

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sundale UESD

CDS Code: 54 72173 6054399

School Year: 2023-24

LEA contact information:

Cindy Gist

Principal

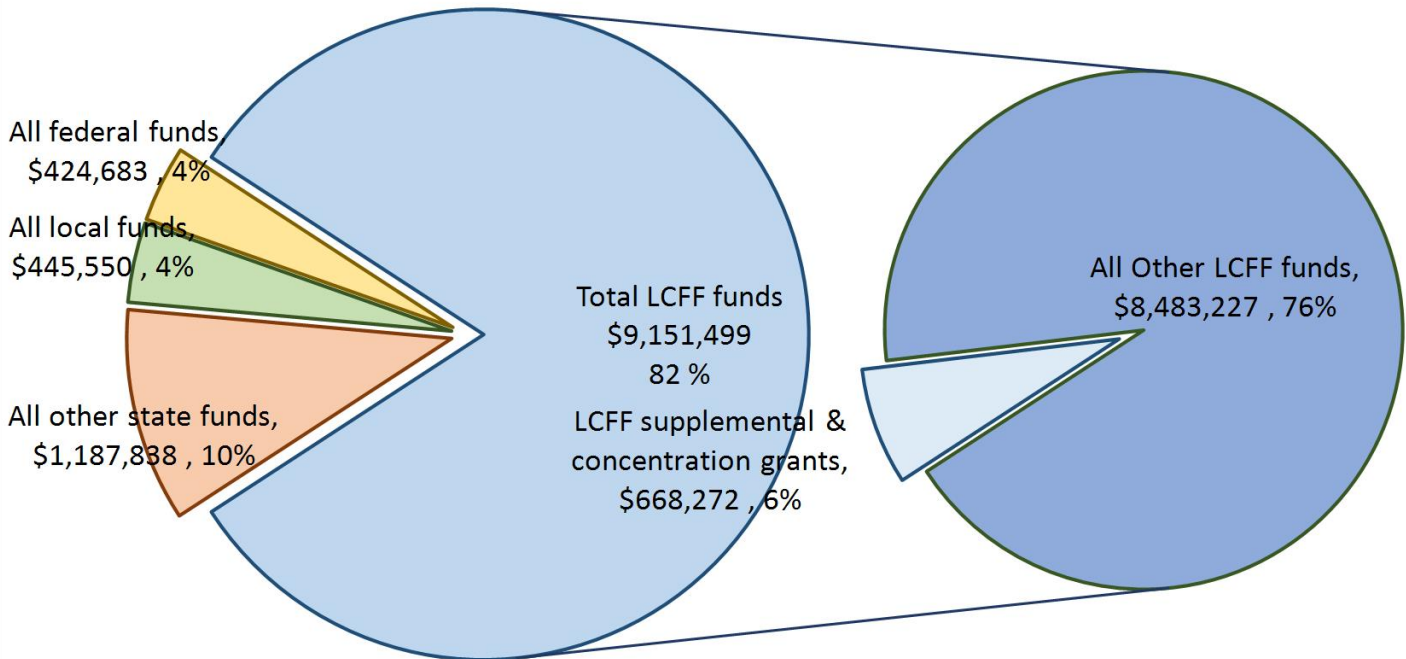
cindy.gist@sundale.org

5596887451

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

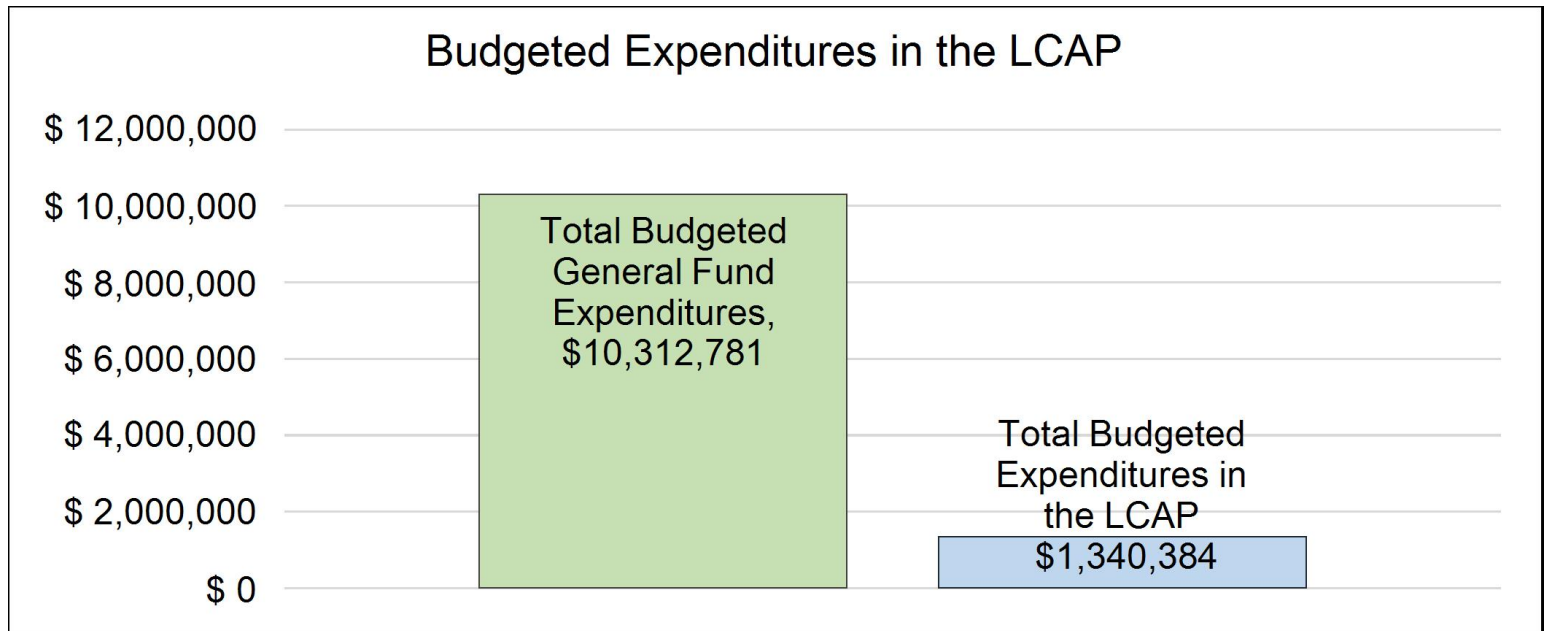


This chart shows the total general purpose revenue Sundale UESD expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sundale UESD is \$11,209,570, of which \$9,151,499 is Local Control Funding Formula (LCFF), \$1,187,838 is other state funds, \$445,550 is local funds, and \$424,683 is federal funds. Of the \$9,151,499 in LCFF Funds, \$668,272 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

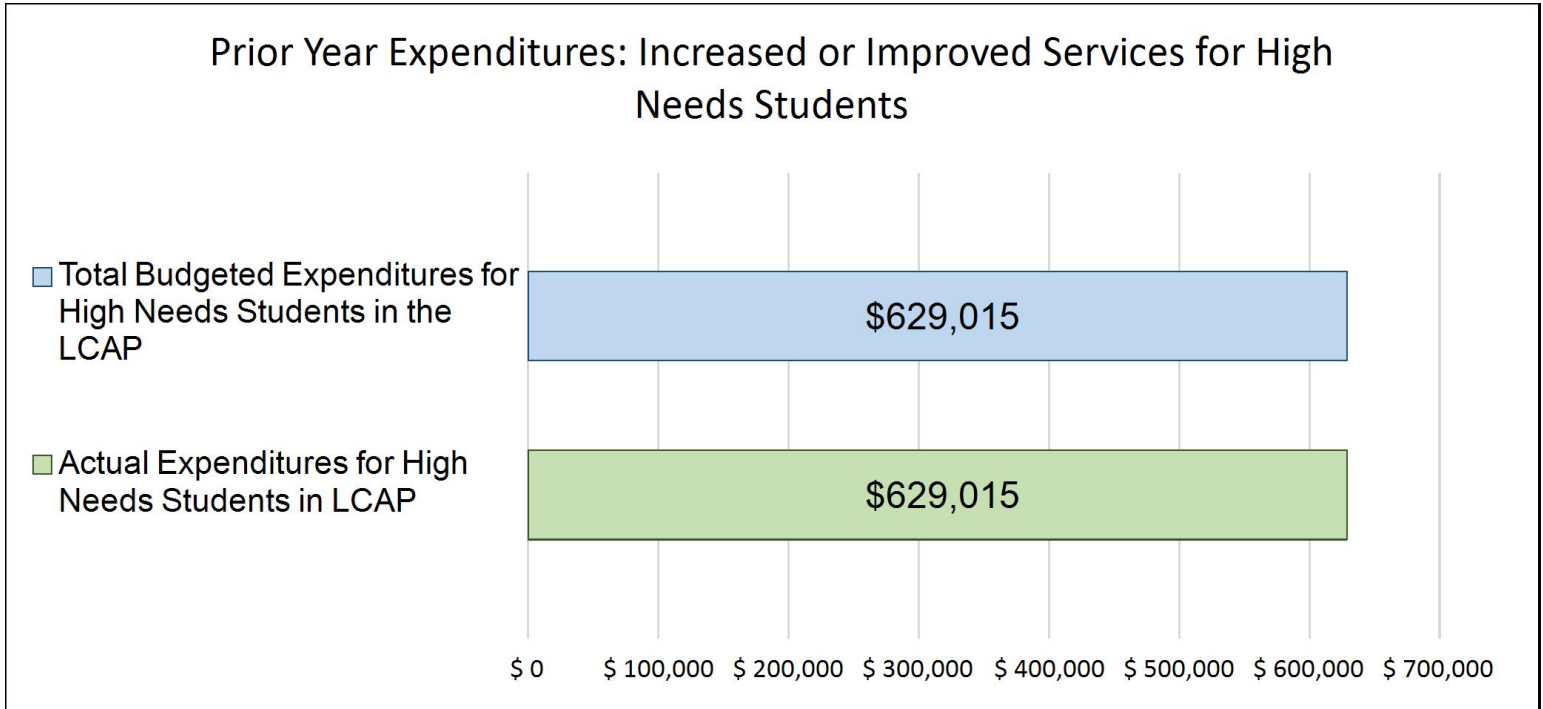
The text description of the above chart is as follows: Sundale UESD plans to spend \$10,312,781.12 for the 2023-24 school year. Of that amount, \$1,340,384 is tied to actions/services in the LCAP and \$8,972,397.12 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2023-24, Sundale UESD is projecting it will receive \$668,272 based on the enrollment of foster youth, English learner, and low-income students. Sundale UESD must describe how it intends to increase or improve services for high needs students in the LCAP. Sundale UESD plans to spend \$668,272 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Sundale UESD budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sundale UESD 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, Sundale UESD's LCAP budgeted \$629,015 for planned actions to increase or improve services for high needs students. Sundale UESD actually spent \$629,015 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
Sundale UESD	Cindy Gist Principal	cindy.gist@sundale.org 5596887451

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.

Sundale School is a single school district in a rural area of Tulare County. Currently, Sundale has 820 students ranging in grades TK-8th, with more than half of the students coming from outside the District boundaries. The School has one Transitional Kindergarten classroom, four classes in grades kindergarten -3rd and three classes from 4-8th grades.

Sundale's mission statement is: "Committed to Moral Integrity, Academic Excellence, and the Development of Self Worth for Students, Staff, and Community". The School prides itself on working to develop the whole child from Character, Wellness, finding the student's strengths outside of academics (by offering fine arts, sports, ag, career exploration, and other extra-curricular activities) and a rigorous Academic Program.

Sundale provides their students with academic and social-emotional support as needed. The School has a reading lab, two computer labs, two science labs, a library, multi-media room, ag science facility, art room, and band room. Students are offered opportunities to participate in various programs on campus throughout the school day. The school has two full-time counselors, both are on-site to talk with individual students, parents and/or provide class lessons on bullying or other topics needed.

Currently, Sundale's enrollment consists of 10% English Learners, 47% Socioeconomically Disadvantaged, 3% Students with Disabilities, 0.7% Foster, 6.6% Homeless and 3% GATE. The Race/Ethnic breakdown of Sundale is: 44.89% Hispanic, .4% American Indian, .8% Asian, .1% Black/African American, .1% Hawaiian/Pacific Islander, and 50.6% White.

Reflections: Successes

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

SB 98 and AB 130 suspended the reporting of performance indicators in the 2020 Dashboard and the 2021 Dashboard. Therefore, for the 2022 Dashboard, there is only one year of data available. This means only status is displayed on the 2022 Dashboard, but change is not. While the instructions for this section refer to colors on the Dashboard, there won't be any colors provided on the 2022 Dashboard. Instead, the status will be reflected in the cell phone bars that range from "very low" to "very high". Sundale was pleased with the performance of our students. In the area of English Language Arts, our students were 2.1 points above the standard and 8.7 points below the standard in Math. As we compare our State scores with Tulare County, Sundale ranked 3rd highest school with 52.36% of students meeting or exceeding the standard in ELA, and in Math, Sundale ranked first in the County with 50.88% of students meeting or exceeding the standard. On our District Assessment Results from March 2023, students scored 51.58% At or Above Grade Level Standard in English Language Arts and 62.62% At or Above Standard in Math. Even though these scores have dropped slightly from previous scores, we are proud of them and our students who have worked hard to maintain growth. Three students were redesignated from the English Learner Program for the 2022-2023 school year. Suspensions were at 0.2% for 2022 with the Attendance Rate at 96.11%. 100% of our Staff feel safe on campus and emergency drills are practiced and discussed regularly. 89.1% of our staff feel that our campus is in good repair, based on Staff Survey. 100% of our students were offered a Chromebook and hot spot for this year to be checked out if needed. Parents have continued to stay involved at Sundale through parent meetings for PTO, SSC, Dad's Club, EL Parent Meetings, and Question/ Answer Sessions with Administration. 60% of parents filled out the School Survey in 2022. Sundale plans to maintain and continue to build upon these successes with our continued work with our Actions stated in the plan.

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.

SB 98 and AB 130 suspended the reporting of performance indicators in the 2020 Dashboard and the 2021 Dashboard. Therefore, for the 2022 Dashboard, there is only one year of data available. This means only status is displayed on the 2022 Dashboard, but change is not. While the instructions for this section refer to colors on the Dashboard, there won't be any colors provided on the 2022 Dashboard. Instead, the status will be reflected in the cell phone bars that range from "very low" to "very high". Sundale would like to see progress from our English Language Learners on District Assessments, 9.52% scored At or Above Grade Level in March of 2023 in the area of English Language Arts with 25.45% in Math. The plan is to have these students participate in after-school tutoring for intensive intervention in the area of ELA and Math, through reading lab, and summer school. The District will also contract with the Tulare County Office of Education to provide support and the best strategies for working with our English Learners. In reviewing the 2022 Dashboard, the following student groups scored two levels below the "All Student" group, which was medium, in ELA- English Learners and Homeless scoring very low as indicated by the bars. In Math, our English Learners' student groups' performance was also indicated as very low compared to the "All Student" group which was indicated as medium. Sundale plans to focus on working with the students in small intervention groups as we go into next year. In addition, the desired outcome goal for 23-24 for State SBAC Performance for all students was adjusted to 55% for both ELA

and Math, meeting or exceeding the standard. As well as for District Assessment Desired outcome metric was adjusted to 65% for both ELA and Math; the Hispanic group desired outcome changed to 50%. Our English Learner (1.1%) and Students with Disabilities (2.3%) groups were indicated as Medium for suspensions, this was 2 levels below the "all students" group (.2%). Sundale always works hard to not suspend students although there are certain situations where it is necessary. The percentages weren't substantial for the groups, although Sundale will work hard to ensure discipline is being taken care of in the proper manner. We have seen a decrease in our students' academic performance since COVID and as a District we are addressing that and anticipate our desired outcome will increase in the future. There are 87% of our students who have indicated feeling safe on campus, we would like to maintain this percentage of our students feeling safe on campus. In addition to the school survey, Sundale's administration team hosted Question and Answer sessions periodically to hear the concerns of parents as well as share information with our parents. Sundale will continue to work to increase not only the academics of all our students but also work to ensure our students have a positive self-concept, feel secure socially and emotionally, develop relationships on our campus, and feel safe to be on campus.

LCAP Highlights

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

A few new highlights in the plan are addressed to the following student groups, Foster, Homeless, Socio Economically Disadvantaged, and English Learners are:

- *Partnership with the Sundale Foundation to offer parenting classes and after-school tutoring, summer school, in the facility located in the middle of our community.
- *Career Education is provided throughout the grade levels.
- *Students will continue to have a late bus offered five times per week to encourage their participation in after-school activities.
- *Forecast Analytics, assessment data program, for teachers to better evaluate student progress and for parents to better understand results.
- *Supplemental school supplies distributed to low-income, EL, and foster students to ensure their success in school.
- *Social-Emotional Survey distributed to students to identify students and provide needed support.
- *Link available on the Sundale Website for students and parents to access at any time to report health and/or safety concerns for our students (Say Something).
- *Partner with TCOE with Actvnet Program for campus safety, security and communication with first responders as well as law enforcement.
- *Partnering with the Tulare County Office of Education for support and strategies in working with our English Language Learners.
- *Additional Intervention provided by our Reading Specialist Teacher to students.
- *Provide families the opportunity to check out a Chromebook and/or hot spot to be used at home.
- *Parent Orientations are held three days at the start of school.
- *Core Curriculum Coordinators to provide Professional Development to Staff.
- *Supporting our students in the area of Technology and providing a Broad Course of Study.
- *Enrichment opportunities for students, before school, lunch, and after school.
- *Campus is more secure during the day, additional fencing will be added on the North side of campus.
- *Two counselors, School Psychologist, and Nurse on campus and available for parents and students.
- *Intervention strategies provided to students such as tutoring, summer school, RTI, and support for our Long Term English Learners.

*SST meetings held three times a year to give intervention support to teachers and students.
*EL Parent Liaison to support and welcome parents as they are on campus and have questions

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.

None

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

Sundale engaged its required educational partner groups in the development of the 2022-2023 Local Control and Accountability Plan (LCAP) by providing various opportunities for these groups to provide input. The District sought various ways to meaningfully consult with educational partners in areas related to student performance, district successes, and needs, goal progress, student involvement, and prospective action steps moving forward. These consultation and information opportunities were provided via in-person and virtual meetings, Parent Q and A's via Zoom, surveys, one-on-one conversation opportunities, school social media, and via staff and student interactions.

PTO/PAC Meetings: 8/1; 9/6; 11/1; 12/7; 1/17; 3/7, School Site Council / DELAC Meetings: 8/17; 9/23; 11/29; 12/14; 2/8; 4/19 Staff Meetings (including teacher, bargaining units, administration, and classified staff): 8/2; 8/10; 11/10; 3/2; 3/16 Parent Question/Answer Sessions: 9/29; 1/12. Student Leadership Group meeting: 3/14; Parent Resource Meeting 1/17. Various one-on-one conversations at IEP meetings with parents of students with disabilities. During these meetings, information was exchanged regarding the review of the LCAP, input provided by educational partners, and Data shared. These exchanges have led to meaningful engagements including praises of the accomplishments as well as suggestions made.

Sundale conducted a parent survey in March for parent input on school safety, school communication, and instructional and student needs. Survey results were shared with staff in April as well as the School Board. Parents shared their thoughts at PTO, School Site Council, Parent Survey, and Parent Question / Answer sessions held monthly with the Administration. Sundale Superintendent also consulted with the local SELPA (Tulare County Office of Education) on the LCAP at the TCOE Director of Special Education (DOSE) meetings in March and May.

A summary of the feedback provided by specific educational partners.

Parents from our SSC shared out ideas on chronic absenteeism and ways to improve attendance. Some ideas that they shared were monthly raffles in each grade span such as bikes or Walmart gift cards of \$50. They also suggested trimester prizes for classes with the highest attendance rate such as pizza parties. Other class incentives for monthly prizes were: pencils, dress-up days, and pizza parties. The discussion was held regarding the extra-curricular and enrichment class opportunities offered at lunch and after school. During the discussion, it was suggested that through our enrichment program, a dual immersion class be offered where students have the opportunity to learn a different language. PTO/PAC parents shared their appreciation for all of the activities and resources that we provide for our students and wanted those to continue. Our Student Leadership Group gave us their ideas for incentives such as going to Adventure Park for perfect attendance and having good treats such as ice cream, candy, cookies, and donuts for rewards/incentives. They also mentioned making sure that we offered Gluten free items for those students who may have any allergies. Some other ideas that they had were to add additional elective classes such as life skills, home economics, cooking classes, and other skills such as how to do laundry. To help prepare our students for high school it was suggested that we have alumni high school students come speak and answer questions for our 8th graders. They also suggested some fun activities at lunch with music or movies to help students' social/emotional well-being. Teachers and Classified staff (inclusive of Bargaining Units) also shared ideas about ways to improve attendance rates for our students. One idea was to have more parent education for our English Learner Parents where they would be provided with information on the importance of attendance, tools for working with their student at home, tools for parents' education in writing, reading, and technology, and how to build a resume. To help motivate parents to come to any parent education opportunity, it was suggested that they have food, prizes, and babysitting for the parents

attending. Teachers also stated that they would love to have more math manipulatives and professional development to help them grow as educators and improve student learning. The DELAC parents have greatly appreciated all the communication provided to them, support from staff, the translations offered at the meetings as well as all the opportunities offered to their students. One thing they would like to have is more information regarding school procedures.

Parents, students, and staff suggested we continue the technology Chromebook sign-out at the beginning of the year as well as the hot spot option. It was also shared the lack of need for Goal 3 with the District now being 1 to 1 with students per device as well as the commitment to continue to offer the technology checkout system. Staff addressed the concern for our student's academic needs resulting from COVID, for the District to consider adjusting the Desired metric goal as we work to close educational gaps for our students.

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

Aspects of our LCAP that may have been influenced by educational partner input can include by not necessarily limited to:

*Parent orientations will continue to be scheduled for the start of the school year.

*Parent Question and Answer sessions will continue via Zoom to share school procedures throughout the year.

*Sundale will also continue to implement the technology check-out for all families interested, including hot spots to offer connectivity to all of our families although Goal 3 will no longer be needed within the LCAP.

*Actions from Goal will be included in Goal 1 (such as Broad Course of Study and services developed and provided to individuals with exceptional needs. In addition, our Technology support staff will remain to support the student's academic programs through technology devices.

*An action will be added in Goal 4 regarding attendance incentives for students as addressed by students and parents.

*Additional elective opportunities will be added for students as well as enrichment opportunities to address the student's suggestions regarding life skills.

*As addressed in Goal 1, Action 7, Sundale will continue with the support in our Reading Lab from our Reading Specialist for students in grades 1-5th.

*The support from the Community Center (V Center) in providing parent education, enrichment, and student academic support in Goal 2 Action 5 will continue as addressed by parents.

*State Testing and District Assessment Desired Metrics will be adjusted to consider Staff concerns regarding our student's academic needs since COVID.

*Sundale will continue with the interventions that are set up to work with students in the area of academics.

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 demonstrated through local formative assessments and State Assessments.

An explanation of why the LEA has developed this goal.

Analysis of current student performance on local benchmark assessments shows that 51.58% of students scored at or above grade level standard in ELA and in Math, 62.62% scored at or above grade level standard. (Databases from March 2023)
 Input received from the Educator Partners through the LCAP development process indicates a desire to see our student's performance increase to improve both student's ELA and Math scores. The 2022 Dashboard indicates English Learners and Homeless groups performed two levels below (very low) the "All Student" group, and in Math, the English Learners student group performed very low, two performance levels below the "All Student" group. Performance from these groups on District assessments indicates 9.52% of EL students scored at or above grade level standard in ELA and in Math, 25.45%; SED students 36.47% scored at or above grade level standard in ELA and in Math, 50.59%; Hispanics students 42.13% scored at or above grade level standard in ELA and in Math, 52.94%

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Assessment: SBAC Performance	2019 Data--ELA: 57.03% met or exceeded; 8.9 points above the standard (Increased 4.1 points-green); Math: 50.19% met or exceeded; .3 points above the standard (Maintained - 1.4 points-green)	2021 Data: ELA: 52.37% Met or Exceeded Math: 50.88% Met or Exceeded	2022 Data: ELA: Medium, 52.5% Met or Exceeded Math: Medium, 51% Met or Exceeded		ELA: 55% Met or Exceeded Math: 55% Met or Exceeded
Pupil Suspensions	School Suspension 2020= 0%	School Suspension 2021= .2%	School Suspension 2022= Very Low, .2%		School Suspensions: below 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parents Education and School Participation of all parents (including parents of exceptional needs and Unduplicated pupils)	2020: 25 parents educated	2021: 25 parents educated	2022: 25 parents educated		Minimum of 25 parents
District Benchmark Assessment: STAR Renaissance (ELA and Math) Percent of All Students At or Above Grade Level Standard	2020 ELA: 61% At/Above Standard; Math: 81% At/Above Standard	2nd Trimester Data: 2021 ELA: 54% At/Above Standard; Math: 66% At/Above Standard	2nd Trimester Data: 2022 ELA: 51.58% At/Above Standard; Math: 62.62% At/Above Standard		ELA: 65% At/Above Standard Math: 65% At/Above Standard
Response to Intervention (RTI) meetings: Grade Span Team Meetings in collaboration with the Administration Team to discuss students who are in Tier 2 and interventions provided.	2020: 3 meetings held	2021: 3 meetings held	2022: 3 meetings held		Minimum of 3 RTI meetings held
Teachers appropriately assigned as Multiple Subject Credential Teachers.	2020: 100% of teachers assigned appropriately with proper credentials	2021: 100% of teachers assigned appropriately with proper credentials	2022: 100% of teachers assigned appropriately with proper credentials		100% of teachers appropriately assigned as Multiple Subjects Credentialed teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Collaboration for Improved Student Academic Services with Administration team and teachers	2020: Two meetings held	2021: Two meetings held	2022: Two Meetings held		Teachers and Administration team meet twice per year
Percentage of students with access and enrollment in a broad course of study includes programs and services developed and provided to individuals with exceptional needs and unduplicated pupils.	2020: 100%	2021: 100%	2022:100%		100% of students
Degree to which students have standards-aligned instructional materials.	2020: 100% reported on Williams Report	2021: 100% reported on Williams Report	2022: 100% reported on Williams Report		100% as reported on Williams Report
District Benchmark Assessment: STAR Renaissance (ELA and Math) Percent of EL, SED, and Hispanic Students At or Above Grade Level Standard	EL 2020: ELA: 13% At /Above Standard Math: 44% At/Above Standard SED 2020: ELA: 64% At/Above Standard Math: 62% At/Above Standard Hispanics 2020: ELA: 55% At/Above Standard Math: 71% At/Above Standard	2nd Trimester Data: EL 2021: ELA: 14% At /Above Standard Math: 24% At/Above Standard SED 2021: ELA: 41% At/Above Standard Math: 49% At/Above Standard Hispanics 2021: ELA: 43% At/Above Standard	2nd Trimester Data: EL 2022: ELA - 9.52% At/Above Standard Math - 25.45% At/Above Standard SED 2022: ELA - 36.47% At/Above Standard Math - 50.59% At/Above Standard Hispanics 2022: ELA - 42.13% At/Above Standard		EL: ELA/Math: 40% At/Above Standard SED: ELA/Math: 50% At/Above Standard Hispanics: ELA/Math: 50% At/Above Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Math: 54% At/Above Standard	Math - 52.94% At/Above Standard		
Implementation of State Standards	100% of teachers teaching to all students the State Board Adopted Academic Standards.	2021-22 100% of teachers teaching to all students the State Board Adopted Academic Standards.	2022-23 100% of teachers teaching to all students the State Board Adopted Academic Standards.		100% of teachers teaching to the State Standards.
English Learners access to State Standards and ELD Standards	100% of teachers will provide instruction of the State Standards and ELD Standards with the provided supports to the ELs.	2021-2022 100% of teachers will provide instruction of the State Standards and ELD Standards with the provided supports to the ELs.	2022-23 100% of teachers will provide instruction of the State Standards and ELD Standards with the provided supports to the ELs.		100% of teachers provided instruction of the State Standards and ELD Standards with the provided supports to the ELs.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental Curriculum Support and Resources	Continue full implementation using grade-level scope and sequence of ELA, Math, and Science (NGSS) Standards taught by certificated teachers along with professional development opportunities. Provide Supplemental instructional/assessment materials and supplies along with student incentives.	\$38,091.00	Yes
1.2	Parent Education	Parents will be educated on teaching strategies and other interested topics that will benefit their children at home and to provide support to the parents.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Student Intervention	Provide intervention support and teaching through RTI time/classes, reading lab, math and reading academy, tutoring and summer school session if applicable (with transportation), all done with Para Professionals and Certificated Staff support.	\$551,004.00	Yes
1.4	District and State Testing Assessment Coordinator/Director and Data System	The Assessment Director Staff member monitors student assessment data and ensure district is meeting academic goals through the Data System. The State Testing Coordinator organizes, schedules and monitors State Testing.	\$19,298.00	Yes
1.5	Core Curriculum Coordinators	The three coordinators (ELA, Math, and Science) will support teachers to develop curriculum and programs to provide both intervention and extension opportunities for our students. In addition to two teachers assigned as Science Lab Coordinators to ensure supplies and Labs are maintained. ELA and Math are integrated into the teaching of Science and Social Studies.	\$4,727.00	Yes
1.6	New Teachers Educated and Supported by Sundale Staff	Teachers supported through BTSA and new teacher support services on campus by a certificated teacher and the County Office of Education.	\$9,618.00	Yes
1.7	Reading Specialist	Reading Specialist to focus on the needs of our unduplicated student population in the area of reading during the school day as well as after school support.	\$129,668.00	No
1.8	Broad Course of Study including programs and services developed and provided to	Students will use technology and other resources to access a broad course of study. Such as all those addressed in the LCAP and also including: Visual and Performing Arts, Career Technical Classes, Foreign Language, Ag Science, and Multi-Media Arts. Technology will be supported by the technology coordinator and technology staff as	\$62,118.00	Yes

Action #	Title	Description	Total Funds	Contributing
	individuals with exceptional needs.	well as Professional Development provided to staff and support for parents.		

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 are no substantial differences in the planned actions and actual implementation of these actions. An additional Action was added (1.8) which was moved from 3.4. Also the Desired Outcome metric Goal was adjusted lower to accommodate the needs of our students academically since COVID (School wide as well as our Hispanic Student group).

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

There was additional money spent in 1.3 action to have additional staff personnel working with students academic needs.

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

The RTI support from our classified staff, staff training, as well as the Reading Specialist have made substantial gains for our students. In the reading lab our a minimum of 97% of our students have shown grown throughout the year. Teachers met their grade level scope and sequence map teaching all State Standards addressing students individual academic needs by providing intervention (Tutoring, Math Academy, Learning Center, Reading Lab, and small group supports) and utilizing additional supplemental curriculum and assessments. This has continued to help impact the growth of our students.

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.

The actions will remain the same with continued support provided to our students in the area of intervention in ELA and Math. The Desired Metric Goals were changed for the following to addressing academic needs and supports since COVID: State Assessment Performance 55% Meeting or Exceeding the Standard for ELA and Math; School Benchmark metric changed to 65% for ELA and Math students At and Above Grade Level; Hispanic group metric changed to 50% At and Above Grade Level in ELA and Math.

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	English Learners will demonstrate growth on the State Language Assessment (ELPAC) as well as more students scoring at or above the grade level standard on Local Assessments in ELA and Math.

An explanation of why the LEA has developed this goal.

Analysis of student performance on the State Assessment (ELPAC) from 2022 shows that 49.3% of students are making progress towards language proficiency and current local benchmark assessments show that 9.52% of students scored at or above grade level standard in ELA and in Math, 25.45% scored at or above grade level standard. Of particular concern is the performance in ELA for our English Learners. Input received from Educator Partners through the LCAP development process indicates a desire to see our student's performance increase to improve both student's ELA and Math scores as well as continue to increase the Language Proficiency Level of our English Learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Class Schedules reflecting ELD Designated Time for students	2020: 100% of teachers schedules	2021: 100% of teachers schedules	2022: 100% of teachers schedules		100% of teachers providing ELD Designated time.
English Language Development State Adopted Standards taught to English Language Learners	2020: 100% of teacher teach the ELD standards to their English Language Learners.	2021: 100% of teacher teach the ELD standards to their English Language Learners.	2022: 100% of teachers teach the ELD standards to their English Language Learners.		100% of teachers teach the ELD standards to their English Language Learners.
Reclassification Rate	2020: 2 Students Redesignated	2021: 3 Students Redesignated	2022: 3 students Redesignated		5-10 Students Redesignated
State Assessment: ELPAC Students reaching English Proficiency levels	2020: 52.4% of English Learners Making Progress towards the English	2021: 49.3% English Learners Making Progress towards	2022: 49.3% English Learners Making progress towards		Minimum of 55% making progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Language Proficiency based from the ELPI.	English Language Proficiency	English Language Proficiency.		
District Benchmark Assessment: (Measuring performance of English Learners) STAR Data (English Language Arts and Math)	2020: ELA: 13% At/Above Standard; Math: 44% At/Above Standard	2021: ELA: 14% At/Above Standard; Math: 24% At/Above Standard	2022: ELA 9.52% At/Above Standard; Math: 25.45% At/Above Standard		40% of students At/Above Standard in Math and ELA

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	ELD instruction, assessment, support and resources.	Continue to implement the ELD standards and State Testing (ELPAC). Provide supplemental instructional materials and supplies to teachers as well as Professional Development directly related to teaching ELD lessons and addressing the needs of our English Learners.	\$22,609.00	Yes
2.2	Staffing to work with English Learners	Maintain staff time (EL para-professional) to better provide for our EL students, including our LTEL's (Long Term English Learners) and EL parents.	\$85,420.00	Yes
2.3	EL Coordinator	Maintain certificated teacher assigned as EL coordinator to support teachers to develop lessons, evaluate needs of students based on data and support/training through State testing.	\$2,600.00	Yes
2.4	EL Parent Liaison	Maintain certificated teacher assigned as EL Parent Liaison to support parents and educate them on the programs their students are using in school as well as other identified needs of the parents.	\$2,340.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Partner with Sundale Foundation to support parents and students	Provide enrichment activities for EL students to feel better connected with school, which in turn show improvements academically and socially emotionally. These activities will take place on the school site and the V Center, Community Center.	\$6,900.00	Yes
2.6	Student Incentives	Provide incentives for students who maintain high Proficiency levels on the ELPAC and for students who are redesignated. The EL coordinator and parent liaison will organize and implement these incentives.	\$500.00	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.

No substantial differences in implementation occurred.

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.

The only substantial difference was in expenditures for 2.2 (Staffing to work with English Learners). There was more money needed to be allocated for personnel. The additional money needed was used from Goal 1.1.

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

The support services for our students and the liaison for our parents continue to allow our parents to feel connected and their students supported in addition to what the teacher is providing in the classroom. 49.3% of our students are making progress with their language proficiency although we are finding their ELA District Assessments aren't showing the progress as the math is. Sundale will continue to support the students in all areas. The District believes the instruction and supports (Actions 2.1 and 2.2) received have benefited students to working towards language proficiency as well as in math increasing their level of performance. The EL Coordinator has been very effective in delivering information and supports to the teachers as well as effectively coordinating ELPAC testing and tools for teachers to support their students.

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.

The actions will remain the same with the additional support from the Tulare County Office of Education in the area of our EL's performance with ELA, we hope to see positive results. Sundale is continuing to redesignate students and math scores continue to increase.

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	Provide students a 21st Century Learning experience by using technological devices and Work Based Learning Opportunities through the Sundale College Career Readiness Model.

An explanation of why the LEA has developed this goal.

This goal was developed through Educator Partner meetings to continue to prepare and support our students as they go into High School and the work force to be productive citizens with knowledge in a variety of broad areas as well as proficient in the area of technology use.

"This Goal will not continue in the 2023-24 LCAP. See Prompt 4 in the Goal Analysis section for information."

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student to Tech Device Ratio	2020 Baseline 80%	2021 100%	2022: 100%		100% Tech to Student Ratio
Student Technology Access	100% of students have access to technology.	2021-2022 100% of students have access to technology.	2022: 100% of students have access to technology.		100% of students have access
Percentage of students with access and enrollment in a broad course of study includes programs and services developed and provided to individuals with exceptional needs and unduplicated pupils.	2020: 100%	2021: 100%	2022: 100%		100% of students

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Technology devices and supports	Provide students a 21st century learning experience through the use of technological devices, hotspots and 21st century furniture being updated every three years.		
3.2	Technological support to staff and parents by the Tech Director	Provide technical support and professional development to the staff and parents on technology programs and strategies to use in the classroom through the Technology Director, who is a certificated teacher on site. "This Action has been incorporated in Action 1.8 under Goal 1."		
3.3	Technology Maintenance Staff Support	Maintain three classified staff members to support the maintenance of the devices as well as supporting staff and student needs. "This action has been incorporated in Action 1.8 under Goal 1"		
3.4	Broad Course of Study including programs and services developed and provided to individuals with exceptional needs.	Students will use technology and other resources to access a broad course of study. Such as all those addressed in the LCAP and also including: Visual and Performing Arts, Career Technical Classes, Foreign Language, Ag Science, and Multi-Media Arts. "This action has been incorporated in Action 1.8 under Goal 1"		
3.5	College Career Readiness	Provide support and professional development to the staff and parents on College Career Readiness and strategies to use in the classroom through the College Career Coordinator, who is a certificated teacher on site.		

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 wasn't any substantial differences in the planned actions and what was implemented.

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

There were no expenditures for Technology Devices (3.1) due to students all having devices. Additional expenditures for (3.3) due to increase supports to maintain technology both on campus and the devices checked out to students.

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

The use of technology on campus has benefited students and staff with the level of teaching that is able to be accomplished and the expectations set for students in the use of technology to work from home as well on their devices. Sundale has recognized the level of knowledge with our students in being prepared for future jobs has been beneficial.

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.

This goal was developed through Educator Partner meetings to continue to prepare and support our students as they go into High School and the workforce to be productive citizens with knowledge in a variety of broad areas as well as proficient in the area of technology use. We have measured this goal by Student to Tech Device Ratio, Student Technology Access, and Percentage of students with access and enrollment in a broad course of study including programs and services developed and provided to individuals with exceptional needs and unduplicated pupils. For of these areas we have met our goal with 100% of student-to-tech device ratio, 100% Student technology access, and 100% of students with access and enrollment in a broad course of study. Sundale will continue to monitor student enrollment in a broad course of study, by moving this to goal 1. With meeting this goal, we no longer have the need to continue our focus on this area and will be removing this goal from our LCAP plan. The metrics Students to Tech Device Ratio and Student Technology Access have been discontinued. In addition, the District and Staff do not feel there is a need for a College and Career Coordinator as our counselors will be taking on that role.

"Actions 3.2 and 3.3 have been incorporated into Action 1.8 under Goal 1, with the technology staff providing support to ensure students continue to have access to a broad course of study. This includes professional development support for staff and parents relative to technology."

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	Increase the percentage of students who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are foster youth, experiencing homeless and/or low income.

An explanation of why the LEA has developed this goal.

This goal was developed through the meetings with Educator Partners wanting to continue to see our students in a safe and secure environment on campus and to ensure students have a positive self concept and a stable social-emotional well-being. 87% of students indicated feeling safe at school. Sundale would like to see that percentage maintained with our students. In addition, if students are feeling safe and have developed relationships we hope to also see our chronic absenteeism percentage decrease.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Expulsion Rate	2020: 0%	2021: 0%	2022: 0%		0%
Students in Middle School Drop Out	2020: 0%	2021: 0%	2022: 0%		0%
Students feeling safe (Sundale’s Student Survey)	2020: 73%	2021: 96%	2022: 87%		Minimum of 80%
Williams Report	2020: 0 complaints	2021: 0 complaints	2022: 1 complaint		0 complaints
School Facilities Report	2020: Good Repair	2021: Good Repair	2022: Good Repair		Good Repair
Sense of School Safety and Connectedness (Staff and Parents)	2020 Parents: 60% Parents feel it is a safe campus	2021 Parents: 97% Parents feel it is a safe campus	2022 Parents: 98.4% feel it is a safe environment		Minimum of 80% of parents and 90% of Staff feeling Safe on Campus.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020: Parents: 76.75% feel connected to school 2020 Staff: 96%	2021: Parents: 97% feel connected to school 2021 Staff: 96% health and safety protocols are practiced	2022 Parents: 97.6% feel connected to school 2022 Staff: 100% feel health & safety protocols are practiced and discussed (66% completed)		
Attendance Rate	2020: 97%	2021: 96.07% (Based from P2)	2022: 96.11%		96%
Chronic Absenteeism	2020: 2.1%	2021: 12% (Based on 21-22 P2)	2022: 7.3%		Less than 5%
Parent input at stakeholder meetings	2020: 25 parents in attendance	2021: 25 parents in attendance	2022: 25 parents in attendance		30 parents in attendance
Parent completion of Parent Survey	2020: 45% of parents completed the parent survey	2021: 66% of parents completed the parent survey	2022: 60% of parents completed the parent survey		50% of parents completing survey

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Counseling Support and Resources	Provide counseling services (2 full time counselors) for students as well support for parents and staff utilizing the results from the Social/Emotional Student Survey.	\$256,103.00	Yes
4.2	Supplemental School Supplies	Provide English Learners, low income, foster, and students with exceptional needs with needed supplemental supplies to help make them more successful in school.	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Parent Education	Provide parent information sessions as needed on social and emotional behaviors seen in students.	\$0.00	No
4.4	Transportation for Extra-Curricular Activities	A late bus (5:00; Monday-Friday) will be available to students five times a week to allow students to participate in after school sports, enrichment and extra- curricular activities.	\$7,000.00	Yes
4.5	Enrichment Activities	After School and/or lunch time Enrichment Activities will be offered periodically throughout the year for students and/or parents to have more opportunities to get involved and have a sense of connectedness at School. These will be offered on site or at the V Center (Tutoring facility in our community, owned by Sundale Foundation).	\$21,523.00	Yes
4.7	Partnership with Foundation	Partner with Foundation Staff for services at the V Center (Community Center) for tutoring and enrichment activities for Sundale Students after school. Parents, students, and staff recognized at a recognition dinner for their service at the V Center.	\$7,520.00	Yes
4.8	County Nurse	County Nurse contracted for an additional 17 days per year to service with medical needs and students with disabilities.	\$66,573.00	Yes
4.9	School Psychologist	School Psychologist Contracted for additional days (totaling 1 day per week) to support students and families in the area of Mental Health.	\$27,000.00	Yes
4.10	Professional Development on	Provide Professional Development for all staff on SEL strategies and structures for relationship building and safe and supportive	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Social-Emotional Learning (SEL)	environments in order to reinforce the social and emotional capacities of all adults who work with the students.		
4.11	Attendance Incentives and monitoring	Monitor Student attendance and provide incentives for individual students and grade levels for outstanding attendance rates per trimester.	\$17,772.00	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.

No substantial differences in implementation occurred.

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

There was substantial difference in expenditures in Action 4.8 due to the District contracting for additional days for our County Nurse as well as 4.1 for counseling services, due to late negotiations for the 2022-23 school year. In Action 4.5 less money was spent due to ELOP funds covering costs for Enrichment Activities.

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

Sundale students and parents continue to feel safety is a priority at Sundale. The partnership with the foundation has been very beneficial to our students in the area of academics as well as their social emotional well being. Through the ELOP funds more enrichment activities have been offered through that program, which has also benefited our parents and students to give extra opportunities for our students.

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.

The only change that will be considered with this goal is to allocate money towards Attendance incentives for students as was mentioned from students, staff and parents. Our chronic absenteeism rate is at 7.3% which is higher than what it was preCOVID.

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)
668,272	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.95%	0.00%	\$0.00	7.95%

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.

The District has projected that it will receive \$668,272 in Supplemental and Concentration Grant Funds. The District's Minimum Proportionality Percentage for low-income pupils, Foster youth, English Learner is 7.95%. Sundale Union Elementary School is meeting the minimal proportionality requirement by providing direct services specifically to unduplicated pupils including additional services added. The needs of Sundale's English Learners, Foster Youth, and Low-Income Students were considered first with all of the actions listed below provided to the entire school. Sundale also assessed all of the means and resources available to address the identified needs of Unduplicated Pupils through metric results, listening to Educational Partner meetings, and school survey results, these Actions were developed with the intent to mitigate or eliminate the challenges and obstacles experienced by Unduplicated Pupils by providing supports necessary to increase the achievement and success outcomes of these students. The process of meeting with Educational Partners assisted in identifying the need for the actions to continue with the LCAP goals. The progress of the Actions will be measured through Staff, Parent Surveys, District/State Assessment Results, a participation rate of parents, and other ways as noted in the plan.

Actions in Goal 1: Actions will be measured through State/District Assessments; Suspension Rates; Parent Participation in Parent Education Opportunities; Percentage of Teachers Appropriately Assigned; Implementation of State Standards; Collaboration meetings with the Administration Team and Teachers.

Sundale's English Learners, Hispanic, Homeless, and Low-Income Students all performed below the desired metric on District Assessments (EL: ELA 9.52%; Math 25.45%; SED: ELA 36.47%; Math 50.59%; Hispanics: ELA 42.13%; Math 52.49% At/Above Grade Level). The following Actions will assist the students in these particular groups to meet their needs in the area of ELA and Math. In reviewing the 2022 Dashboard, the following student groups scored two levels below the "All Student" group, which was medium, in ELA- English Learners and Homeless scoring very low as indicated by the bars. In Math, our English Learners' student groups' performance was also indicated as very low compared to the "All Student" group which was indicated as medium. Sundale plans to focus on working with the students in small intervention groups as we go into next year. In addition, the desired outcome goal for 23-24 for State SBAC Performance for all students was adjusted to 55% for both ELA and Math, meeting or exceeding the standard. As well as for District Assessment Desired outcome metric was adjusted to 65% for both ELA and Math; the Hispanic group desired outcome changed to 50%. Our English Learner and Students with Disabilities groups were indicated as Medium for suspensions, this was 2 levels above the "all students" group (.2%). Sundale always works hard to not suspend students although there are certain situations where it is necessary. The percentages weren't substantial for the groups, although Sundale will work hard to ensure discipline is being taken care of the proper manner. We have seen a decrease in our students academic performance since COVID and as a District we are addressing that and anticipate our desired outcome will increase in the future.

- *Supplemental Curriculum Support and resources for these identified students to provide specific assistance in the area of Math and ELA.
- *Parent Education dedicated to parents of these students to provide support at home. Parent meetings are held for parents to have a good understanding of what supports can be addressed at home and what programs can be utilized for their children.
- *Intervention support provided by Certificated teachers and paraprofessionals. Students are assigned to Intervention classes if additional academic support is needed for them to be successful. These class sizes are smaller in scale and paraprofessionals are assigned to the class as well. In addition to Tutoring, Math Academy, Reading Lab, intercession opportunities, and Summer School.
- *Data system to better monitor student progress towards goals. The data system supports the teacher to quickly identify academic gaps for their students and provide the needed support as well for the administration to monitor students' progress in a timely manner.
- *Curriculum Coordinators to research and train staff. The Curriculum Coordinators research best practices for servicing students in these particular groups, support curriculum that will best support their needs as well as provide professional development to the staff.
- *New teachers supported through BTSA and on-campus support. All new teachers are assigned to a certificated teacher on campus their first two years to support their teaching and to collaborate on best practices in working with students in these groups.
- *Reading Specialist dedicated to working with students in these groups in the area of reading specifically and closing the gaps.
- *Tech Director to support staff and student needs to enhance their learning through the use of technology as well as technology maintained for proper functioning for the students to use.
- *Accessing a Broad Course of Study allows these students to participate in programs that they have an interest in, above and beyond academics.

Actions in Goal 4: Actions will be measured by Pupil Expulsion Rate, Middle School Drop out Rate, Student's feeling safe on campus; Williams Report, Facilities Report, Sense of School Safety for Parents and Staff; Attendance Rate, Chronic Absenteeism, Parent Survey and participation at Educator Partner meetings.

Through Educator Partner Engagement with our Staff as well as our Social Emotional Surveys from students, students are suffering from anxiety, social-emotional distress, and lack of motivation. These are the actions we have selected to address those needs. Students will be impacted by having a more positive sense of themselves, better equipped to deal with anxiety, and a better outlook on life and school. The outcomes will be seen by the student surveys completed, as well as counseling referrals, discipline, and attendance. Both low income and EL students have limited access to outside resources to address these needs.

*Counseling support for students to support their social-emotional needs and feeling of connectedness.

*Supplemental school supplies for students are provided to ensure their needs are met and not having proper supplies does not hinder them to participate or feel comfortable.

*Educating our parents on Parenting tools and tips, Educational needs of their child(ren), and other areas requested by parents.

*Transportation for students after school to increase their participation in after-school activities. Students are more willing to participate in extracurricular activities with transportation being provided. This has also assisted students who needed additional support after school with tutoring. Chronic Absenteeism is high amongst our EL, Hispanic and SED group. Providing transportation increases attendance and school engagement for these students, as well as allowing them to more readily access school level learning and social-emotional supports and being connected to school.

*Enrichment activities organized for students during lunch and/or after school to promote their school connectedness.

*Partner with the Sundale Foundation to provide after-school services for our students to enhance their participation in extracurricular activities.

*County Nurse to support parents and students with their health and welfare needs.

*School Psychologist to assess students and provide support to the School, parents, and students.

*Social-Emotional Learning Training for the Staff to ensure these needs are being met with our students on a daily basis. This will allow staff to be better equipped on talking with our students and recognizing signs.

*Attendance Incentives for students and monitoring attendance.

For all Actions in the LCAP identified as Contributing to increasing/improving services for Unduplicated Pupils and being implemented District-wide, Sundale engaged in Educator Partner Engagement and needs-identifying processes that yielded much information as to the identification of Unduplicated pupil needs, as well as the needs of all other students in the district. The Educator Partner groups engaged in this process are identified in the Educator Partner Engagement section of the LCAP, and their input and feedback are included within that section. In addition to information gathered through the engagement of Educator Partners, the district also analyzed Dashboard and local data information, survey results, and other sources to further identify Unduplicated Pupil needs. Information on learnings through this

process can also be found throughout the LCAP document. Sundale and the Educator Partners also specifically analyzed the impact of all Goals and Actions in the 2022-2023 LCAP. Results of this analysis indicated that the Actions were having a definite positive impact on student achievement, as achievement results were positive. The decision was made by Sundale and its Educator Partner groups to carry these Goals and Actions forward into the 2023-2024 LCAP, with the exception of Goal 3, Providing students with a 21st Century Learning experience by using technological devices. Sundale is now one-to-one technology and staff have embraced using technology daily in all grade levels. Educator Partner groups did not feel the need to continue with this goal. The Sundale College and Career Model has been embraced as well with the counselors continuing with the activities on campus.

Upon identification of needs through the varied methods of data collecting, the process also encompassed an analysis of Unduplicated pupil conditions and circumstances to identify possible causes and the availability of resources to address the needs and causes identified. Actions were developed that first targeted and were principally directed at providing for the needs of Unduplicated Pupils in closing the achievement gap and addressing circumstances that affect student success. Resources were appropriately directed and metrics to measure progress and results were developed that tie directly to intended targeted outcomes for these Unduplicated Pupil groups.

While principally targeted to address and support the needs of Unduplicated pupils, the needs-identifying processes also revealed that many students who are not identified as Unduplicated presented many of the same needs as the unduplicated Pupil group. To more effectively and efficiently deliver Actions services principally directed at Unduplicated Pupils, these Actions will be implemented District-wide to all students in need of these services, not just Unduplicated.

Even though the district has an Unduplicated pupil percentage under 55%, through the 2022-23 analysis of the needs and circumstances of Unduplicated students, it was evidenced that many more others are in need and would greatly benefit from services targeted at Unduplicated Pupils. The district and its educational partners analyzed how best to meet the needs of Unduplicated Pupils and best effectively and efficiently deliver services to maximize the impact for these students. It was decided that all Actions within this section can be most effective if implemented school-wide.

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

The District has projected that it will receive \$668,272 in Supplemental and Concentration Grant Funds. The District's Minimum Proportionality Percentage for low-income pupils, Foster youth, English Learner is 7.95%. Sundale Union Elementary School is meeting the minimal proportionality requirement by providing direct services specifically to unduplicated pupils including additional services added. The needs of Sundale's English Learners, Foster Youth, and Low-Income Students were considered first. Foster youth, English Learners, and our low-income students will be given priority for the actions indicated above. These services will be above and beyond other students including being academically supported in the classroom by para-professionals during the school day, offered academic and social-emotional support during lunch and after school as well as summer school offerings. These results will be measured by District and State Assessments, Student Social-Emotional Surveys, Educator Partner input, Attendance, and Discipline. In addition, the Actions below are

specifically targeting the identified needs of the district's English Learners and further contribute to the district's meeting of the Minimum Proportionality requirement to increase/improve services for Unduplicated Pupils.

Actions in Goal 2: Actions will be measured through Class schedules indicating ELD Time; ELPAC Assessment Results; District Assessment results; Reclassification Percentage; Implementation of ELD Standards

These actions will address the need for our English Learners Academic performance and involvement in school activities as identified by our Educational Partners. The outcome will be seen with their District and State Assessment results. ELs are "very low" in ELA and Math compared to the "All Students" group which was "Medium". In ELA, the "All Students" group was 2.1 points Above Standard while EL's were 87.6 points Below Standard. In Math, The "All Students" group was 8.7 points Below Standard while EL's were 98.2 points Below Standard. The percentage of all EL's making progress toward English Language Proficiency was 49.3%.

*ELD Instruction in the class is used to support the students at their English Language Proficiency Level as well as additional supplemental material and resources provided.

*Paraprofessional support is provided to our students for small group instruction and student's individual needs to be met.

*Professional development provided to staff.

*EL Parent Liaison to communicate and train parents on how they can assist their students at home and build relationships with the parents to be confident to also participate on campus.

*Partnering with Sundale Foundation to provide enrichment activities and additional support to our students. Students feel better connected to the school by being provided with these opportunities.

*Incentives for students on their academic performance. Students respond to positive incentives and for being recognized for their achievements.

The District has calculated that there is no Carryover funding amount from the 2022-2023 school year. All Supplemental and Concentration Funding received for the 2022-2023 year was spent on increasing / improving services for Unduplicated Pupils.

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.

The District did not receive additional Concentration grant add on funding 2023-2024.

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	n/a
Staff-to-student ratio of certificated staff providing direct services to students	n/a	n/a

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$750,272.00	\$355,716.00		\$234,396.00	\$1,340,384.00	\$1,177,332.00	\$163,052.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Supplemental Curriculum Support and Resources	English Learners Foster Youth Low Income	\$25,803.00	\$0.00		\$12,288.00	\$38,091.00
1	1.2	Parent Education	All	\$0.00			\$0.00	\$0.00
1	1.3	Student Intervention	English Learners Foster Youth Low Income	\$309,118.00	\$56,293.00		\$185,593.00	\$551,004.00
1	1.4	District and State Testing Assessment Coordinator/Director and Data System	English Learners Foster Youth Low Income	\$17,298.00			\$2,000.00	\$19,298.00
1	1.5	Core Curriculum Coordinators	English Learners Foster Youth Low Income	\$3,689.00			\$1,038.00	\$4,727.00
1	1.6	New Teachers Educated and Supported by Sundale Staff	English Learners Foster Youth Low Income	\$650.00	\$7,020.00		\$1,948.00	\$9,618.00
1	1.7	Reading Specialist	All		\$129,668.00			\$129,668.00
1	1.8	Broad Course of Study including programs and services developed and provided to individuals with exceptional needs.	English Learners Foster Youth Low Income	\$62,118.00				\$62,118.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	ELD instruction, assessment, support and resources.	English Learners	\$15,609.00			\$7,000.00	\$22,609.00
2	2.2	Staffing to work with English Learners	English Learners	\$71,914.00			\$13,506.00	\$85,420.00
2	2.3	EL Coordinator	English Learners	\$2,600.00				\$2,600.00
2	2.4	EL Parent Liaison	English Learners	\$2,340.00				\$2,340.00
2	2.5	Partner with Sundale Foundation to support parents and students	English Learners	\$6,900.00				\$6,900.00
2	2.6	Student Incentives	English Learners	\$500.00				\$500.00
3	3.1	Technology devices and supports						
3	3.2	Technological support to staff and parents by the Tech Director						
3	3.3	Technology Maintenance Staff Support						
3	3.4	Broad Course of Study including programs and services developed and provided to individuals with exceptional needs.						
3	3.5	College Career Readiness						
4	4.1	Counseling Support and Resources	English Learners Foster Youth Low Income	\$93,368.00	\$162,735.00			\$256,103.00
4	4.2	Supplemental School Supplies	English Learners Foster Youth Low Income	\$2,000.00				\$2,000.00
4	4.3	Parent Education	All	\$0.00			\$0.00	\$0.00
4	4.4	Transportation for Extra-Curricular Activities	English Learners Foster Youth Low Income	\$7,000.00				\$7,000.00
4	4.5	Enrichment Activities	English Learners Foster Youth	\$10,500.00			\$11,023.00	\$21,523.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
4	4.7	Partnership with Foundation	English Learners Foster Youth Low Income	\$7,520.00				\$7,520.00
4	4.8	County Nurse	English Learners Foster Youth Low Income	\$66,573.00				\$66,573.00
4	4.9	School Psychologist	English Learners Foster Youth Low Income	\$27,000.00				\$27,000.00
4	4.10	Professional Development on Social-Emotional Learning (SEL)	All	\$0.00			\$0.00	\$0.00
4	4.11	Attendance Incentives and monitoring	All	\$17,772.00				\$17,772.00

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
8,403,824	668,272	7.95%	0.00%	7.95%	\$732,500.00	0.00%	8.72 %	Total:	\$732,500.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$99,863.00
								Schoolwide Total:	\$632,637.00

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	Supplemental Curriculum Support and Resources	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$25,803.00	
1	1.3	Student Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$309,118.00	
1	1.4	District and State Testing Assessment Coordinator/Director and Data System	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$17,298.00	
1	1.5	Core Curriculum Coordinators	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,689.00	
1	1.6	New Teachers Educated and Supported by Sundale Staff	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$650.00	
1	1.8	Broad Course of Study including programs and services developed and	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$62,118.00	

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 (%)
		provided to individuals with exceptional needs.						
2	2.1	ELD instruction, assessment, support and resources.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$15,609.00	
2	2.2	Staffing to work with English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$71,914.00	
2	2.3	EL Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,600.00	
2	2.4	EL Parent Liaison	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,340.00	
2	2.5	Partner with Sundale Foundation to support parents and students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$6,900.00	
2	2.6	Student Incentives	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$500.00	
4	4.1	Counseling Support and Resources	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$93,368.00	
4	4.2	Supplemental School Supplies	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
4	4.4	Transportation for Extra-Curricular Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$7,000.00	
4	4.5	Enrichment Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$10,500.00	
4	4.7	Partnership with Foundation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$7,520.00	
4	4.8	County Nurse	Yes	Schoolwide	English Learners Foster Youth	All Schools	\$66,573.00	

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 (%)
					Low Income			
4	4.9	School Psychologist	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$27,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,298,898.00	\$1,433,773.00

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	Supplemental Curriculum Support and Resources	Yes	\$80,288.00	73,598
1	1.2	Parent Education	No	\$0.00	0
1	1.3	Student Intervention	Yes	\$527,038.00	532,897
1	1.4	District and State Testing Assessment Coordinator/Director and Data System	Yes	\$14,298.00	1,228
1	1.5	Core Curriculum Coordinators	Yes	\$2,988.00	9,307
1	1.6	New Teachers Educated and Supported by Sundale Staff	Yes	\$9,618.00	9,600
1	1.7	Reading Specialist	No	\$129,668.00	129,668
2	2.1	ELD instruction, assessment, support and resources.	Yes	\$9,329.00	2,464
2	2.2	Staffing to work with English Learners	Yes	\$44,615.00	57,202
2	2.3	EL Coordinator	No	\$2,600.00	2,452

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	2.4	EL Parent Liaison	Yes	\$1,340.00	1,340
2	2.5	Partner with Sundale Foundation to support parents and students	Yes	\$1,900.00	6,200
2	2.6	Student Incentives	Yes	\$500.00	0
3	3.1	Technology devices and supports	Yes	\$2,000.00	0
3	3.2	Technological support to staff and parents by the Tech Director	Yes	\$2,597.00	2,554
3	3.3	Technology Maintenance Staff Support	Yes	\$157,704.00	198,068
3	3.4	Broad Course of Study including programs and services developed and provided to individuals with exceptional needs.	Yes	\$6,934.00	1,926
3	3.5	College Career Readiness	Yes	\$2,597.00	2,452
4	4.1	Counseling Support and Resources	Yes	\$238,788.00	260,223
4	4.2	Supplemental School Supplies	Yes	\$2,000.00	2,649
4	4.3	Parent Education	No	\$0.00	0
4	4.4	Transportation for Extra-Curricular Activities	Yes	\$4,000.00	5,825

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	4.5	Enrichment Activities	Yes	\$12,523.00	5,723
4	4.7	Partnership with Foundation	Yes	\$2,000.00	320
4	4.8	County Nurse	Yes	\$16,573.00	101,077
4	4.9	School Psychologist	Yes	\$27,000.00	27,000
4	4.10	Professional Development on Social-Emotional Learning (SEL)	No	\$0.00	0

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)
626,389	\$629,015.00	\$629,015.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Supplemental Curriculum Support and Resources	Yes	\$68,000.00	20,036		
1	1.3	Student Intervention	Yes	\$315,152.00	357,785		
1	1.4	District and State Testing Assessment Coordinator/Director and Data System	Yes	\$14,298.00	1,228		
1	1.5	Core Curriculum Coordinators	Yes	\$1,950.00	3,683		
1	1.6	New Teachers Educated and Supported by Sundale Staff	Yes	\$650.00	613		
2	2.1	ELD instruction, assessment, support and resources.	Yes	\$7,609.00	2,388		
2	2.2	Staffing to work with English Learners	Yes	\$34,109.00	48,661		
2	2.4	EL Parent Liaison	Yes	\$1,340.00	1,340		
2	2.5	Partner with Sundale Foundation to support parents and students	Yes	\$1,900.00	5,591		
2	2.6	Student Incentives	Yes	\$500.00	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Technology devices and supports	Yes	\$2,000.00	0		
3	3.2	Technological support to staff and parents by the Tech Director	Yes	\$650.00	614		
3	3.3	Technology Maintenance Staff Support	Yes	\$43,659.00	55,669		
3	3.4	Broad Course of Study including programs and services developed and provided to individuals with exceptional needs.	Yes	\$5,475.00	470		
3	3.5	College Career Readiness	Yes	\$2,597.00	2,452		
4	4.1	Counseling Support and Resources	Yes	\$76,053.00	74,715		
4	4.2	Supplemental School Supplies	Yes	\$2,000.00	2,329		
4	4.4	Transportation for Extra-Curricular Activities	Yes	\$4,000.00	5,825		
4	4.5	Enrichment Activities	Yes	\$1,500.00	1,723		
4	4.7	Partnership with Foundation	Yes	\$2,000.00	320		
4	4.8	County Nurse	Yes	\$16,573.00	16,573		
4	4.9	School Psychologist	Yes	\$27,000.00	27,000		

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)
7,695,201	626,389	0.00%	8.14%	\$629,015.00	0.00%	8.17%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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