00				$100,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Intervention Teacher	English Learners Foster Youth Low Income	$160,000.00			$10,000.00	$170,000.00
1	1.10	Supplemental Teacher	English Learners Foster Youth Low Income	$125,000.00			$80,000.00	$205,000.00
2	2.1	SEL Program/Support	English Learners Foster Youth Low Income	$125,000.00				$125,000.00
2	2.2	PBIS Implementation	English Learners Foster Youth Low Income	$30,000.00			$5,000.00	$35,000.00
2	2.3	Student Attendance Supports	English Learners Foster Youth Low Income	$30,000.00				$30,000.00
2	2.4	Student Attendance	All		$60,000.00			$60,000.00
2	2.5	Student Wellness	All		$20,000.00			$20,000.00
2	2.6	Pupil Support Services	English Learners Foster Youth Low Income	$200,000.00	$40,000.00			$240,000.00
2	2.7	Additional Teacher	English Learners Foster Youth Low Income	$100,000.00				$100,000.00
3	3.1	Parent Communication	English Learners Foster Youth Low Income	$20,000.00			$1,000.00	$21,000.00
3	3.2	Parent Education, Training, and Family Nights	English Learners Foster Youth Low Income	$100,000.00				$100,000.00
3	3.3	Field Trips	English Learners Foster Youth Low Income	$15,000.00				$15,000.00
3	3.4	Parent Advisory Coordinator	English Learners Foster Youth Low Income	$5,000.00				$5,000.00
3	3.5	Translation	English Learners	$2,000.00				$2,000.00
4	4.1	School Facilities	All		$100,000.00			$100,000.00
4	4.2	Qualified Teachers	All		$1,500,000.00			$1,500,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	**4.3**	Community Resource Center	English Learners Foster Youth Low Income	$300,000.00				$300,000.00
4	**4.4**	School Safety	All			$250,000.00		$250,000.00

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
$3,244,748	$1,526,881	47.06%	19.33%	66.39%	$2,372,000.00	0.00%	73.10 %	**Total:**	$2,372,000.00
								LEA-wide Total:	$2,370,000.00
								Limited Total:	$2,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$125,000.00	
1	**1.2**	Additional Instructional Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$175,000.00	
1	**1.3**	Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,000.00	
1	**1.4**	Additional Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$425,000.00	
1	**1.5**	Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$125,000.00	
1	**1.6**	AVID Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	

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	1.7	Extended Learning Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
1	1.8	Early Childhood Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
1	1.9	Intervention Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,000.00	
1	1.10	Supplemental Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$125,000.00	
2	2.1	SEL Program/Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$125,000.00	
2	2.2	PBIS Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
2	2.3	Student Attendance Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
2	2.6	Pupil Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
2	2.7	Additional Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
3	3.1	Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
3	3.2	Parent Education, Training, and Family Nights	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
3	3.3	Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	

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 (%)
3	3.4	Parent Advisory Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.5	Translation	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,000.00	
4	4.3	Community Resource Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,047,482.00	$3,285,941.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	Yes	$125,000.00	$80,000.00
1	1.2	Additional Instructional Time	Yes	$150,000.00	$150,000.00
1	1.3	Supplemental Materials	Yes	$125,000.00	$97,000.00
1	1.4	Additional Teachers	Yes	$416,941.00	$416,941.00
1	1.5	Technology Support	Yes	$86,941.00	$90,000.00
1	1.6	AVID Implementation	Yes	$100,000.00	$20,000.00
1	1.7	Extended Learning Programs	Yes	$381,600.00	$100,000.00
1	1.8	Early Childhood Education	Yes	$100,000.00	$10,000.00
1	1.9	Intervention Teacher	Yes	$140,000.00	$140,000.00
1	1.10	Supplemental Teacher	Yes	$180,000.00	$180,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	SEL Program/Support	Yes	$100,000.00	$54,000.00
2	2.2	PBIS Implementation	Yes	$30,000.00	$10,000.00
2	2.3	Student Attendance Supports	Yes	$15,000.00	$10,000.00
2	2.4	Student Attendance	No	$60,000.00	$10,000.00
2	2.5	Student Wellness	No	$20,000.00	$40,000.00
2	2.6	Pupil Support Services	Yes	$190,000.00	$190,000.00
2	2.7	Additional Teacher	Yes	$80,000.00	$80,000.00
3	3.1	Parent Communication	Yes	$16,000.00	$5,000.00
3	3.2	Parent Education, Training, and Family Nights	Yes	$10,000.00	$0.00
3	3.3	Field Trips	Yes	$15,000.00	$2,000.00
3	3.4	Parent Advisory Coordinator	Yes	$5,000.00	$0.00
3	3.5	Translation	Yes	$1,000.00	$1,000.00
4	4.1	School Facilities	No	$100,000.00	$100,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Qualified Teachers	No	$1,500,000.00	$1,500,000.00
4	4.3	Community Resource Center	Yes	$100,000.00	$0.00

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)
$1,546,780	$1,946,000.00	$1,314,000.00	$632,000.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$100,000.00	$55,000		
1	1.2	Additional Instructional Time	Yes	$150,000.00	$150,000		
1	1.3	Supplemental Materials	Yes	$75,000.00	$47,000		
1	1.4	Additional Teachers	Yes	$400,000.00	$400,000		
1	1.5	Technology Support	Yes	$75,000.00	$80,000		
1	1.6	AVID Implementation	Yes	$100,000.00	$20,000		
1	1.7	Extended Learning Programs	Yes	$200,000.00	$15,000		
1	1.8	Early Childhood Education	Yes	$100,000.00	$10,000		
1	1.9	Intervention Teacher	Yes	$130,000.00	$130,000		
1	1.10	Supplemental Teacher	Yes	$100,000.00	$100,000		
2	2.1	SEL Program/Support	Yes	$100,000.00	$54,000		
2	2.2	PBIS Implementation	Yes	$25,000.00	$5,000		

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)
2	2.3	Student Attendance Supports	Yes	$15,000.00	$10,000		
2	2.6	Pupil Support Services	Yes	$150,000.00	$150,000		
2	2.7	Additional Teacher	Yes	$80,000.00	$80,000		
3	3.1	Parent Communication	Yes	$15,000.00	$5,000		
3	3.2	Parent Education, Training, and Family Nights	Yes	$10,000.00	$0.00		
3	3.3	Field Trips	Yes	$15,000.00	$2,000		
3	3.4	Parent Advisory Coordinator	Yes	$5,000.00	$0.00		
3	3.5	Translation	Yes	$1,000.00	$1,000		
4	4.3	Community Resource Center	Yes	$100,000.00	$0.00		

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)
$3,305,543	$1,546,780	12.29%	59.08%	$1,314,000.00	0.00%	39.75%	$639,031.23	19.33%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

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

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

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

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

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

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

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

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

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

Plan Summary
Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

  - **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%).

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

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

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

    o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

    o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

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

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

    o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

    o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

    o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

    o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

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

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

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

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

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