



## Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Calaveras Unified School District	Mark Campbell Superintendent	mcampbell@calaveras.k12.ca.us 209-754-2301

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

Calaveras Unified School District (CUSD) is located in Calaveras County which is home to a wide variety of distinct towns and communities, each with its own personality and wonderfully rich history. Calaveras County terrain is mountain foothills, oak woodlands, flat valleys, rolling hills, deep canyons, and steep Sierra Mountains. The elevation varies extremely. For instance, in the west it is near sea level while the east rises to over 8,000 feet.

Calaveras Unified School District was unified on July 1, 1955, and consists of an area comprising approximately 235 square miles. The District has a student enrollment of 2715, as of May 2021.

Calaveras Unified School District (CUSD) consists of five elementary schools (enrollment ranging from 95 students to 379 students), one middle school of 545 students, a high school of 764 students, an alternative high school of 60 students and an alternative education program that is primarily an independent study program, with a learning center component, of 133 students.

The District has a total of 338 contracted employees: 173 Classified, 136 Certificated, 29 management/supervisors/confidential.

51% of our students are designated as socio-economically disadvantaged (SED).

CUSD's ethnicity breakdown is 70% White, 21% Hispanic, 2% Native American and smaller percentages of other ethnicities. Additionally, CUSD has the following demographic breakdowns--- Foster Youth--1.7%, Homeless--4% and English Learners (EL)---3.2%

Given our demographics, we prioritize our services and supports to address the needs of our socio-economically disadvantaged students, foster students, homeless students, EL students and students with special needs. We also have the ability to provide school-wide services and supports that can help identified students not in those targeted sub-groups.

We have been grappling with declining enrollment (a loss of over 600 students in 10 years) and an ongoing structural deficit in our annual budget. As a result, we have experienced, and continue to experience reductions to staff and programs.

Schools Operated by the District (with acronyms) --School Site Enrollment (as of 5/4/21)

Jenny Lind Elementary (JLE)---379  
Mokelumne Hill Elementary (MHE)---117  
San Andreas Elementary (SAE)---287  
Valley Springs Elementary (VSE)---334  
West Point Elementary (WPE)---95  
Toyon Middle School (TMS)---544  
Calaveras High School (CHS)---757  
Gold Strike High School (GSHS)---64  
Sierra Hills Education Center (SHEC)---135  
TOTAL---2712

#### Our Mission Statement

The Mission of the Calaveras Unified School District is to partner with its families and communities in order to graduate all students as engaged, responsible and skilled citizens enabling them to achieve personal success.

#### We Believe:

Education is a partnership, a collaboration, of parents/guardians, staff, students and the community.  
All students can achieve high academic standards in a safe school environment.  
All students are capable of making informed moral, ethical and responsible decisions.  
All people have the right to an environment that allows them to feel safe and accepted.

## Our Vision

Our district affirms that education is a partnership of parents/guardians, staff, students, and the community. We further affirm that the purposes of education are to: 1. Encourage personal excellence for all students and staff. 2. Achieve high academic standards in a safe school environment. 3. Make informed, moral, ethical, and responsible decisions.

## Our Motto

CUSD---Make Every Moment and Every Day Matter for Every Student

LCAP---goals, objectives and actions are aligned to CUSD's Vision and Mission. School Site Plans, Board Priorities and Administrative Areas of Focus are aligned to LCAP goals and areas of focus.

Acronym Key: SED (socio-economically disadvantaged), SWD (students with disabilities), EL (English Learners), FY (Foster Youth), CTE (Career Tech Education), SPED (Special Education)

## Reflections: Successes

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

As the California Schools Dashboard has not been updated since 2019 (due to the impacts of COVID-19), those data pieces can't be incorporated into a timely and accurate assessment. However, past Dashboard data would indicate levels of success in maintaining a strong rate of graduation and improved scores in College and Career Readiness. Local data (including stakeholder feedback) would point to numerous successes achieved during the March 2020-May 2021 timeframe of pandemic-impacted operations. Areas of positive progress would include the following: increased access to--and use of--technology for instructional purposes, collaboration of staff, professional development, adherence to health/safety protocols, momentum of initiatives with ICLE and PBIS and communication with stakeholders.

## 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 upon past Dashboard Data as well as internal data and feedback, our areas of prioritized focus would include the following: student achievement in ELA and Math (overall and designated student groups), suspension rates, progress of EL students, College and Career Readiness rates, Chronic Absenteeism rates, systemic data protocols, structured and highly functioning PLC's and building robust academic support systems.

## LCAP Highlights

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

This next 3 year LCAP cycle focuses on continuing to build capacity within Calaveras Unified's staff in the areas of MTSS, instructional rigor, relevance and engagement, PBIS, and technology, to effectively serve all student groups with a particular focus on meeting the needs of our unduplicated student groups.

## 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.

Gold Strike High School  
West Point Elementary  
Toyon Middle School

### Support for Identified Schools

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

In collaboration with the Calaveras County Office of Education and Differentiated Assistance support, Calaveras Unified's Educational Services Department continues to use needs assessments to develop, implement and revise a plan that includes site level needs, district wide initiatives, evidenced based interventions and an analysis of resource inequities to support increased student learning outcomes. Through the Educational Services Department as well as the coordination with our Differentiated Assistance support provider, we work with our CSI identified admin and leadership team to guide and support the SPSA process.

Specifically, using the LCAP as well as the COVID 19 LCAP, and our current identified areas of need determined by continuous use of needs assessments and our root cause analysis process, we will continue to match our goals under the umbrella of Multi-Tiered Supports and Intervention areas of instruction, behavior and social emotional learning. We will continue with our focus on instruction of the CA Common Core standards with the primary focus on ELA/ELD and Math as needed, We will continue to further implement PBIS Tiers 1 and 2.

### Monitoring and Evaluating Effectiveness

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

In addition to our LCAP and SPSA processes, Calaveras Unified will continue to use MTSS Needs Assessments including but not limited to the SWIFT Fidelity Integrity Assessment, the Daggett System of Effective Instruction and the PBIS Fidelity Integrity Assessment, to guide our

school improvement plans with root cause analysis structures to address significant challenges as reported on the CA School Dashboard. We also know that without the fiscal ability to keep up with the California curriculum adoption cycle, we need a way to provide the tools necessary to teachers that will increase equity of instruction for our students in schools identified for Comprehensive Support and Improvement.

Using the LCAP as well as the COVID 19 LCAP, and our current identified areas of need determined by continuous use of needs assessments and our root cause analysis process, We will continue to match our goals under the umbrella of Multi-Tiered Supports and Intervention in the areas of instruction, behavior and social emotional learning. We will continue with our focus on instruction of the CA Common Core standards with the primary focus on ELA/ELD and Math as needed, We will continue to further implement PBIS Tiers 1 and 2,

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Significant opportunities were created to solicit feedback from multiple stakeholder groups as part of the LCAP engagement process during the Spring of 2021. Meetings with students, staff and parents from every school site were held. Surveys of staff and parents were conducted. Regular Study Sessions at Board Meetings were held as well. The objectives in all opportunities were to share information about school/district programs and operations and to generate discussion leading to feedback on priorities of each respective group. The data were compiled, reviewed and processed to help inform the direction of the LCAP.

A summary of the feedback provided by specific stakeholder groups.

CHS Parents---priorities were parent engagement, expanding program access and opportunities, addressing social-emotional needs with students

CHS Students---priorities were primarily addressing social-emotional areas for students

CHS Staff---none

TMS Parents---priorities were social-emotional needs of students, campus culture and climate

TMS Students---priorities were technology, flexibility with accessing learning

TMS Staff---none

SHEC Parents---need counseling on site, communication, engagement

SHEC Students---flex schedule, self-pacing, life balance, friday fun days

SHEC Staff---none

JLE Parents---opportunities for enrichment programs and challenging students academically, technology, curriculum

JLE Students---cleaner bathrooms, better lunches, air conditioning, more time to play, return to normal schedule

JLE Staff---staffing, facilities, communication, compensation, curriculum, SEL supports

VSE Parents---communication, student readiness

VSE Students---priorities were expanded and diverse program opportunities

VSE Staff---priorities were technology and staffing (class sizes)

SAE Parents---paraprofessional support was a priority

SAE Students---priorities were student events, activities and technology

SAE Staff---parent engagement, focus on initiatives, SEL supports, professional development (instructional/social-emotional areas)

MHE Parents---priorities were social-emotional needs of students

MHE Students---priorities were all technology-based

MHE Staff---priorities were curriculum, technology, facilities and social-emotional needs of students

WPE Parents---priorities were curriculum and assessment

WPE Students---none

WPE Staff---cleaner facilities, communication, equity of access

Overall Parents---parent engagement, social emotional needs, program opportunities

Overall Students---technology, program flexibility, creative opportunities

Overall Staff---technology, curriculum, social emotional needs

Site Administration---priorities were more collaboration time, protocols for data use, family engagement and technology

Overall Consistent Areas---social-emotional needs, technology, engagement, facilities, instructional programs

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Feedback from staff and parents supported the addition of staff ---funding of certificated staff (additional/intervention), funding of classified staff (academic support), funding of added counselors. Trends in consistent feedback from all stakeholder groups aligned with the continued growth in access/use with instructional technology, prioritization of addressing social-emotional needs, addressing facility needs.

# Goals and Actions

## Goal

Goal #	Description
1	Calaveras Unified School District will effectively address the following areas: ~Provide basic supports and services and work to improve overall learning conditions ~Maintain district operations in an effective and compliant manner

An explanation of why the LEA has developed this goal.

CUSD believes this goal area helps to outline the prioritized areas of operations and program and draft action steps to address each area encompassed by this goal. Feedback from stakeholders, as well as available and applicable data reviewed, validated the importance of action in these areas.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Act: number of complaints, data from records kept	Zero Complaints				Zero Complaints
Deferred Maintenance Plan---looking for any improvement from prior year data, data provided through quarterly and annual reports on progress	Overall Deferred Maintenance Plan in place, annual priorities established				Annual progress made on projects
Facility Issues---looking for any improvement from prior year data, data from annual JPA Loss Prevention Surveys	Establish baseline data during the 2021/22 year				Annual increase in progress data---addressing custodial, maintenance and health/safety items identified



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Personnel---misassigned,	CUSD has zero teachers misassigned				Maintain compliance with zero misassigned teachers
Student Access to Technology---looking for any improvement from prior year data, data provided from Tech Dept	Student to Device Ratio is 1:1				Maintain 1:1 ratio
School Safety---student/parent feedback on school safety, data from CHKS, updating school safety plans	CHKS baseline data to be determined 21/22, school safety plans updated and approved in 2020/21				Increased percentages of students and families feeling safe and secure on campus
Transportation---ridership	Number of students transported to be identified for 21/22 year				Sustain or grow ridership
Food Service---meals served, f/r counts	2020---945 Breakfasts and 1587 Lunches served (average per day)  2021---389 Breakfasts and 504 Lunches served (average per day)				Sustain or grow the numbers of meals served and students accessing school nutrition

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>1</b>	Facilities	Continue to use district staff (Maintenance) and site custodial staff as needed (to address facility needs, to craft deferred maintenance plan, to identify/address areas of priority focus) funded by base allocation.	\$6,564,094.00	No
<b>2</b>	Personnel	Continued use of district staff (Personnel, Administration) to address credential needs, to identify/address areas of priority focus and to provide sufficient and adequate access to state standards-aligned instructional materials for students.	\$370,618.00	No
<b>3</b>	Technology	Use of the Technology Department to sustain, purchase and deploy hardware	\$2,013,183.00	No
<b>5</b>	School Safety	Address areas of need with campus safety and security---Safety Plans, Campus Supervision, SRP/ALICE, Cameras	\$115,646.00	No
<b>6</b>	Health Services	Providing supports and services addressing health care for students and staff	\$261,729.00	No
<b>7</b>	Transportation	Providing supports and services in safely transporting students to/from school	\$2,347,155.00	Yes
<b>8</b>	Food Service	Providing supports and services through increased access to school nutrition	\$1,460,678.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

# Goals and Actions

## Goal

Goal #	Description
2	<p>Calaveras Unified School District will effectively address the following areas...</p> <ul style="list-style-type: none"> <li>Improving student academic achievement as measured through standardized and local outcomes.</li> </ul>

An explanation of why the LEA has developed this goal.

This goal area is a high priority for CUSD, as student achievement is the driving purpose of all that we do. Data and feedback from stakeholders verifies and validates that academic achievement is a high-priority area to invest time, resources and actions.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate (Dashboard)	91.6% (Green)				95.0% (Blue)
UC/CSU Eligibility (a-g requirements)	2019-20 - 57 out of 175 graduates met a-g requirements (32%)				50% of graduates will meet a-g requirements
College/Career Readiness (Dashboard)	37.3% (Orange)				55.0% (Green)
CTE Enrollment	2019-20--384 CTE Participants				400 CTE Participants
CTE Pathway Completion	2019-20--45 CTE Pathway Completers				75 CTE Pathway Completers
AP Enrollment / Test Rate	2018-19 - 213 students enrolled;				225 students enrolled in AP classes;

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	125 AP tests taken (58.7%) 2109-20 - 172 students enrolled; 105 AP tests taken (61.0%)				180 AP tests taken (80%)
AP Test Performance	2019 - 66 scores of 3+ out of 125 tests (52.8% pass rate) 2020 - 42 scores of 3+ out of 105 tests (40% pass rate)				57% pass rate
Honors Class Enrollment	125 CHS students enrolled in honors classes 68 TMS students enrolled in honors classes				150 CHS students enrolled in honors classes 90 TMS students enrolled in honors classes
Math Achievement (Dashboard)	64.8 points below standard (Orange)				At Standard (Green)
ELA Achievement (Dashboard)	35.1 points below standard (Orange)				At Standard (Green)
Students with D's & F's	CHS - 369 students/semester with D's and/or F's on report card GSHS - 15 students/quarter with D's and/or F's on report card				CHS - no more than 250 students/semester with D's and/or F's on report card GSHS - no more than 10 students/quarter with D's and/or F's on report card

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SHEC - 0 students with D's and/or F's on report card TMS - 308 students/quarter with D's and/or F's on report card				SHEC - 0 students with D's and/or F's on report card TMS - no more than 200 students/quarter with D's and/or F's on report card
EL Progress (Dashboard)	49.2% of students making progress towards English language proficiency				55% of students making progress toward English language proficiency (High level per CA dashboard)
EL Reclassification Rate	12.5% of ELs reclassified as R-FEP				20% per year
Course Access	44.7% of students in special education spend more than 80% of their time in general education				52.2% of students in special education spend more than 80% of their time in general education

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Academic Support	Provide enhanced academic support for students, including during the school day, after school and during school breaks (to include added certificated and classified fte)	\$1,425,000.00	Yes
2	Professional Development	Provide training for teachers and other staff members; including, but not limited to, training focused on instructional strategies and assessment. Training providers will include CUSD staff as well as	\$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
		outside providers. Activities will include workshops, collaborative planning and coaching.		
3	Curriculum Materials	Provide students and instructional staff with access to curriculum materials, including but not limited to textbooks and software. (to include extending ELA Adoption and completing a new Math Adoption)	\$675,000.00	No
4	Assessment	Teachers will be supported in assessing student learning and in using that data to inform instruction. This will include access to assessment programs, training in the use of data to inform instruction and collaborative planning time.	\$28,000.00	Yes
5	English Language Development	English learners will be supported with supplemental materials and supplies.	\$5,000.00	Yes

## Goal Analysis [2021-22]

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

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# Goals and Actions

## Goal

Goal #	Description
3	<p>Calaveras Unified School District will effectively address the following areas...</p> <ul style="list-style-type: none"> <li>Increasing parental engagement</li> <li>Increasing student engagement</li> <li>Improving school/district climate</li> </ul>

An explanation of why the LEA has developed this goal.

Having a healthy and supportive culture and climate for students and staff to function in is a high priority. For students to be successful, we must have goals and plans to address the areas of engagement, of safety/security and of student supports and services.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	10.2 Average Student Days Absent Districtwide (18=19)				8.0 Average Student Days Absent Districtwide
Chronic Absentee Rate (Dashboard)	15.7% Chronically Absent (Yellow)				5.0% Chronically Absent (Green)
Suspension Rate (Dashboard)	7.1% suspended at least once (Orange)				2.5% suspended at least once (Green)
Referral Rate	1865 total incidents districtwide (19-20)				Reduction of 10% overall behavior referrals per year.
PBIS TFI Data	Tier 1 Overall-92% (20-21) Tier 2 Overall-n/a				Tier 1 Overall-100% Tier 2 Overall-80%
California Healthy Kids Survey Data	School Connectiness (2017-19)				School Connectness (2023-24))

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5th grade-74% 7th grade-67% 9th grade-57% 11th grade-49%				5th grade-85% 7th grade-78% 9th grade-70% 11th grade-70%
Parental Engagement	Unable to hold in-person parent nights due to COVID-19 pandemic				In-person parent night activities at each school site with increasing attendance at those events

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Counseling	Adding 2.0 FTE to our current slate of 2.6 FTE social-emotional counselors to address student social emotional well-being, trauma, school connectedness and attendance	\$480,000.00	Yes
2	Social Emotional Learning Curriculum	Purchase of Second Step Curriculum (K-8), 7 Mindsets (9-12 and Sierra Hills Ed Center)	\$153,000.00	Yes
3	Professional Development	Professional Development in Areas Trauma Informed Classrooms, Social Emotional Learning, MTSS, PBIS, Engagement and Relationship Building	\$25,000.00	Yes
4	Parent Engagement	Each school site will hold parent night activities, designed to increase parent engagement in their children's education.	\$2,000.00	No

# Goal Analysis [2021-22]

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## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.68%	2,618,940

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

53.7% of CUSD students are socioeconomically disadvantaged; 3.5% are English learners; 1.9% are foster youth. CUSD's planning efforts related to increased and improved services have been focused first and foremost on these students.

Goal 1, Action 7, Transportation - Transportation to and from school is made available to all students each school day. Calaveras Unified School District is a rural district, covering approximately 235 square miles. It is not uncommon for students at our one comprehensive high school to have to travel 20 miles to get to school. Transportation support is of particular importance to low-income students and their families who might otherwise struggle to transport their students to and from school. This action is effective in increasing the attendance of our unduplicated students, which will help increase their academic achievement.

Goal 2, Actions 1 & 4; Academic Support & Assessment - In the wake of the COVID-19 pandemic, CUSD has added teachers and paraprofessionals at every comprehensive school site. This additional staff has consisted of 14.0 FTE teachers and 6.0 FTE paraprofessionals. In deciding to add these additional staff, CUSD has been particularly motivated by the need to support our unduplicated students, as they are the ones most vulnerable to the negative academic impacts associated with the COVID-19 pandemic. Additionally, CUSD is providing enhanced academic support for students after school and during school breaks. Our subscriptions to assessment programs such as Reading Inventory and Math Inventory will result in data that will help us focus our efforts to maximize the impact of these academic supports. We have also purchased a subscription to Math Inventory, which, when coupled with our existing subscription to Reading Inventory, will help provide an objective, timely view of where each student is in their academic progress. This will, in turn, help us focus our efforts to maximize student achievement.

Goal 3, Actions 1, 2 & 3; Counseling, Social Emotional Learning Curriculum & Professional Development - CUSD is committed to providing social emotional support for all students who need it, particularly our unduplicated students. These students are most at-risk of experiencing trauma and other social emotional challenges under normal circumstances. Further, they are the students most likely to lack access to resources to be able to adequately address these challenges. These risks have only been heightened by the COVID-19 pandemic. CUSD has added 2.0 FTE counselors that will enable us to provide enhanced counseling services at every school site. These positions are in addition to the 4.6 FTE counselors already in position prior to the pandemic. In addition to additional personnel, CUSD will be implementing new social emotional curriculum at all school sites. These efforts will be accompanied by additional professional development for staff that will be focused on providing social emotional support to students.

While each of these steps will help to support all students, they were primarily directed at supporting our most vulnerable populations.

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

CUSD is projected to receive \$2,618,940 in increased funding to support students who are socioeconomically disadvantaged, are English learners, or are foster youth. In addition to the school wide and district wide spending described above, CUSD has purchased supplemental ELD curriculum to support English learners at the secondary level, as these are the grade levels that consist of more long-term English learners, we have focused this additional support at these grade levels.

CUSD will spend more than our increased apportionment of \$2,618,940 by implementing the aforementioned district-wide, school-wide and targeted actions directed at increasing and improving services to foster youth, English learners, and low-income students. These actions and their expenditures represent increased and improved services greater than the required 10.68%.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$8,797,680.00	\$2,184,000.00		\$5,044,423.00	\$16,026,103.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$7,563,325.00	\$8,462,778.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Facilities	\$3,664,094.00			\$2,900,000.00	\$6,564,094.00
1	2	All	Personnel	\$370,618.00				\$370,618.00
1	3	All	Technology	\$513,183.00			\$1,500,000.00	\$2,013,183.00
1	5	All	School Safety	\$115,646.00				\$115,646.00
1	6	All	Health Services	\$261,729.00				\$261,729.00
1	7	Low Income	Transportation	\$2,347,155.00				\$2,347,155.00
1	8	All	Food Service	\$822,255.00			\$638,423.00	\$1,460,678.00
2	1	English Learners Foster Youth Low Income	Academic Support		\$1,425,000.00			\$1,425,000.00
2	2	All	Professional Development		\$100,000.00			\$100,000.00
2	3	All	Curriculum Materials	\$675,000.00				\$675,000.00
2	4	English Learners Foster Youth Low Income	Assessment	\$28,000.00				\$28,000.00
2	5	English Learners	English Language Development				\$5,000.00	\$5,000.00
3	1	Foster Youth Low Income	Counseling		\$480,000.00			\$480,000.00
3	2	Foster Youth Low Income	Social Emotional Learning Curriculum		\$153,000.00			\$153,000.00
3	3	Foster Youth Low Income	Professional Development		\$25,000.00			\$25,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	All	Parent Engagement		\$1,000.00		\$1,000.00	\$2,000.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$2,375,155.00	\$4,463,155.00
<b>LEA-wide Total:</b>	\$2,375,155.00	\$4,463,155.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	7	Transportation	LEA-wide	Low Income	All Schools	\$2,347,155.00	\$2,347,155.00
2	1	Academic Support	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,425,000.00
2	4	Assessment	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,000.00	\$28,000.00
2	5	English Language Development	LEA-wide	English Learners	All Schools		\$5,000.00
3	1	Counseling	LEA-wide	Foster Youth Low Income	All Schools		\$480,000.00
3	2	Social Emotional Learning Curriculum	LEA-wide	Foster Youth Low Income	All Schools		\$153,000.00
3	3	Professional Development	LEA-wide	Foster Youth Low Income	All Schools		\$25,000.00



Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

# Instructions

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

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

***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 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:



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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the 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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**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.**

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% 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% 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%:*** For school districts with an unduplicated pupil percentage of 55% 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%:*** For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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.