

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Scott Valley Unified School District	Micheline Miglis Superintendent	mmiglis@svusd.us (530) 468-2727

Plan Summary [2021-22]

General Information

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

Scott Valley Unified School District was established July 2007 and is comprised of Etna High School, Scott Valley Junior High School, Etna Elementary School, Fort Jones Elementary School, and Scott River High School. The district serves students in the Scott Valley and students from Forks of Salmon when they matriculate to Etna High School, considered a necessary small high school. We offer preschool and adult education as well as alternative independent study options (Scott Valley Options). It is noteworthy that many teachers, staff and administrators attended schools here when they were young and now work in the district. The district is home to 655 students.

Scott Valley in Siskiyou County is nestled among three mountain ranges in the most beautiful part of Northern California, close to the border of Oregon. The valley and its surroundings are known for hunting, fly fishing, skiing, back-packing and hiking, gold-panning, rock climbing, and camping. The many family farms produce alfalfa, grains, milk and beef as well as alpaca wool. Cows, horses and mules share the wealth of feed with the deer. At one time, the area had a large timber industry which has declined recently. Our students grow up in this spacious and open land.

Schools are the centerpiece of the community. During the impact of the pandemic and school closures in March 2020, students and staff struggled with lack of or very limited social interaction, affecting their wellbeing and daily routines. The school closures took a toll especially on teachers who had to shift to an unfamiliar manner of teaching and interacting with their students.

With the passage of Senate Bill 98 in July/August, the Scott Valley Unified School District Board of Trustees voted unanimously to adopt two instructional models, in-person instruction and distance learning, informed by input from stakeholders of the Return to School Task Force, and with the recommendation of the Superintendent. When most districts in the state of California remained on distance learning, we opened our doors in August 2020.

The Scott Valley Unified School District recognizes the unique and distinctive conditions shaping our schooling opportunities and challenges that accompanied the 2020-2021 school year. Our response to COVID-19 was and is grounded in evidence-based processes and practices

unique to our context. We remain committed to working with state and local public health agencies to ensure continuity of education. While conditions related to regional variation may change, we are unwavering in our promise to students, families and staff.

Reflections: Successes

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

Limited information is available on the California School Dashboard to inform current planning. Therefore, the District relied heavily on perception and qualitative data and local data, which suited our context due to the size and configuration of our District. This created an opportunity to relate and respond more closely by word of mouth, social media, small group interaction, site based meetings, district facilitated meetings, and direct outreach.

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.

Input and feedback from local data from a variety of contexts informed the creation of this LCAP. A brief overview of the following priorities have resulted, to name a few:

- 1) Social Emotional Learning and Positive Behavior Intervention and Supports. Additional staff, professional development and coaching, district wide and site based teams, development of tiers and responsiveness to students, parent and community outreach and awareness, a concerted effort to develop a three year plan, monitoring, and evaluation.
- 2) Expanding online courses for recovery or acceleration
- 3) Aeries training and a uniform usage of parent communication tools and resources
- 4) Faculty / Staff Handbook
- 5) Student progress monitoring throughout the year based on formative, grade-span assessments, monitoring and responding to student needs
- 6) Facilities improvements and HVAC filtration upgrades
- 7) Coherence across grades in subject areas and an articulated mathematical progressions plan of teaching, assessing, monitoring and evaluating
- 8) Cross-grade articulation, planning, review of students and assessment results, in content areas with professional development
- 9) Increasing parent and community involvement and family engagement
- 10) Monitoring of English Learners with reclassification processes
- 11) Administration of the Interim Assessment Benchmark tests (IAB's)
- 12) Purchase and use *Edgenuity* as the consistent intervention program K-5 and for course access 6-12
- 13) Aeries Analytics for Social Emotional Learning (SEL) monitoring
- 14) Music instruction or PE specialist (Teacher) at the elementary grades
- 15) Teach and celebrate student leadership and student accomplishments in all areas of students' lives

LCAP Highlights

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

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- 9) Increasing parent and community involvement and family engagement
- 10) Monitoring of English Learners with reclassification processes
- 11) Administration of the Interim Assessment Benchmark tests (IAB's)
- 12) Purchase and use *Edgenuity* as the consistent intervention program K-5 and for course access 6-12
- 13) Aeries Analytics for Social Emotional Learning (SEL) monitoring
- 14) Music instruction at the elementary grades, if feasible, or PE
- 15) Teach and celebrate student leadership and success in all areas of student's school life, not only the academic domains

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

A variety of stakeholder engagement input sessions were hosted, beginning in March 2021, such as LCAP Committee, site based input, one on one/word of mouth, school surveys, student voice (Etna High School students), Superintendent with individual Trustees, labor partners, and School Site Councils. Their input informed the priorities for the LCAP.

A summary of the feedback provided by specific stakeholder groups.

To Improve Academic Achievement

Various learning styles and interests ie: work-based learning, Collaboration – across campuses/grade spans, Differentiated learning support for all students, Professional Development, Peer tutoring, After-school tutoring, Academic mapping or vertical alignment / coherent plan, Find opportunities that make all student excited, Family engagement/support, Creating “safe spaces” for students who are struggling, Summer (summer school) learning, Ways to assess where students align in-person/distance learning, Quarterly student progress monitoring district-wide, School gardens/project based learning, Student evaluation with counselor support, Targeted interventions, Universal screening, Consistent assessments towards standards, Cohesive academic programs for student monitoring, Attendance Committee on every campus, Mentoring, support for the gifted and talented.

To bridge school/parent/community

Task Force process and input, Volunteers beyond the classroom, Community projects on campus and off – all grade levels, Increase parent involvement – parents helping their child at home, Site staff committee – training parents, “Passion Projects” parents teaching/sharing skills on campuses, Community board/social media posts regularly, Community liaison per site, Use county resources more, Training videos on YouTube by staff for parents and families, Community coaches – academic & SEL, Parents help parents (parent resource centers on site), New hired staff ride the bus routes, Parent/community incentives – drawing for a free ticket to sporting event or gift card, Increase use of social media, Community dinners – school sites highlighting student projects, art show, speeches, for example, Display work or art projects at local business or government building, Recognize students more and advertise achievements, Parent night – dinner, Student volunteers with local groups/agencies/organizations, Open house (on a given day, all day long, while the regular school schedule is happening), Back to School Night, Mentor/intern for workforce readiness, Fun events to involve parents and community (for starters), Student designed school shirts, Career days, Community assemblies, Parent driven trainings, All schools’ similar marques

To sustain a positive school climate committed to the whole student

Collaboration and continuity between schools, Sustained professional development, Facilities clean and in good repair, Get student input on how to have a positive school climate, Updated libraries with flexible learning spaces (Hubs), Transform media center to student-centered space, More project based learning, Solution focused school climate/teaching, Student leadership roles within administration, Counseling services, STEAM education, Music education, Clubs/Social outlets, Develop CTE programs, Intra-school competitions, Drug, vaping and alcohol education, Attendance matters/works – more celebrations, Safe places on campuses, Yoga for self-awareness, Positive Behavior Intervention and Supports, Calm centers – places for student to re-group, destress, calm emotions, World Language Academy, Counseling groups: Girl Circle, SEL, Student wellness/support, Student training – Peer coaching and Teen court, School rallies, updated facilities, Spirit wear and spirit days

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

The entire LCAP was influenced by all input from all stakeholders, especially that of the LCAP Committee.

Goals and Actions

Goal

Goal #	Description
1	Every student will demonstrate improved academic achievement.

An explanation of why the LEA has developed this goal.

According to the California Dashboard data, the English language arts (ELA) fluctuate up or down plus or minus 1% - 2%. In 2019, 29% met or exceeded grade level standards. In mathematics, 46% met or exceeded grade level standards with nearly 16 points below standard which was a decline from the prior year by 5 points. As students progress in the District, the percent meeting or exceeding standard according to this measurement, declines.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Assessments	2018-2019 data ELA - 49% Meet/Exceed Standards Math - 46% Meet/Exceed Standards				60% of students will meet or exceed standards in ELA 60% of students will meet or exceed standards in Math
Percentage of pupils completing A-G requirements	In the 2019-2020 school year, 55% completed with A-G.				80% A-G
Percentage of pupils completing CTE	2019-2020 Pathway completers 59%				80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of pupils completing A-G and CTE	This data is not available at this time.				80%
English Learner progress	0% reclassified.				100% will be reclassified.
English learner reclassification rate	0% reclassified.				100% will be reclassified.
Percentage of pupils passing Advanced Placement (AP) with 3 or higher	3% AP scores with 3 or higher				80% of students passing the AP Exams.
Students at grade level on AR tests (K-5)	60%				80%
On-track for graduation by spring transcripts of sophomore year.	80% pupils on track for graduation by spring transcripts of sophomore year.				100% pupils on track for graduation according to sophomore spring transcripts

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student - Centered Collaboration Across Grade Spans and Subject Matter	Professional development, teacher release time, quarterly student progress monitoring conferences.	\$22,633.00	No
2	Two intervention teachers, elementary schools	Two teachers work with students based on data and need, focus on lower performing students, Etna Elementary School and Fort Jones Elementary School.	\$131,473.00	No
3	Paraprofessionals	Paraprofessionals support student achievement and work with teachers to intervene with students.	\$127,173.00	No

Action #	Title	Description	Total Funds	Contributing
				Yes
4	Positive Behavior Intervention and Supports (PBIS)	Initiate Year 1 of a 3 year plan to fully implement Positive Behavior Intervention and Supports District-wide for the social emotional well-being and academic achievement of every/all students, including addressing chronic absences and at-risk conditions that impact students' attainment of grade-level success.	\$40,000.00	No
5	Edgenuity	Purchase in 2021-2022 and provide professional development and fully implement in lieu of Acellus.	\$53,500.00	No Yes
6	Summer Learning Matters	Provide summer school to address learning loss, recover credits, acceleration, and enrichment; staffing of classified, certificated and administration.	\$120,712.00	No
7	CTE	Continue CTE course offerings, provide professional development, support students with summer projects and exploration, field trips and leadership.	\$245,530.00	
8	Renaissance Learning	STAR Renaissance for K-8th grade students to support core program and for assessments.	\$17,372.00	
9	Scott Valley Options Independent Study/Alternative Education	Provide students with an alternative choice to in-person instruction, hire two teachers, offer to 2-12th grade district-wide, professional development, devices, classroom location, materials, Google Classroom and Edgenuity.	\$203,167.00	No
10	Contract with Shasta Union High School District	Technology support, ongoing contract, Aeries oversight, Google Classroom support, professional development for Ed Tech Supervisor and Technology Specialist.	\$31,610.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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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.

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

Goals and Actions

Goal

Goal #	Description
2	Build a bridge between the schools, families and community for increased parent and student engagement.

An explanation of why the LEA has developed this goal.

Stakeholder input and responses to surveys , chronic absenteeism from 2018-19 at 11%, lack of parent/family attendance, input from principals, Board Members, certificated and classified staff, indicate a need to improve in this area.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Title VI sign in sheets (Native, Tribal families and students).	Attendance logs for Title VI family meetings show 5% or less represent the Quartz Valley Tribe membership. Ten percent of eligible students attend Title VI funded programming/events/activities.				Increase to 30% participation rates.
Volunteer list.	All regular volunteers are TB tested.				Sustain 100%.
Chronic Absenteeism Rate	11%				5%
Attendance Rate	94%				98%
Middle School Dropout Rate	4%				2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rate	2%				0%
Graduation Rate	95.5%				99%
Suspension Rate					
Expulsion Rate	0%				0%
Survey Results	30%				75%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Title VI Communication: Increase participation of families at the Title VI meetings.	Title VI Communication: Continue to remind the Tribal Council and the Education Liaison about the regular Board Meetings and request a monthly report.	\$0.00	No
2	TB testing provided by the District for volunteers.	Continue TB testing provided by the District for parent/family/community volunteers.	\$1,600.00	No
3	LCAP Infographic	Another way to communicate and distribute information about the LCAP and increase parent/community knowledge base about the LCAP Goals and Actions, purchase Service Agreement for LCAP Infographic with Gobo Inc or other provider.	\$2,100.00	No
4	Upgrade/purchase marquees for schools.	One of the four schools has a marquee/upgraded marquee. Marquees support the extension of information, promotional and announcements to parents/community.	\$36,000.00	No

Action #	Title	Description	Total Funds	Contributing
5	Extra duty hours for community/parent engagement.	Pending staff availability, designate extra hours for each school's budget allocation for events, promotional information, social media, newspaper, student and staff highlights.	\$3,000.00	No
6	Adult Education	Continue to fund and offer Adult Education, ongoing.	\$44,468.00	No
7	Positive Behavior Intervention and Supports (PBIS)	Social Emotional Learning support, staffing, and resources District-Wide. These are the personnel costs of the entire initiative. The professional development is further down in the LCAP.	\$46,587.00	Yes
8	Home to School Transportation.	Continue home to school and school to home transportation. Provide extra bus run for SAFE/BASS after school programs.	\$338,831.00	No
9	BlackBoard Connect	Continue BlackBoard Connect to support communication with families (electronic communication and messaging).	\$3,191.00	No
10	Heartland Payment Software System for NutriKids	Continue; to support parents with online payments.	\$2,919.00	No

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Goals and Actions

Goal

Goal #	Description
3	Sustain a positive school climate committed to the whole student.

An explanation of why the LEA has developed this goal.

With the emergency shut down in March 2020 as a result of the COVID-19 pandemic, and, consequences resulting from lack of student and staff engagement and connections, along with limitations placed on teaching and learning and student events/co-curricular opportunities in the 2021-2022 school year, stakeholders input unanimously prioritized social emotional learning. Social emotional learning is approached as a comprehensive activity within this goal, including but not limited to facilities, teacher assignments, credentialing, school climate and broad course of study.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Credential list.	All teachers are appropriately assigned.				All teachers credentialed and appropriately assigned.
Continue science enrichment at the elementary schools (broad course of study for elementary)	One FTE for Etna Elementary School and Fort Jones Elementary school				Sustain science enrichment
Athletics travel (broad course of study for secondary students)	Continue.				Sustain.
State board adopted academic content and performance standards for all students	100% (Williams Act reporting).				Sustain at 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English learners receive integrated English language development (ELD).	The Scott Valley USD has less than 10 identified English Learners who are taught in integrated classrooms; and monitored through the student progress monitoring teams.				Monitoring tool for all English learners and reclassify eligible English learners.
After School Program (ASES) for Etna Elementary School, Fort Jones Elementary School and Scott Valley Junior High-staffing, materials and transportation.	Continue.				
PE Teacher 80% for Etna Elementary School and Fort Jones Elementary School (broad course of study for elementary schools).	Not in place at this time.				Sustain or consider Music or Theater Arts.
Credential List	100% of teachers are credentialed and appropriately assigned. 1 teacher is on a waiver.				100% of teachers will be fully credentialed and appropriately assigned.
Williams Report	100% students have standards aligned instructional materials.				100% students will have standards aligned instructional materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool	All facilities are in good repair.				All facilities will be in good or better repair.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Social Emotional Learning support staff (2 Counselors)	As we build the comprehensive Positive Behavior Intervention and Supports, and with unanimous input from all stakeholder input groups and meetings across the District, hiring staff and professional development were priorities across the board.	\$110,820.00	No
2	Increase paraprofessionals FTE's.	Paraprofessionals will support teachers with teaching and learning and work with designated students and groups of students to intervene or accelerate as identified. The additional FTE's will provide students with increased adult caring support and relationships.	\$103,916.00	No
3	Formerly BTSA, offer ATE to new teacher hires in their second year.	The ATE (BTSA) program is an additional support for new teachers and provides them with a designated mentor teacher for the school year.	\$5,698.00	No
4	Complete HVAC upgrades that began in the 2020-2021 school year.	Filtration and HVAC systems need upgrading. Air quality index rates during fire seasons (and, potentially required for COVID-19, pending CDPH updates) require upgrades and improvements that were begun 2020-2021.	\$93,894.00	No
5	Offer designated and approved coaching and professional development to certificated and classified staff to	Contract with Siskiyou County Office of Education, Edgenuity, Safe and Civil Schools (Randy Sprick for Positive Behavior Intervention and Supports), Shasta County Office of Education, and other service providers pre-approved by the administration.	\$8,250.00	No

Action #	Title	Description	Total Funds	Contributing
	support implementation of the LCAP goals district-wide.			
6	Continue GoGuardian Software	GoGuardian monitors student activity online and alerts administration in order to intervene as appropriate and supports communication with parents/families.	\$9,609.00	No
7	Continue science enrichment instructor at elementary schools	We offer science enrichment to students at Etna Elementary School and Fort Jones Elementary School, which supports a broad course of study.	\$36,433.00	No
8	Continue to fund travel for student athletes and teams.	Athletic and co-curricular activities supports student engagement and attendance at school, therefore supporting pro-social bonding and a positive and nurturing school climate.	\$55,000.00	No
9	Continue Aeries software and add Aeries Analytics	Increase usage of Aeries and implement Aeries Analytics. Provide ongoing professional development to staff and administration.	\$15,719.00	No
10	Continue after school program services (SAFE and BASS) and offer after-school tutoring at all grades, pending staff availability.	Extend the learning day and support with transportation, materials, and special events.	\$257,943.00	
11	Purchase, furnish and use cleaning and disinfecting supplies.	To respond to COVID-19 requirements and compliance measures, as mandated by the CDC/CDPH.	\$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
12	Address routine maintenance and repair (ongoing).	Maintain attractive schools and buildings in good or improved repair, ongoing.	\$120,824.00	No
13	Research and consider library improvements, EHS in particular.	Create attractive and enticing library spaces (Hubs, for example), reflective of flexible teaching and learning environments.	\$45,000.00	
14	Refresh helmets; improve fields; support visual and performing arts.	The Scott Valley USD prioritizes co-curricular activities and athletics.	\$3,000.00	No
15	Assign/Promote Assistant Principal for Etna High School.	To support social emotional wellness and the implementation of the Positive Behavior Intervention and Supports (PBIS) and facilitate greater alignment and coherence at the high school.	\$122,384.00	
16	Hire 80% music or 80% PE teacher for Etna Elementary School and Fort Jones Elementary School.	Increase course access and broad course of study at the elementary schools. Provide students with additional enrichment and supplemental learning opportunities. The PE program will implement <i>Spark PE</i> . The music program will implement <i>Quaver</i> . To be determined pending staff availability. Either selection, they both support social emotional learning.	\$52,183.00	No
17	Field trips and place-based learning.	Field trips and place-based learning support hands opportunities for students to interact with their environment and apply their content/standards based learning in the classroom to the world around them. Kidder Creek Outdoor Day Camp or equivalent will also be funded.	\$7,195.00	No

Goal Analysis [2021-22]

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
12.5%	\$20,621

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

Required Descriptions

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

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

English Learners receive support from a Paraprofessional. Teachers receive professional development to meet the needs of English Learners and an interpreter in on staff for parents primary language support. The data shows that the District's foster youth ranges between 2 and 5 students throughout the school year; however, the data also reports that the students are not with us for more than a few months. The transiency rate creates challenges for these families. Students of low socioeconomic means receive support and services through the available Title I positions and our data shows that these students remain in our District for the long term. When monitoring student progress, we especially pay attention to students in these three populations, provide necessary intervention and support, and provide progress to parents more frequently. Home visits are made and meals are provided, prioritizing these students for participation in the After School programs. These services will be increased and improved upon through systematic and ongoing evaluation and data monitoring through an umbrella of support of a layered intervention.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$920,884.00	\$963,275.00	\$123,824.00	\$546,751.00	\$2,554,734.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,668,959.00	\$885,775.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Student - Centered Collaboration Across Grade Spans and Subject Matter	\$2,000.00	\$19,750.00		\$883.00	\$22,633.00
1	2	Students with Disabilities English Learners Foster Youth Low Income Low Performing Students	Two intervention teachers, elementary schools				\$131,473.00	\$131,473.00
1	3	All English Learners Foster Youth Low Income	Paraprofessionals				\$127,173.00	\$127,173.00
1	4	All	Positive Behavior Intervention and Supports (PBIS)				\$40,000.00	\$40,000.00
1	5	All	Edgenuity		\$53,500.00			\$53,500.00
1	6	All tion, credit recovery, acceleration	Summer Learning Matters		\$120,712.00			\$120,712.00
1	7		CTE	\$245,530.00				\$245,530.00
1	8		Renaissance Learning		\$17,372.00			\$17,372.00
1	9	2nd-12th grades	Scott Valley Options Independent Study/Alternative Education	\$95,960.00	\$107,207.00			\$203,167.00
1	10	All	Contract with Shasta Union High School District	\$31,610.00				\$31,610.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	Title VI Students of Native Des	Title VI Communication: Increase participation of families at the Title VI meetings.					\$0.00
2	2	All	TB testing provided by the District for volunteers.	\$1,600.00				\$1,600.00
2	3	All	LCAP Infographic	\$2,100.00				\$2,100.00
2	4	All	Upgrade/purchase marquees for schools.		\$36,000.00			\$36,000.00
2	5	All	Extra duty hours for community/parent engagement.	\$3,000.00				\$3,000.00
2	6	Adults	Adult Education		\$44,468.00			\$44,468.00
2	7	English Learners Foster Youth Low Income	Positive Behavior Intervention and Supports (PBIS)		\$46,587.00			\$46,587.00
2	8	All	Home to School Transportation.	\$338,831.00				\$338,831.00
2	9	All	BlackBoard Connect	\$3,191.00				\$3,191.00
2	10	All	Heartland Payment Software System for NutriKids				\$2,919.00	\$2,919.00
3	1	All	Social Emotional Learning support staff (2 Counselors)		\$110,820.00			\$110,820.00
3	2	All	Increase paraprofessionals FTE's.		\$103,916.00			\$103,916.00
3	3	All	Formerly BTSA, offer ATE to new teacher hires in their second year.	\$5,698.00				\$5,698.00
3	4	All	Complete HVAC upgrades that began in the 2020-2021 school year.				\$93,894.00	\$93,894.00
3	5	All	Offer designated and approved coaching and professional development to certificated and classified staff to support implementation of the LCAP goals district-wide.				\$8,250.00	\$8,250.00
3	6	All	Continue GoGuardian Software	\$5,553.00			\$4,056.00	\$9,609.00
3	7	All	Continue science enrichment instructor at elementary schools	\$36,433.00				\$36,433.00
3	8	All	Continue to fund travel for student athletes and teams.	\$55,000.00				\$55,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	9	All	Continue Aeries software and add Aeries Analytics				\$15,719.00	\$15,719.00
3	10		Continue after school program services (SAFE and BASS) and offer after-school tutoring at all grades, pending staff availability.		\$257,943.00			\$257,943.00
3	11	All	Purchase, furnish and use cleaning and disinfecting supplies.	\$35,000.00				\$35,000.00
3	12	All	Address routine maintenance and repair (ongoing).			\$120,824.00		\$120,824.00
3	13		Research and consider library improvements, EHS in particular.		\$45,000.00			\$45,000.00
3	14	All	Refresh helmets; improve fields; support visual and performing arts.			\$3,000.00		\$3,000.00
3	15		Assign/Promote Assistant Principal for Etna High School.				\$122,384.00	\$122,384.00
3	16	All	Hire 80% music or 80% PE teacher for Etna Elementary School and Fort Jones Elementary School.	\$52,183.00				\$52,183.00
3	17	All	Field trips and place-based learning.	\$7,195.00				\$7,195.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$0.00	\$227,260.00
LEA-wide Total:	\$0.00	\$227,260.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Two intervention teachers, elementary schools		English Learners Foster Youth Low Income	Specific Schools: Etna Elementary School Fort Jones Elementary School		\$131,473.00
1	3	Paraprofessionals	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$127,173.00
1	5	Edgenuity	LEA-wide		All Schools		\$53,500.00
2	7	Positive Behavior Intervention and Supports (PBIS)	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$46,587.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

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[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 LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 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 .

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.