



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Carlsbad Unified

CDS Code: 37 73551 0000000

School Year: 2023-24

LEA contact information:

Robert Nye, Ed.D

Assistant Superintendent

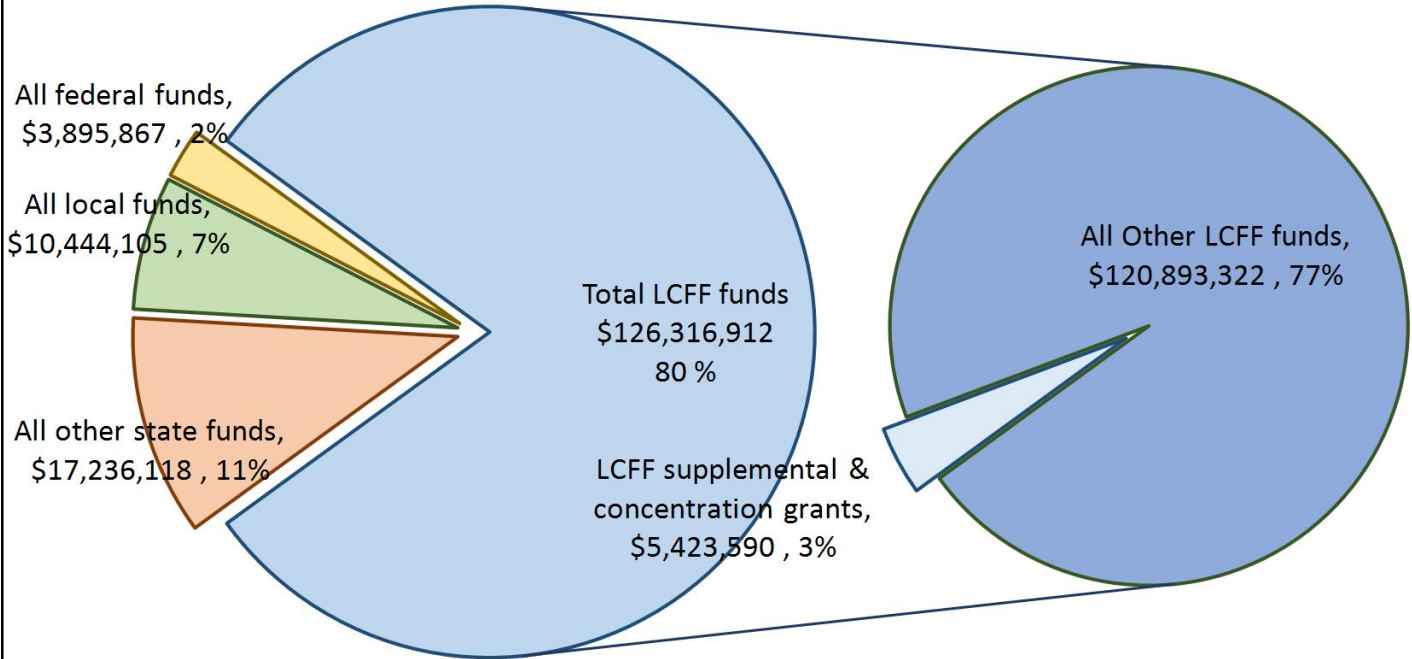
[rny@carlsbadusd.net](mailto:rny@carlsbadusd.net)

7603315013

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

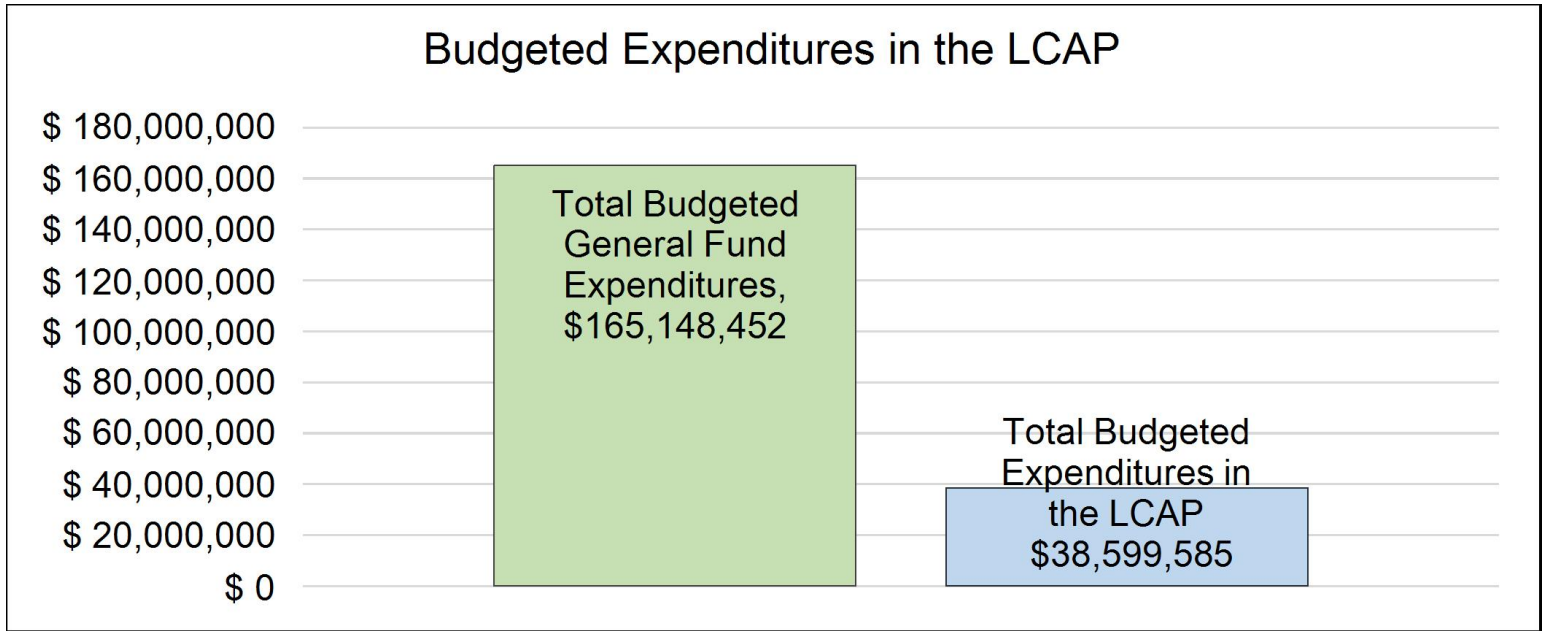


This chart shows the total general purpose revenue Carlsbad Unified expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Carlsbad Unified is \$157,893,002, of which \$126,316,912 is Local Control Funding Formula (LCFF), \$17,236,118 is other state funds, \$10,444,105 is local funds, and \$3,895,867 is federal funds. Of the \$126,316,912 in LCFF Funds, \$5,423,590 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 Carlsbad Unified 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: Carlsbad Unified plans to spend \$165,148,452 for the 2023-24 school year. Of that amount, \$38,599,585 is tied to actions/services in the LCAP and \$126,548,867 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budget expenditures include allocations for general education teachers, materials and supplies, and several fixed costs for services and operations to include rent, utilities, insurance, and other professional services.

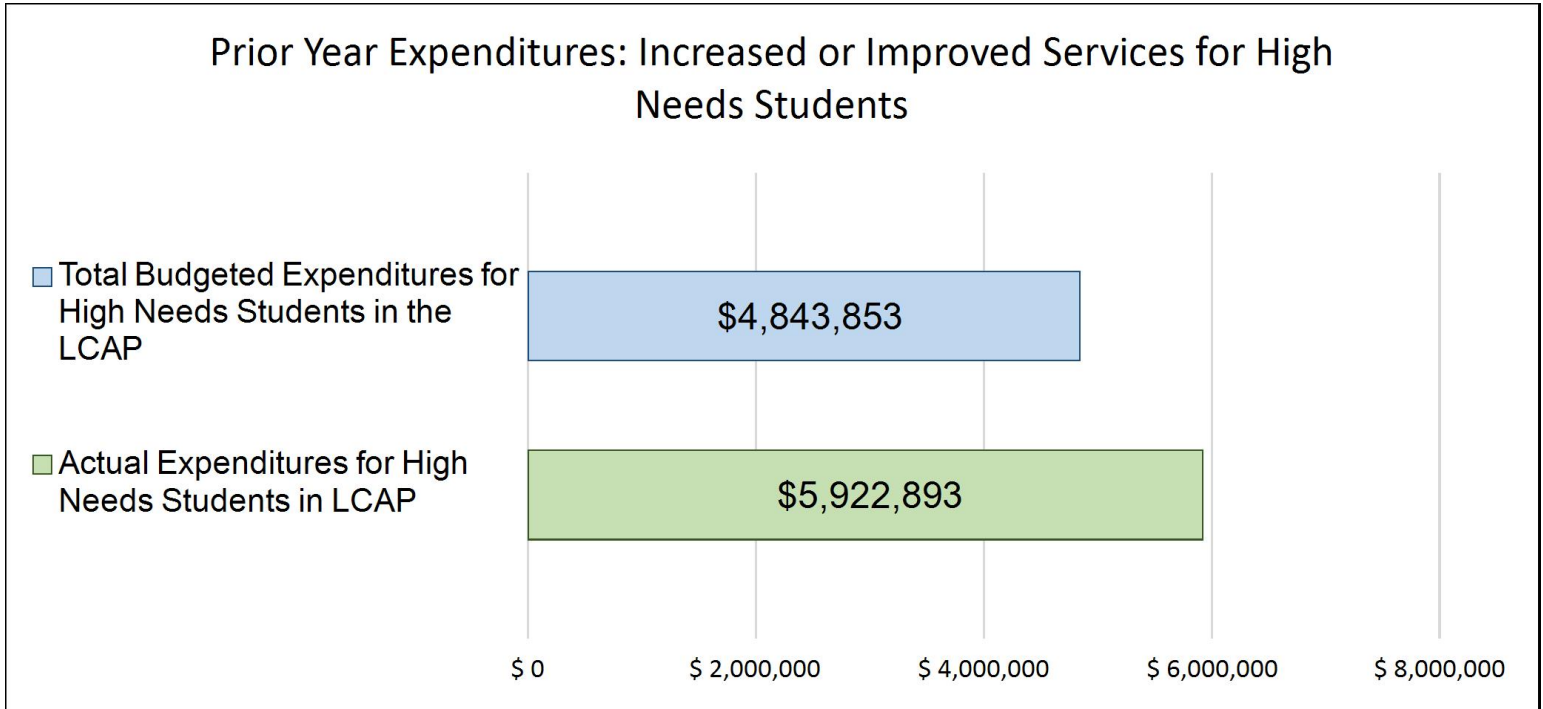
## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Carlsbad Unified is projecting it will receive \$5,423,590 based on the enrollment of foster youth, English learner, and low-income students. Carlsbad Unified must describe how it intends to increase or improve services for high needs students in the LCAP. Carlsbad Unified plans to spend \$5,607,660 towards meeting this requirement, as described in the LCAP.

The budget expenditures include allocations for general education teachers, materials and supplies, and several fixed costs for services and operations to include rent, utilities, insurance, and other professional services.

# LCFF Budget Overview for Parents

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



This chart compares what Carlsbad Unified budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Carlsbad Unified 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, Carlsbad Unified's LCAP budgeted \$4,843,853 for planned actions to increase or improve services for high needs students. Carlsbad Unified actually spent \$5,922,893 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
Carlsbad Unified	Robert Nye, Ed.D Assistant Superintendent	rnye@carlsbadusd.net 7603315013

## 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.

CUSD provides a comprehensive curriculum, enabling all students to excel as they meet the challenges and opportunities of our changing world. All of our Carlsbad Unified schools offer students the means to succeed by providing programs that maximize the abilities, talents, and interests of each individual. The Carlsbad Unified School District has nine elementary schools that feed into three middle schools, two high schools, a continuation high school and an independent study program. CUSD serves approximately 10,981 students, 21% of which are designated as socioeconomically disadvantaged. Approximately 5% of CUSD students are classified as English Learners, and approximately 17% receive Special Education services. Significant student groups include 27% of students identifying as Hispanic, approximately 56% identifying as White, and 10% identifying as two or more races.

The district’s mission for all students is “We provide every student an extraordinary education in an inspiring environment.” Combined with our core values of integrity, excellence, respect, and accountability for students and staff, we create positive learning environments where students and staff thrive.

CUSD is also committed to preparing students for life beyond high school. The CUSD program includes the “CUSD Graduate Profile,” adopted by our School Board in 2014-15. The Profile includes qualities and skills of CUSD Graduates that prepare them for success. These

skills include being an effective communicator and collaborator, a lifelong learner, a critical thinker, a college and career ready scholar ,an ethical and responsible citizen, and a self directed individual.

CUSD has also instituted three year strategic plans in the areas of Technology and Career Pathways & Career Technical Education. Each of these plans highlight targeted goals and metrics that are to be achieved each year. Updates on these plans are brought back annually in a public board meeting to make adjustments, report on annual metrics, and gather feedback. Carlsbad Unified is also developing a third strategic plan focused on Diversity, Equity, Inclusion, & Belonging (DEIB). A draft of this plan is expected to be adopted by the Board in June.

## Reflections: Successes

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

Carlsbad Unified continues to see high levels of performance on 2022 California Dashboard with ELA at very high, Math at high, Graduation Rate at very high, and Suspension Rate at low for the all students group.

On the local STAR assessment for ELA and Math, students demonstrating high or typical growth between fall and mid-year was 68.7% in ELA and 70.2% in math. Additionally, students meeting or exceeding end of the year standards on the STAR assessment was 69.7% in ELA and 52.8% in Math. On the spring 2022 SBAC, students meeting/exceeding standards was 73.01% in ELA and 60.16% in math. On the CAST, 52.79% of students met/exceeded standards.

For college and career readiness, graduation rate was 96%; 80% of students met a-g requirements; 80.1% of students were enrolled in an honors, advanced, or college-level course; and the AP pass rate was 81%.

## 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.

For all students, the Chronic Absenteeism indicator was high. A MTSS Coordinator has been added to support schools with strategies and evidence-based interventions to improve attendance.

These student groups performed two or more levels below in the following indicators:

For Graduation Rate, students with disabilities were at low, and EL & Homeless groups were at medium while all students performed at the very high level. On the ELA indicator all students were at the very high level, African American, EL, Homeless, & students with disabilities performed at the low level and Hispanic & socioeconomically disadvantaged students performed at the Medium level. Math was at the high

level for all students, with African American, EL, Hispanic, Homeless, socioeconomically disadvantaged, & students with disabilities were at the Low level. Finally, Suspension Rate was Low, with Foster Youth & Homeless at Very High and African American, socioeconomically disadvantaged, & students with disabilities was at the High level. Intervention teachers/classes, EL resource teachers, and professional learning will be provided to improve academic performance and graduation rate. A MTSS/Student Services Coordinator has been added to assist sites with implementing positive behavior strategies and consistent discipline practices.

CUSD was identified for differentiated assistance (DA) for the homeless student group due to Chronic Absenteeism and Suspension Rate, with both indicators at the very high level. The district participated in the DA process with the San Diego County Office of Education during the winter and spring to analyze data and identify potential root causes. CUSD will continue to participate in DA next year. In the meantime, CUSD has created workgroups for both chronic absenteeism and discipline to review and/or develop district-wide policies, practices, and procedures, identify professional development needs, and create a process for school administrators to monitor site data. A MTSS/Student Services Coordinator has been added to oversee the district's Multi-Tiered System of Supports (MTSS), including facilitating these workgroups, providing coaching and professional development for sites, and ensure consistent implementation of policies and procedures across the district.

The English Learner Progress Indicator was at the medium level and reclassification rates dropped slightly to about 13%. The district will continue to support EL students with supplemental English Language Development curriculum and use the EL resource teachers to provide professional development, progress monitoring, and family engagement.

The annual LCAP survey and consultation meetings with educational partner indicated a need to continue to provide students with mental health and social emotional support; to offer additional academic interventions for struggling students, more options for enrichment and electives (arts, world languages offered in high school, and career technical education pathways); and to move forward with the development and implementation of the Diversity, Equity, Inclusion, and Belonging (DEIB) strategic plan. The district will continue with actions and services in these areas.

## LCAP Highlights

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

Overall, students are meeting/exceeding standards on state and local indicators in ELA and math, as well as demonstrating high graduation rates, a-g completion, and enrollment in advanced coursework. However, not all student groups are performing at the same level. Actions and services have been included in the LCAP to address these gaps, specifically for African American, Hispanic, English Learners, Homeless, socioeconomically disadvantaged, and students with disabilities. Actions to improve academic achievement and graduation rate include intervention teachers/classes, tutoring, EL resources teachers, sheltered classes, teachers on special assignment (TOSA) to provide professional development and coaching for teachers, supplemental instructional materials, systems to measure and monitor progress, addition of a MTSS/Student Services Coordinator, and career technical education courses (Goal 1 Actions 1-5, 7, & 9; Goal 2 Action 1, 2, 3, 4, 7, & 9, and Goal 3 Actions 1 & 6).



Suspension rate was low overall, but gaps exist for African American, Foster Youth, Homeless, socioeconomically disadvantaged, and students with disabilities. Chronic Absenteeism was a concern overall and for all student groups. Actions to support this area include the additions of a MTSS/Student Services Coordinator, attendance and discipline committees, and professional learning for staff (Goal 1 Actions 3 & 4; Goal 3 Action 5).

Students' well-being continue to be an area of need. Actions to address students' social emotional and mental wellness include continuing and expanding counseling support and implementing actions in the district's Diversity, Equity, Inclusion, and Belonging (DEIB) strategic plan (Goal 1 Actions 9 & 10; Goal 2 Action 7 & 9).

## **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.

Carlsbad Village Academy, a Dashboard Alternative School Status Community of Practice school eligible for Comprehensive Support and Improvement Low Graduation Rate with less than 100 enrolled students, in collaboration with its local educational agency and educational partners, will forgo all improvement activities and applicable funding pursuant to the flexibility allowed by the Every Student Succeeds Act and approved by the California State Board of Education.

### ***Support for Identified Schools***

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

N/A

### ***Monitoring and Evaluating Effectiveness***

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

N/A



# Engaging Educational Partners

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

Carlsbad Unified School District (CUSD) engaged with educational partners to gather feedback on CUSD's existing goals, expected annual outcomes, and expenditures in the LCAP. Feedback gathered was analyzed to identify strengths and areas of focus to be addressed in the 2023-2024 LCAP. This included holding consultation meetings with educational partners at district and site meetings as well as sending out a survey to students, staff, families, and the community.

## Consultation Meetings

1/25/23 District English Learner Advisory Committee (DELAC)  
2/1/23 - Student/Superintendent Advisory Committee (SSAC)  
2/10/23 - Special Education Advisory Committee (SEAC)  
2/23/23 - Carlsbad Unified Teachers' Association (CUTA)  
2/23/23 - Carlsbad Educational Foundation Board of Directors  
2/27/23 - Parent/Superintendent Advisory Council (PSAC)  
2/27/23 - Teacher/Superintendent Advisory Council (TSAC)  
3/7/23 - Site and District Administrators  
3/9/23 - Laborers' International Union of North America (LIUNA)  
throughout year - Joint Homeless and Foster Care Liaison Meetings

Meetings and discussions also occurred with the following groups:

Associated Student Body  
Chamber of Commerce Board of Directors  
School Site Council Meetings  
English Learners Advisory Meetings  
School PTA Meetings  
Community Advisory Council Meeting  
SELPA Meetings with Director of Special Ed

Meetings and updates provided to the Board of Trustees

9/14/22 Success Indicators Progress Update and Unreported LCAP Data 21-22  
2/15/23 Mid-Year Progress Report 2022-23 LCAP (w/additional info)  
3/29/23 LCAP Study Session Presentation  
4/26/23 Approval of Goals and Success Indicators 2023-24  
5/17/23 Draft LCAP  
6/21/23 Public Hearing for LCAP  
6/28/23 Final Adoption of LCAP

In addition to the consultation meetings, an online survey was launched to the Carlsbad community in mid-February and was available through the beginning of March. The purpose of the survey was to gather input from families (specifically parents/guardians of unduplicated students), students, teachers, staff, and Carlsbad community members to identify strengths, priorities, and areas of focus to best meet the needs of students in the district. Questions referenced the CUSD District Graduate Profile as well as the mission, vision, and priorities of the District. The online survey was provided in both English and Spanish. The number of responses is as follows:

Parents/Guardian = 915

Students = 1,020

Classified Staff = 211

Certificated Staff = 338

Community Members = 52

Total = 2,536

The information gathered through consultation groups and from survey responses was compiled and presented to the Board of Trustees in the LCAP Study Session. This informed revisions to the metrics and actions/services for the 2023-2024 LCAP. A draft of the LCAP will be provided to the Board of Trustees in May. The draft will then be posted on the website and shared with advisory committees for review and comment. Input provided will be used to make further revisions to the plan before presenting at the Public Hearing in June.

#### A summary of the feedback provided by specific educational partners.

The following themes were identified through an analysis of input provided from the consultation meetings. These themes were consistent across all educational partner groups.

1. Mental Health for students
2. Continued work around Diversity, Equity, & Inclusion (DE&I), and to also include the word belonging (DEIB)
3. Additional options for students (electives, world languages in HS)
4. Additional academic intervention supports for students

Themes identified from the free-response section of the LCAP survey were also consistent across each group of educational partners and included:

1. Additional options/electives for students, including music, art, etc.
2. Mental health supports and counseling for students
3. Provide “real world” opportunities for students, which includes career and vocational skills
4. Diversity, equity and inclusion work and the implementation of the plan

Priorities identified as the most important were:

1. Provide academic intervention
2. Offer enrichment options
3. Ensure schools are safe

#### 4. Address social emotional wellness

Overall three year comparison for survey questions were as follows (reported as very satisfied plus somewhat satisfied)

Q.1 Prepare students to be college ready - 53% in 2023, 57% in 2022, 61% in 2021

Q.2 Prepare students to be career ready - 43% in 2023, 46% in 2022, 51% in 2021

Q.3 Provide students access to highly challenging academic courses of study - 65% in 2023, 66% in 2022, 71% in 2021

Q.4 Expose students to careers and employment opportunities - 42% in 2023, 43% in 2022, 49% in 2021

Q.5 Educate students on being effective communicators and collaborators - 74% in 2023, 72% in 2022, 71% in 2021

Q.6 Educate students on being lifelong learners - 64% in 2023, 62% in 2022, 62% in 2021

Q.7 Educate students on being critical thinkers - 70% in 2023, 68% in 2022, 70% in 2021

Q.8 Educate students on being ethical and responsible citizens - 72% in 2023, 69% in 2022, 65% in 2021

Q.9 Educate students on being self-directed individuals - 70% in 2023, 68% in 2022, 65% in 2021

Q.10 Provide clean schools - 82% in 2023, 79% in 2022, 83% in 2021

Q.11 Provide safe schools - 84% in 2023, 86% in 2022, 87% in 2021

Q.12 Provide parent education opportunities - 48% in 2023, 46% in 2022, 46% in 2021

Q.13 Provide teacher development opportunities and programs- 30% in 2023, 36% in 2022, 47% in 2021

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

As a result of the input gathered from educational partners, LCAP metrics and actions/services were updated to address identified needs and priorities. Changes to the LCAP include: continuing with additional intervention teacher at each elementary site to address learning gaps, continuing mental health support for students, adding additional counselors at middle and high school, and moving forward with the development and implementation of the district's Diversity, Equity, Inclusion, and Belonging (DEIB) strategic plan.

# Goals and Actions

## Goal

Goal #	Description
1	Ensure that students demonstrate academic growth and proficiencies so they leave TK-12 ready for college/career

An explanation of why the LEA has developed this goal.

This goal was developed to align with the CUSD Graduate Profile and identified as a need by educational partners and data analysis. Students' scores on state and local assessments in ELA and math indicate a need to continue actions specifically addressing the learning needs of specific student groups. Ongoing services to address students' social emotional and mental wellness was also identified as a need. Consistent implementation of the MTSS framework is also needed.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2% increase of students scoring "high" or "typical" growth on the STAR assessment in ELA and math from fall to spring.	Baseline to be established in fall 2021	2022 Fall - Spring ELA = 64.7% Math = 68.3% 2021 Fall-Winter: ELA= 67.1% Math= 68.4%	Target ELA=69.7% Math=71.2% Spring results 2023 ELA=69.9% Math=71.8%		2% increase of students scoring high or typical growth between the fall and spring each year
2% increase of students meeting or exceeding end of year grade level ELA and math standards on the STAR Assessment	Spring 2021 ELA = 68% Math = 60%	Spring 2022 ELA = 68.5% Math = 58.5%	Target ELA=69.4% Math=50.4% Spring results 2023 ELA=71.6% Math=56.1%		6% increase of students meeting proficiency in ELA and Math
Maintain the percentage of graduates completing	2019-2020 = 79.9%	82.9% for the Class of 2021	Class of 2022=80%		Maintain 80% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G requirements at 80% or higher.					
1% increase of high school students and 2% of middle school students enrolled in at least one advanced class. HS: Honors, Advanced Placement, or Community College Class MS: Advanced/ Accelerated class, including foreign language	2020-2021 HS = 79.2% MS = 50.3%	2021-2022 Mid year HS= 78.1% MS= 51% Metric was modified to remove MS	2021-2022=81.4% 2022-2023=81.6%		81% for HS and 57% for MS Metric was modified to remove MS
1% increase of all students meeting or exceeding standards on SBAC and CAST	2018-2019 ELA = 75.8% Math = 67.8% Science = 50.43%	2018-2019: ELA = 75.8% Math = 67.8% 2020-21: Science = 51.02% Please refer to local STAR Assessments for 2021-22 data.	2021-2022 ELA = 73.01% Math = 60.16% Science = 52.79%		78% for ELA 70% for Math 60% for Science
1% increase of graduates that are College/Career Ready as measured by the CA Dashboard	2019-2020 = 72.4%	No CCI Data for the Class of 2022 (No SBAC Scores) Last available data was 2019-20 72.4%	No CCI Data for the Class of 2022 - see A-G completion, AP pass rate, and CTE pathway completion. 12.9% of students completed college credit and 17.9%		76% CCI

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			earned the Seal of Biliteracy		
3% increase of Special Education (SPED) students meeting/exceeding standards on SBAC	2018-2019 ELA = 38% Math = 28%	January 2022 STAR ELA = 34% STAR Math = 28%	2021-2022 ELA = 37.58% Math = 29.73		47% ELA and 37% math
3% increase of SocioEconomically Disadvantaged (SED) students meeting/exceeding standards on SBAC	2018-2019 ELA = 54% Math = 42%	January 2022 STAR ELA = 44% STAR Math = 34%	2021-2022 ELA = 48.66% Math = 34.39%		63% ELA and 51% math
3% increase of English Learner (EL) students meeting/exceeding standards on SBAC	2018-2019 ELA = 23% Math = 22%	January 2022 STAR ELA = 18% STAR Math = 23%	2021-2022 ELA = 16.56% Math = 17.15		32% ELA and 29% math
2% increase EL students scoring at the moderate/well developed level on the English Language Proficiency Assessments for CA (ELPAC)	2018-2019 = 54.17%	2020-2021 = 66.73%	2021-2022 = 60.54%		60% moderate/well developed
Maintain EL reclassification rate of 12% or higher	2019-2020 = 15%	2020-2021 = 16%	2020-2021 should have been 13.9% 2021-2022 11.4%		Maintain 12% or higher
Maintain AP pass rate at 80% or higher	2019-2020 = 81%	2020-2021 = 66%	2021-2022 = 81%		Maintain 80% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		January 2022: 1st semester pass rate = 96.93%			
1% increase of graduation rate (CALPADS)	2019-2020 = 96.9%	2020-2021 = 98%	2021-2022 = 96%		Maintain at 97% of higher
3% increase of students passing the Early Assessment Program	2018-2019 ELA = 71.72% Math = 56.39%	January 2022 11th graders STAR ELA = 65% STAR Math = 39% (through Alg 2)	2021-2022 ELA = 72.27% Math = 44.26%		3% increase in both ELA and math
1% increase in students meeting all 6 areas in the Healthy Fitness Zone on the Physical Fitness Test	2018-2019 5th = 43.5% 7th = 52.4% 9th = 62.6%	N/A. Metric will be changed to measure participation rate based on updated guidance from CDE. 2021-2022 Participation Rate District = 94.3% Grade 5 = 88.4% Grade 7 = 97.3% Grade 9 = 96.9%	2022-2023 Participation Rate District = 96.8% Grade 5 = 98.6% Grade 7 = 94.4% Grade 9 = 91.4%		1% increase of students in grades 5, 7, and 9 meeting all 6 areas Changed to reflect participation rates.
Decrease of students scoring in the "standard not met" band on SBAC (ELA & Math) and CAST	N/A	N/A	Added for 2023-2024. Baseline determined once spring 2023 scores are available		2% decrease from Spring 2023 SBAC and 1% decrease from Spring 2023 CAST

## Actions



Action #	Title	Description	Total Funds	Contributing
1.1	Instructional strategies to address achievement gaps	Provide professional learning to ensure uniform implementation of district initiatives for teachers, administrators, and staff. This includes teachers on special assignment (TOSA), Instructional Coaches, and additional administrative support. Focus areas continue to include Project Based Learning, Project Lead the Way, Inquiry Based Learning, student centered learning, flipped learning, and instructional shifts associated with integrating technology, and BTSA to increase student achievement.	\$2,463,527.00	No
1.2	Instructional strategies to address achievement gaps for unduplicated students	Provide professional learning to support achievement of unduplicated students, including additional TOSA support, counselors, and additional classified support.	\$720,031.00	Yes
1.3	Academic interventions for unduplicated students	Implement plan for academic interventions for students who need additional support, with emphasis on long-term English Learners, Foster & Homeless Youth, and Low Income. Academic interventions and support include summer school credit recovery, AVID training and sections, continuation of sheltered sections at both comprehensive high schools, and additional teachers to reduce class size and/or provide intervention, to support unduplicated students.	\$3,277,526.00	Yes
1.4	Additional academic interventions	Expanded summer school offerings, additional teachers to allow for smaller class sizes, intervention teachers/sections to provide small group intervention using one time grant dollars for students who need additional support. ,	\$3,154,478.00	No
1.5	Supplemental academic supports for English Learners	Continue EL resource teachers to provide support aligned to ELA/ELD Framework: student data chats, modeling of instructional strategies for integrated and designated ELD, administer EL specific assessments (ELPAC), support reclassification process, monitor EL and RFEP student progress, support students with supplemental curriculum, and assist with parent/family engagement. Supplemental English Learner	\$233,125.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instructional materials as well as off-ratio sheltered sections in the HS and MS.		
<b>1.6</b>	Decrease class size	Decrease class size to allow teachers to provide additional small group and individualized support for unduplicated students. The smaller groups allow for teachers to provide targeted academic support specifically for unduplicated students. THIS ACTION WAS COMBINED WITH ACTIONS 1.3 & 1.4	\$0.00	No
<b>1.7</b>	Site based budgets for intervention	Provide schools with budgets for site based intervention programs for unduplicated students, including: tutoring (both after school and during school), technology for unduplicated students, professional development and training for teachers, and additional classified and certificated support for academic interventions and parent/family engagement.	\$290,260.00	Yes
<b>1.8</b>	Provide targeted Special Education supports	Provided targeted Special Education supports to include: Integration of students in general ed settings, preschool program, special day program, learning center program, extended school year or ESY, adult transition program, language and speech services, occupational/physical therapy, adaptive physical education, and transportation.	\$15,400,000.00	No
<b>1.9</b>	Mental health and social emotional supports specifically for unduplicated students	Provide additional counseling support including elementary psychologists, as well as mental health tracking software and resources.	\$476,751.00	Yes
<b>1.10</b>	Mental health and social emotional supports	Additional counseling supports for all students and social emotional curriculum and resources.	\$3,070,167.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	Site academic support and intervention	One time grant money used specifically for site interventions. ACTION DELETED SINCE IT WAS USING ONE-TIME FUNDING.	\$0.00	No
1.12	Targeted academic supports for English Learners	Continue EL resource teachers to provide targeted professional learning and support to teachers on EL strategies	\$159,160.00	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 substantive changes to planned and implemented actions.

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.

CUSD did not have significant differences between budgeted expenditures and estimated actual expenditures. Actual expenditures in Action 1.2 and 1.5 were higher than anticipated due to salary increases.

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

Overall, the actions, including providing district support, intervention teachers and classes, EL resource teachers, smaller classes, supplemental materials, and site interventions were effective in improving all students' academic performance and preparing them for college and career. Students' academic achievement on state and local assessments showed improvements in ELA and math and graduation rate, a-g completion, and enrollment in advanced coursework remained high. Actions providing mental health supports were also effective in addressing students' with social emotional concerns.

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.

Data analysis, survey results, and data from consultation groups identified a need to continue and/or add actions to address academic achievement gaps and students' social emotional health.

Changes to actions include:

Action 1.6 was combined with Actions 1.3 & 1.4.

A MTSS/Student Services Coordinator was added to support sites with the implementation of a multi-tiered system of support (MTSS) to address academic, social emotional, and attendance concerns (Actions 1.3 and 1.4).  
An additional counselor was added to elementary and middle school to provide more support for unduplicated students (Action 1.10).  
A science Teacher on Special Assignment (TOSA) was added to support the implementation of new science curriculum, including offering professional development and coaching for staff, to increase performance on the CAST (Actions 1.1 & 1.2).  
Action 1.11 for additional funds for site tutoring was deleted as it was using one-time funds.  
Action 1.12 was added to provide targeted supports for English Learners using federal funds .

Changes to metrics include:

A metric was added about decreasing students scoring in the "standard not met" band on SBAC (ELA & Math) and CAST (Science) to ensure the progress of struggling students is a focus.

**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	Align student learning to State-adopted standards supported by materials, instruction, and technology in a safe and clean environment

An explanation of why the LEA has developed this goal.

Feedback from educational partners and data analysis indicated a need to maintain this goal and actions/services.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Ensure professional development opportunities offered to staff receive a rating of 85% or higher in the area of "relevant" as measured by PD exit surveys.	2020-2021 = 89%	Aug 2021 = 95% Nov. 2021 = 98%	2022-2023 = 99%		Maintain rating of 85% or higher for relevance.
Create a comprehensive Diversity, Equity and Inclusion (DE&I) Plan with a three-year implementation timeline. Progress will be measured by completion of designated actions each year.	Create plan by fall 2021 and complete year 1 actions by June 2021.	Draft plan to be presented in July/August to the Board of Trustees. The plan will include 2022-23 year 1 priorities/metrics	Plan to be presented to Board of Trustees in June 2023. Updated metric: Implement at least 85% of the 2023-2024 (Year 1) actions included in the CUSD Diversity, Equity, Inclusion, & Belonging (DEIB) Strategic Plan.		Complete year 1, year 2, and year 3 actions in strategic DEI plan.  2023-2024 modified to: Implement at least 85% Year 1 actions in DEIB plan.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of respondents who feel Safe at School (as reported on the CA Healthy Kids Survey) will increase by 2% for students over the previous year and will remain at 85% or higher for parents.	73% of students and 84% of parents indicated feeling safe at school in the 2018-19 school year.	2020-2021 CHKS 7th = 71% 9th = 68% 11th = 77% Fall 2021 Kelvin Survey 3rd-5th = 93% 6th-8th = 89% 9th-12th = 77% Parent Survey: not available yet	2021-2022 CHKS 7th = 68% 9th = 65% 11th = 58% Spring 2023 Kelvin Survey (students) 3rd-5th = 75% 6th-8th = 87% 9th-12th = 87% Parent Survey = 86% Staff Survey = 86%		Increase 2% each year for students and maintain 85% or higher for parents
Maintain a rating of good or better on the Facilities Impact Tool (FIT) for all schools.	2020-2021 2 schools with Fair 13 schools with Good or better rating on Facility Impact Tool (FIT)	2021-2022 100% of schools scored good or exemplary on the FIT	2022-2023 FIT 93% of schools scored good or exemplary		Maintain a good or better rating on the FIT.
Maintain 100% fully credentialed teachers	2020-2021 100% fully credentialed teachers	2021-2022 100% fully credentialed teachers	2022-2023 100% fully credentialed teachers		Maintain 100% fully credentialed teachers over next three years
Maintain 0% of misassigned teachers	2020-2021 0% of misassigned teachers	2021-2022 0% of misassigned teachers	2022-2023 0% of misassigned teachers		Maintain 0% of misassigned teachers over the next three years
Implementation of State Standards: Annually self assess progress on “providing professional development for	2020-2021 Self assessment for Implementation of State Standards completed	2021-2022 Met	2022-2023 Completed self assessment		Continue to complete the self assessment annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
teaching to the recently adopted academic standards” in ELA, ELD, Math, NGSS, and History SS using Dashboard’s Priority 2 Reflection Tool.					
Implementation of State Standards: Annually self assess progress on “implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards” for ELA, ELD, Math, NGSS, and History SS using Dashboard’s Priority 2 Reflection Tool	2020-2021 Self assessment for Implementation of State Standards completed	2021-2022 Met	2022-2023 Completed self assessment		Continue to complete the self assessment annually
Implementation of State Standards: Annually self assess progress on “success at identifying and supporting the learning needs of teachers” using	2020-2021 Self assessment for Implementation of State Standards completed	2021-2022 Met	2022-2023 Completed self assessment		Continue to complete the self assessment annually



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard’s Priority 2 Reflection Tool					
Implementation of State Standards: Annually self assess progress on “making progress towards instructional materials being aligned with recently adopted standards” for ELA, ELD, Math, NGSS, and History SS and how EL students access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency, using Dashboard’s Priority 2 Reflection Tool	2020-2021 Self assessment for Implementation of State Standards completed	2021-2022 Met	2022-2023 Completed self assessment		Continue to complete the self assessment annually
Implementation of State Standards: Annually self assess progress on “implementing each of the following academic standards adopted by the state board for all students including English	2020-2021 Self assessment for Implementation of State Standards completed	2021-2022 Met	2022-2023 Completed self assessment		Continue to complete the self assessment annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Learners ” (CTE, Health, PE, VAPA, WL) using Dashboard’s Priority 2 Reflection Tool					
Students will have sufficient access to standards-aligned materials as measured by the annual Williams Sufficiency of Instructional Material report	Fall 2021 = 100%	Fall 2021 = 100%	Fall 2022 = 100%		Maintain 100%
2023-2024: Moved from Goal #3 Conduct "pulse" checks every 4-6 weeks to monitor and support students' social, emotional, and mental well being	Establish baseline to determine areas of focus after first "pulse" check	2021-22 Results Connectedness: ES=90%, MS=87%, HS=73% Climate ES=87%, MS=87%, HS=76%. Emotional/Mental Health ES=97%, MS=81%, HS=64%. Stress/Anxiety MS=46%, HS=77%. Total students ES=2025 MS=2230 HS=2-65 Participation ES=84%, MS=89%, HS=53%	Spring 2023 Results Overall ES=83%, MS= 78%, HS= 76% Connectedness: ES=89%, MS=79%, HS=75% Climate ES=78%, MS=72%, HS=78% Emotional/Mental Health: ES=85%, MS=75%, HS=70% Safety ES=75%, MS=87%, HS=87%. # students ES=2255. MS=2360, HS=2630 Participation ES=94%, MS=93%, HS=71%		Baseline will be established in 2021-2022 to identify areas of focus  Modified for 2022-2023: Administer student check-in surveys to measure school safety, school connectedness, school climate, and social emotional/mental health at least 4 times per year, with at least 85% "favorable rating"  2023-2024: Moved from Goal 3 and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					modified: Administer student check-in surveys to measure school safety (including gun violence prevention education), school connectedness, school climate, and social emotional/mental health at least 4 times per year, with at least 80% "favorable rating"
Cleaning standards being 'met' with an emphasis on bathrooms as measured by the Custodial Supervisor's monthly assessment	N/A	N/A	Metric added for 2023-2024		75% or higher cleaning standards met

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional development and collaboration	Provide a number of different teacher and staff professional development and collaboration opportunities aligned to the District's Instructional initiatives. Some of these include project based learning, flipped learning, student-centered learning, and other training specific to individual subjects and grade level curriculum.	\$748,500.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Professional development and collaboration focused on unduplicated students	Provide a number of different teacher and staff professional development and collaboration opportunities aligned to the District's Instructional initiatives for unduplicated students. Some of these include ERWC, College Ready Writers, Foundational Literacy Skills for Secondary Teachers of ELL Students, Read 180 training, Math 180 training, Multi-Tiered System of Support training for teachers, counselors, and administrators, Soliday System, AVID, Harmony (Social Emotional Learning) training, Benchmark ELA training, and differentiated instructional strategies.	\$14,236.00	Yes
2.3	Instructional materials	Identify, prioritize, and purchase instructional materials, including ongoing textbook purchases and supplemental instructional materials aligned to State Standards.	\$2,241,441.00	No
2.4	Supplemental instructional materials for unduplicated students	Identify, prioritize, and purchase supplemental instructional materials to specifically meet unduplicated student needs. These purchases include Read 180 intervention curriculum, Math 180 intervention, Soliday System intervention testing and curriculum, social emotional curriculum, and ELD supplemental materials embedded into ELA elementary adoption. Ongoing provisions for media centers to include additional online research databases, updated library resources, and supplemental materials and resources specifically to address the needs of unduplicated students. The extra resources are dedicated to ensuring that each media collection represents the diversity of unduplicated students.	\$14,372.00	Yes
2.5	Computer hardware and software	Continue to inventory, upgrade, and refresh existing computer hardware and software. This includes purchasing chromebooks specific to the District Technology Plan for both students and teachers; software such as Illuminate, student information system, G Suite licenses; and repairs and maintenance of technology hardware.	\$1,941,992.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Computer hardware and software for unduplicated students	Purchase additional technology and software to specifically target students in need of intervention, specifically unduplicated students and additional personnel to help support that integration.	\$1,060.00	Yes
2.7	Diversity, Equity, Inclusion, & Belonging (DEIB) Strategic Plan	Implement year one of DEIB Strategic Plan, including professional development, TOSA, extra hours, and supplemental materials	\$382,000.00	No
2.8	Additional custodial support	Additional custodial classified support, equipment, and materials to improve work order completion and implement cleaning (with an emphasis on bathroom cleanliness) standards to support extended day activities and after school tutoring.	\$885,000.00	No
2.9	Diversity, Equity, Inclusion, & Belonging (DEIB) Strategic Plan	Implement year one of DEIB Strategic Plan, including professional development, TOSA, extra hours, and supplemental materials to address needs of unduplicated students.	\$37,000.00	Yes
2.10	Improved safety and security protocols and procedures	Training for all staff, emergency preparedness equipment and supplies, security personnel, and facility upgrades	\$202,174.00	No
2.11	Implement Farm to School Program districtwide	Implement Farm to School Program districtwide. ACTION DELETED SINCE PROGRAM IS BEING IMPLEMENTED THROUGH NUTRITION SERVICES DEPARTMENT	\$0.00	No
2.12	Improved safety and security protocols and procedures	Training for all staff, emergency preparedness equipment and supplies, security personnel, and facility upgrades specifically for unduplicated students.	\$48,106.00	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.

The majority of the planned actions were implemented. Although the DEI plan was not finalized, work continued in this area to gather input from educational partners, goals and success indicators were approved, and draft actions/services created. A final version will be presented to the Board of Trustees for approval in June. The Farm to School program was not implemented - a change in leadership for the Nutrition Services occurred and the new Director will be implementing this as part of that department's work.

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 material differences between budgeted and estimated actual expenditures in Actions 2, 6, and 9. In Action 2, actual expenditures were less than anticipated since funding for professional development was shifted to the Educator Effectiveness budget. In Action 6, estimated expenditures were more than planned due to additional devices and staff purchased to support unduplicated students. Estimated expenditures in Actions 7 & 9 were less than anticipated since the DEI plan was still being developed this year.

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

Professional development for staff continues to be an effective way for staff to stay current in their practice. Teachers are surveyed after completing professional learning sessions to rate the effectiveness, relevance, and the impact on their practice. Ratings averaged 96% for all professional learning sessions offered during the 2022-2023 school year. The science committees have been reviewing and piloting updated instructional materials, with new curriculum selected for elementary and middle schools. The high school team elected to develop their own curriculum. This will continue to ensure students have science curriculum aligned to the NGSS and frameworks. In addition, an audit of history social science curriculum was completed to ensure materials used are culturally responsive. Updated devices for staff and students continue to be purchased to allow access to online platforms and the integration of technology. Protocols and procedures to keep students/staff safe at school have been updated and implemented. There continues to be a need to provide additional custodians to ensure campuses are clean. The DEI work needed to slow down to ensure all voices were heard. These actions were all effective in making progress towards the goal of providing students with curriculum and instruction aligned to the state standards and providing a safe and clean learning environment.

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.

Data analysis, survey results, and data from consultation groups identified a need to continue and/or add actions to address academic achievement gaps and students' social emotional health.

Changes to actions include:

In Actions 2,7 and 2.9, the district's Diversity, Equity, & Inclusion plan was changed to Diversity, Equity, Inclusion, & Belonging plan based on feedback from educational partners.

Action 1.11 about implementing farm to school program was discontinued since it is an action being addressed through the nutrition services department.

Action 1.12 was added about Improving safety and security protocols and procedures, specifically for unduplicated students.

Changes to expenditures from 2022-2023 to 2023-2024 in the following actions:

Action 2.2 - funding was decreased since professional development needs have changed, based on feedback from staff

Action 2.3 - funding increased to purchase middle school science curriculum and for high school teachers to develop science instructional units

Action 2.4 - funding increased due to increased costs for supplemental software programs

Action 2.7 - funding increased because plan has been developed and includes professional learning, time for committee meetings, and a teacher on special assignment to oversee the plan

Action 2.11 - funding eliminated since action was removed.

Changes to metrics include:

Moved the metric about conducting pulse check-ins from Goal 3 to this goal. The phrasing of the metric was also changed to "Administer student check-in surveys to measure school safety (including gun violence prevention education), school connectedness, school climate, and social emotional/mental health at least 4 times per year, with at least 80% favorable rating."

The metric about DEI to was changed to DEIB and to finalize and implement year 1 actions.

A metric about measuring cleaning standards, with an emphasis on bathrooms, on a monthly basis was added based on feedback from educational partners.

**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	Engage parents, staff, and community to promote unique educational opportunities for students

An explanation of why the LEA has developed this goal.

Feedback from educational partners and data analysis indicated a need to continue with this goal and focus on ways to engage and communicate with families, staff and the community. This includes continuing to expand and market career pathways and CTE courses and provide students with work based learning opportunities. Parent University, offering topics of interest for families, will continue to be provided. Committees to review practice and policies around attendance and discipline will be established to address ensure consistent implementation across the district and to reduce chronic absenteeism and suspension rates, specifically for homeless students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participant-reported relevance of Parent University sessions will be 90% or higher as measured by surveys, including families of EL, FY, LI, and SWD	94% in 2020-2021	14 workshops offered, 90% participant-reported relevance rate.	28 workshops offered 90% participant-reported relevance rate Modified to include # of participants 1,078 participants		Maintain 90% or higher each year Modified to include # of participants Target = 1,061 participants
The percentage of students meeting graduate profile attributes as measured by bi-annual CORE SEL Student Survey will increase by 2% from fall to	2020-2021 EC 73% to 75% LL 64% to 64% CT 64 to 66% CCR 64% to 67% ER 74% to 75% SD 68% to 81%	2021-2022 EC 70% - 71.4% LL 64% - 65.3% CT 62% - 63.2% CCR 68% - 69.4% ER 72% - 73.4% SD 69% - 70.4%	2022-2023 Fall to Spring EC 72.3% - 70.3% LL 62.9% - 65.4% CT 63.7% - 64.0% CCR 66.3% - 67.5% ER 72.3% - 70.4% SD 68.2% - 68.6%		Increase 2% each year from Fall to Spring

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
spring.(EC=Effective Communicator; LL=Lifelong Learner; CT=Critical Thinker; CC=College/Career; ER=Ethical&Responsible Citizen; SD=Self-Directed)					
Conduct "pulse" checks every 4-6 weeks to monitor and support students' social, emotional, and mental well being. Moved to goal 2 for 2023-2024	moved to goal 2 for 2023-2024	moved to goal 2 for 2023-2024	moved to goal 2 for 2023-2024		moved to goal 2 for 2023-2024
Increase attendance rate by 1%	96% for 2019-20	2020-2021=95.32 2021-2022 YTD=92.54	2021-2022=93.21% 2022-2023 = 93.56%		Increase by 1% each year
Maintain green or blue status on the CA School Dashboard for suspension for all students and a suspension rate less than 2% for all students	2019 Dashboard Green (all students) 2019-2020 Rate = 1.4% (all students)	2020-2021 = 0.3% 2021-2022 = 2.3%	2021-2022 = 2.3% 2022 Dashboard = Low 2022-2023 not available yet		Maintain at green or blue status for all students. Maintain suspension rate of 2% or lower for all students.
Maintain an expulsion rate of 1% or less	2019-2020 = 0.02%	2020-2021 = 0.0% 2021-2022 = 0.02%	2021-2022 = 0.02% 2022-2023 not available yet		Maintain less than 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain a dropout rate for MS and HS of 1% or less	2019-2020 = Less than 1%	2020-2021=0%	2021-2022 MS = <1% (7 students) HS= 3% (29 students)		Maintain less than 1%
Increase the percentage of students participating in a “Career Pathway” or CTE pathway	58% in a career or CTE pathway for 2019-20	2020-2021 = 59.2% 2021-2022 to date = 64.1%	2021-2022 = 63% 2022-2023 to date =2050 students		Increase by 1% each year
Improve to a green or blue status on the CA School Dashboard for chronic absenteeism for all students and reduce chronic absenteeism rate to less than 7% for all students	2019 = yellow 2018-19 rate for all students = 8.0%	2020-2021 = 19.5%	2021-2022 = 21.4% 2022 Dashboard: High		Maintain green or blue status for all students. Decrease rate to 7% or less for all students.
1% increase of student connectedness to school as measured by CA Healthy Kids Survey on following metrics: Safe at School, Feel Connected, and Never Been Cyber Bullied. 1% increase in parents/guardians and staff reported school connectedness as	2018-2019 Safe at School = 73% Feel Connected = 78% Never Been Cyber Bullied.= 78.3%	2020-2021 CHKS Safe at School: 7th=71%, 9th=68%, 11th=77% Connected: 7th=57%, 9th=57%, 11th=61% Never Been Cyber Bullied: 7th=80%, 9th=83%, 11th=85%	2021-2022 CHKS Safe at School: 7th=68%, 9th=70%, 11th=64% Connected: 7th=68%, 9th=65%, 11th=58% Never Been Cyber Bullied: 7th=73%, 9th=81%, 11th=79% 2022-2023 DEIB Survey Parents/Guardians = 81%		Increase by 1% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measure on the annual DEIB survey.			Staff = 74%		
Annually self assess whether all students, including unduplicated pupils and Students with Disabilities, have access to a broad course of study as measured by high school readiness index and internal survey	Annual self-assessment completed	2021-2022 Met	2022-2023 Completed Self Assessment		Annually conduct self-assessment
Continue to provide opportunities for families, including those of unduplicated pupils and students with exceptional needs, to provide input on district and site decisions through surveys, forums, and/or committees as measured by the Priority 3 Parent and Family Engagement Reflection Tool	2021-2022 Annual self-assessment completed	June 2022 Completed Self Assessment	2022-2023 Completed Self Assessment		Annually conduct self-assessment
Continue to promote parental participation in programs for unduplicated pupils and students with exceptional needs	2021-2022 Annual self-assessment completed	June 2022 Completed Self Assessment	2022-2023 Completed Self Assessment		Annually conduct self-assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
through all-calls, flyers, announcement, and individual outreach, as measured by the Priority 3 Parent and Family Engagement Reflection Tool.					
Increase the percentage of students completing a CTE pathway.	2020-2021 17.1%	2020-2021 17.1% 2021-2022 Not available yet	2021-2022 = 19.7% 2022-2023 not available yet		Increase by 1% each year
Work-based learning (WBL) experiences and CUSD Career Exploration Continuum	N/A	N/A	Establish a baseline of the number of students participating in current work-based learning (WBL) experiences by completing the CUSD Career Exploration Continuum		Complete the CUSD Career Exploration Continuum

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Career Technical Education	Continue solutions to close workforce gaps, including development of soft skills as outlined in CUSD Graduate Profile and designing CTE pathways responsive to local and regional hiring needs. CTE pathways will meet the eleven essentials of a high quality pathway through professional development, establishing articulation agreements for college credit, work based learning opportunities and purchasing industry aligned equipment and supplies. Teachers and students will visit colleges and industries aligned to their pathway sectors. Establish a baseline of the number of students participating in	\$1,796,804.00	No

Action #	Title	Description	Total Funds	Contributing
		current work-based learning (WBL) experiences* by completing the CUSD Career Exploration Continuum; a participation growth metric will be developed in future years.		
<b>3.2</b>	Parent University and Family Engagement	Continue Parent University courses and offer topics based on participant feedback. Promote parent/family participation of unduplicated students and pupils with exceptional needs by offering the following support services: child care, interpretation/translation, transportation, food, various times and locations, various formats (online, video, onsite lecture). Parent University workshops topics specifically geared towards unduplicated student/parent needs such as YES (Youth Enrichment Services), Cyber education and social media, college process starting in middle school, college and career resources, DELAC and ELAC Meetings, and family literacy or math night.	\$15,000.00	Yes
<b>3.3</b>	District/School/Home communication tools	Maximize District/School/Home communication tools for all students utilizing a number of electronic tools to enhance school to home communication which include: Parent Square (school to home communication tools), 24/7 emergency communications, Landline phones/fax, Internet, Decision Insight (Address Finder), and staff to manage and coordinate technology tools.	\$546,682.00	No
<b>3.4</b>	District/School/Home communication tools for unduplicated students	Maximize District/School/Home communication tools to support families of unduplicated students, such as additional hardware and software/communication tools and additional staff specifically for English Learner family outreach and engagement.	\$142,043.00	Yes
<b>3.5</b>	Attendance and Student Engagement	Increase student engagement, positive student behavior, citizenship, school climate, and attendance, specifically for unduplicated pupils, including implementation of McKinney Vento requirements to address needs of students experiencing homelessness.	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Career Technical Education	Additional CTE supports specifically for unduplicated students. Services to include additional CTE credentialed teachers and counselor support. Establish a baseline of the number of students participating in current work-based learning (WBL) experiences* by completing the CUSD Career Exploration Continuum; a participation growth metric will be developed in future years.	\$328,150.00	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 substantive differences between planned actions and actual implementation of these actions.

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.

A material difference between budgeted and estimated actual expenditures was in Action 6, where salaries and purchases for CTE classes were shifted to grant funding. In Action 3.4, some funding for community liaisons to support unduplicated students and their families was shifted from one time funds.

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

The actions were effective in making progress towards the goal. Family members continue to rate the topics offered through Parent University as relevant (90%) with over 1,000 participants. Attendance rate has increased slightly. Suspension rate was low for all students on the California Dashboard and the expulsion rate remained below 1%. Additionally, about 63% of students participated in a CTE or career pathway.

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.

Data analysis, survey results, and data from consultation groups identified a need to continue and/or add actions to address academic achievement gaps and students' social emotional health.

No changes were made to the actions in this goal.

Changes to metrics include:

The metric about conducting pulse check-ins was moved to Goal 2.

A metric about providing students with work based learning opportunities was added based on feedback from educational partners.

Changes to expenditures from 2022-2023 to 2023-2024 in the following actions:

Action 3.1 - funding decreased due to end of one time funding for CTE focused counselors.

Actions 3.3 & 3.4 - funding decreased due to changes in tech platforms, phone systems, etc.

**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)
5,423,590	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
4.58%	0.00%	\$0.00	4.58%

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 following district-wide actions are especially effective in closing the achievement gap and meeting the differentiated needs of unduplicated students:

Goal 1: Professional learning on effective instructional strategies to address needs of unduplicated students (Action 2), academic interventions to close achievement gap, including intervention teachers, support classes, AVID, and summer programs (Action 3), additional supports for EL students, including EL resource teachers, professional learning, and supplemental instructional materials (Action 5), funds allocated to schools for tutoring and site-specific interventions (Action 7), and counseling support to address unduplicated students’ unique needs (Action 9).

Goal 2: Professional development for staff on evidence-based instructional strategies to support ELs, academic supports, and addressing the needs of students experiencing homelessness (Action 2), supplemental instructional materials to address learning gaps of unduplicated students (Action 4), additional technology and software to implement intervention programs (Action 6), implementation of strategies in the

district's Diversity, Equity, Inclusion, & Belonging (DEIB) strategic plan to support unduplicated students (Action 9), and ensuring safety protocol, procedures, and practices address the unique needs of unduplicated students (Action 12).

Goal 3: Parent University to provide workshops and increase family engagement (Action 2), tools for home-school/district communication to increase family engagement and outreach (Action 4), strategies to improve attendance and student engagement through outreach to families, including implementation of McKinney Vento requirements to address needs of students experiencing homelessness (Action 5), and CTE courses and counseling support to engage unduplicated students (Action 6).

Actions/services for supporting EL, FY, and LI include: additional ELD teacher support, community liaisons to connect with families, academic interventions (Read180 and Math180, AVID, Achieve 3000, APEX) to address achievement gaps, summer school opportunities, sheltered classes, credit recovery sections, and mental health supports.

Some of the success indicators and data that support continuing or increasing these actions are as follows:

- 1) Performance on the 2022 ELPAC (61% moderately/well developed) decreased slightly from 2021 (67%)
- 2) SBAC: EL = 17% on both ELA and Math, LI = 49% ELA and 34% Math
- 4) Grad Rate: EL = 86.4%, LI 91.7%, Homeless 86.4%
- 5) CA Dashboard English Learner Progress: medium
- 6) CA Dashboard Grad Rate: EL-medium, LI-high, Homeless-medium
- 7) CA Dashboard ELA: EL-low, LI-medium, Homeless-low
- 8) CA Dashboard Math: EL-low, LI-low, Homeless-low
- 8) CA Dashboard Chronic Absenteeism: EL-very high, LI-very high, Homeless-very high
- 9) CA Dashboard Suspension Rate: EL-medium, LI-high, Homeless-very high

Data is not available for FY due to low numbers

These actions and services are principally directed towards unduplicated students, are the most effective use of the funds, and will have the greatest impact.

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

Each of the goals, and actions were specifically targeted to increase and improve services for foster youth, English learners, and low income students. CUSD has identified funds from our general budget that is allocated specifically to help support unduplicated students and achieve goals and success indicators identified in our local plan. Staff has also allocated additional one time funds, grant funding, and federal dollars to address learning loss and mental health supports for unduplicated students, including summer session, before/after school tutoring, additional Read/Math 180 sections, and intervention teachers for each site. The performance and needs of FY, LI, and EL were considered first, and actions/services designed to address any gaps or supports required.

Evidence-based intervention programs specifically geared towards unduplicated students will be implemented. In a recent study published in the peer reviewed journal, Educational Evaluation and Policy Analysis, Kim et al. (2011) found that READ 180 had a significant positive effect on reading comprehension and vocabulary for fourth through sixth grade students in an afterschool program, the majority of whom (95%) had previously scored below proficient on a state assessment of English language arts. This work followed up on a 2010 study in which Kim et al. found that READ 180 had a significant positive effect on reading fluency and attendance rates for even lower performing fourth grade students, also in an afterschool program (Goal 1, Action 3)

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.

CUSD did not receive additional concentration grant add-on funding.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	\$29,762,189.00	\$8,128,568.00		\$708,828.00	\$38,599,585.00	\$34,104,307.00	\$4,495,278.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Instructional strategies to address achievement gaps	All	\$2,043,328.00	\$188,626.00		\$231,573.00	\$2,463,527.00
1	1.2	Instructional strategies to address achievement gaps for unduplicated students	English Learners Foster Youth Low Income	\$720,031.00				\$720,031.00
1	1.3	Academic interventions for unduplicated students	English Learners Foster Youth Low Income	\$3,277,526.00				\$3,277,526.00
1	1.4	Additional academic interventions	All		\$2,999,929.00		\$154,549.00	\$3,154,478.00
1	1.5	Supplemental academic supports for English Learners	English Learners	\$233,125.00				\$233,125.00
1	1.6	Decrease class size	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.7	Site based budgets for intervention	English Learners Foster Youth Low Income	\$290,260.00				\$290,260.00
1	1.8	Provide targeted Special Education supports	Students with Disabilities	\$15,400,000.00				\$15,400,000.00
1	1.9	Mental health and social emotional supports specifically for unduplicated students	English Learners Foster Youth Low Income	\$476,751.00				\$476,751.00
1	1.10	Mental health and social emotional supports	All	\$1,907,011.00	\$1,163,156.00			\$3,070,167.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Site academic support and intervention	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.12	Targeted academic supports for English Learners	English Learners				\$159,160.00	\$159,160.00
2	2.1	Professional development and collaboration	All	\$52,378.00	\$607,576.00		\$88,546.00	\$748,500.00
2	2.2	Professional development and collaboration focused on unduplicated students	English Learners Foster Youth Low Income	\$14,236.00				\$14,236.00
2	2.3	Instructional materials	All	\$57,492.00	\$2,183,949.00			\$2,241,441.00
2	2.4	Supplemental instructional materials for unduplicated students	English Learners Foster Youth Low Income	\$14,372.00				\$14,372.00
2	2.5	Computer hardware and software	All	\$1,941,992.00				\$1,941,992.00
2	2.6	Computer hardware and software for unduplicated students	English Learners Foster Youth Low Income	\$1,060.00				\$1,060.00
2	2.7	Diversity, Equity, Inclusion, & Belonging (DEIB) Strategic Plan	All	\$17,000.00	\$365,000.00			\$382,000.00
2	2.8	Additional custodial support	All	\$885,000.00				\$885,000.00
2	2.9	Diversity, Equity, Inclusion, & Belonging (DEIB) Strategic Plan	English Learners Foster Youth Low Income	\$37,000.00				\$37,000.00
2	2.10	Improved safety and security protocols and procedures	All	\$202,174.00				\$202,174.00
2	2.11	Implement Farm to School Program districtwide	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.12	Improved safety and security protocols and procedures	English Learners Foster Youth Low Income	\$48,106.00				\$48,106.00
3	3.1	Career Technical Education	All	\$1,312,425.00	\$409,379.00		\$75,000.00	\$1,796,804.00
3	3.2	Parent University and Family Engagement	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
3	3.3	District/School/Home communication tools	All	\$335,729.00	\$210,953.00			\$546,682.00
3	3.4	District/School/Home communication tools for unduplicated students	English Learners Foster Youth Low Income	\$142,043.00				\$142,043.00
3	3.5	Attendance and Student Engagement	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
3	3.6	Career Technical Education	English Learners Foster Youth Low Income	\$328,150.00				\$328,150.00

## 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	
\$118,367,319	5,423,590	4.58%	0.00%	4.58%	\$5,607,660.00	0.00%	4.74 %	<b>Total:</b>	\$5,607,660.00	
									<b>LEA-wide Total:</b>	\$4,512,499.00
									<b>Limited Total:</b>	\$0.00
									<b>Schoolwide Total:</b>	\$1,095,161.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Instructional strategies to address achievement gaps for unduplicated students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$720,031.00	
1	1.3	Academic interventions for unduplicated students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,277,526.00	
1	1.5	Supplemental academic supports for English Learners	Yes	LEA-wide	English Learners	All Schools	\$233,125.00	
1	1.7	Site based budgets for intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$290,260.00	
1	1.9	Mental health and social emotional supports specifically for unduplicated students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Aviara Oaks and Valley Middle School	\$476,751.00	
2	2.2	Professional development and collaboration focused on unduplicated students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,236.00	

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 (%)
2	2.4	Supplemental instructional materials for unduplicated students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,372.00	
2	2.6	Computer hardware and software for unduplicated students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,060.00	
2	2.9	Diversity, Equity, Inclusion, & Belonging (DEIB) Strategic Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$37,000.00	
2	2.12	Improved safety and security protocols and procedures	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$48,106.00	
3	3.2	Parent University and Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
3	3.4	District/School/Home communication tools for unduplicated students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$142,043.00	
3	3.5	Attendance and Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
3	3.6	Career Technical Education	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Carlsbad High, Sage Creek High, Carlsbad Village Academy, and Carlsbad Seaside Academy 9-12	\$328,150.00	



## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$33,931,946.00	\$34,820,423.00

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	Implement strategies to close the achievement gap aligned with district-wide initiatives	No	\$2,002,213.00	\$1,814,934
1	1.2	Implement strategies to close the achievement gaps aligned with district-wide initiatives that support unduplicated students.	Yes	\$767,005.00	1,183,022
1	1.3	Academic interventions for unduplicated students	Yes	\$1,139,176.00	1,352,337
1	1.4	Additional academic interventions	No	\$3,479,707.00	\$3,886,158
1	1.5	Supplemental academic supports for English Learners	Yes	\$459,189.00	698,014
1	1.6	Decrease class size	Yes	\$700,000.00	702,000
1	1.7	Site based budgets for intervention	Yes	\$285,545.00	292,000
1	1.8	Provide targeted Special Education supports	No	\$13,786,251.00	13,100,042
1	1.9	Increase mental health and social emotional supports specifically for unduplicated students	Yes	\$438,278.00	441,816

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	1.10	Increase mental health and social emotional supports	No	\$1,900,259.00	1,907,011
1	1.11	Site academic support and intervention	No	\$40,000.00	42,000
2	2.1	Professional development and collaboration	No	\$793,041.00	737,864
2	2.2	Professional development and collaboration focused on unduplicated students	Yes	\$184,156.00	53,107
2	2.3	Instructional materials	No	\$1,227,349.00	1,295,581
2	2.4	Supplemental instructional materials for unduplicated students	Yes	\$201,000.00	259,116
2	2.5	Computer hardware and software	No	\$1,580,561.00	1,618,024
2	2.6	Computer hardware and software for unduplicated students	Yes	\$53,713.00	400,627
2	2.7	Diversity, Equity, and Inclusion (DE&I) Strategic Plan	No	\$24,000.00	0
2	2.8	Additional custodial support	No	\$885,000.00	885,000
2	2.9	Diversity, Equity, and Inclusion (DE&I) Strategic Plan	Yes	\$71,000.00	11,881
2	2.10	Improved safety and security protocols and procedures	No	\$152,000.00	240,530
2	2.11	Implement Farm to School Program districtwide	No	\$105,000.00	105,000

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)
3	3.1	Career Technical Education	No	\$2,320,238.00	\$2,559,644
3	3.2	Parent University and Family Engagement	Yes	\$15,000.00	12500
3	3.3	District/School/Home communication tools	No	\$792,474.00	705742
3	3.4	District/School/Home communication tools for unduplicated students	Yes	\$84,317.00	176322
3	3.5	Attendance and Student Engagement	Yes	\$17,000.00	12,000
3	3.6	Career Technical Education	Yes	\$428,474.00	\$328,151

**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)
5,057,785	\$4,843,853.00	\$5,922,893.00	(\$1,079,040.00)	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	1.2	Implement strategies to close the achievement gaps aligned with district-wide initiatives that support unduplicated students.	Yes	\$767,005.00	1183022		
1	1.3	Academic interventions for unduplicated students	Yes	\$1,139,176.00	1352337		
1	1.5	Supplemental academic supports for English Learners	Yes	\$459,189.00	698,014		
1	1.6	Decrease class size	Yes	\$700,000.00	702,000		
1	1.7	Site based budgets for intervention	Yes	\$285,545.00	292,000		
1	1.9	Increase mental health and social emotional supports specifically for unduplicated students	Yes	\$438,278.00	441,816		
2	2.2	Professional development and collaboration focused on unduplicated students	Yes	\$184,156.00	53,107		
2	2.4	Supplemental instructional materials for unduplicated students	Yes	\$201,000.00	259,116		
2	2.6	Computer hardware and software for unduplicated students	Yes	\$53,713.00	400,627		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.9	Diversity, Equity, and Inclusion (DE&I) Strategic Plan	Yes	\$71,000.00	11,881		
3	3.2	Parent University and Family Engagement	Yes	\$15,000.00	12500		
3	3.4	District/School/Home communication tools for unduplicated students	Yes	\$84,317.00	176322		
3	3.5	Attendance and Student Engagement	Yes	\$17,000.00	12,000		
3	3.6	Career Technical Education	Yes	\$428,474.00	\$328,151		

**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)
\$111,798,957	5,057,785	0	4.52%	\$5,922,893.00	0.00%	5.30%	\$0.00	0.00%

# Instructions

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[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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> 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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