

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Franklin Elementary School District

CDS Code: 51-71381

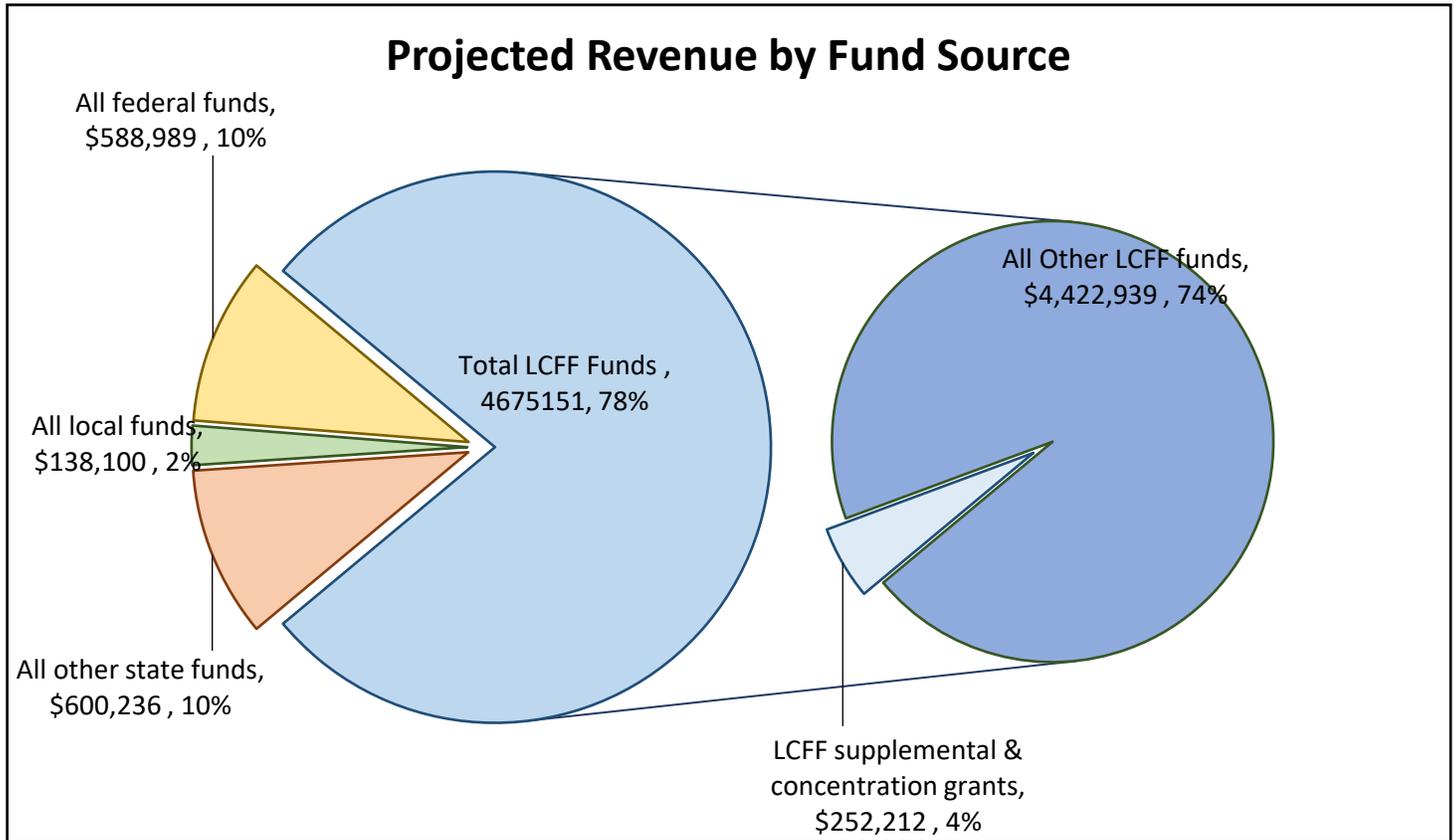
School Year: 2022 – 23

LEA contact information: Lisa Shelton, lshelton@franklin.k12.ca.us (530) 822-5151

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 2022 – 23 School Year

Projected Revenue by Fund Source

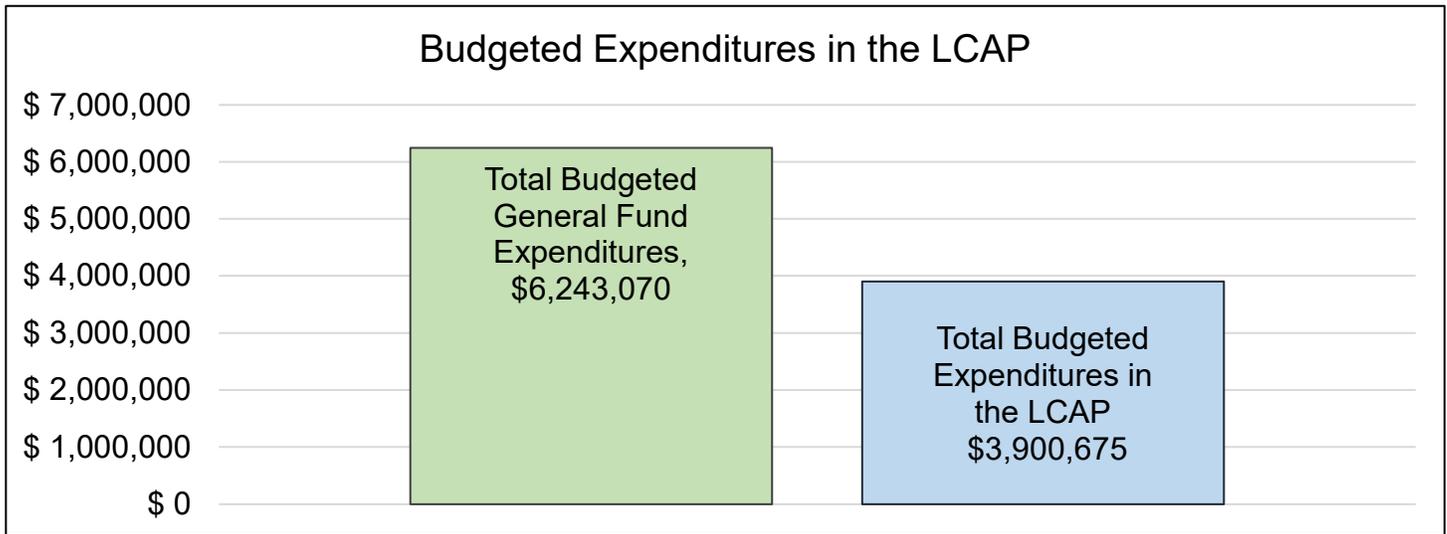


This chart shows the total general purpose revenue Franklin Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Franklin Elementary School District is \$6,002,476.00, of which \$4,675,151.00 is Local Control Funding Formula (LCFF), \$600,236.00 is other state funds, \$138,100.00 is local funds, and \$588,989.00 is federal funds. Of the \$4,675,151.00 in LCFF Funds, \$252,212.00 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 Franklin Elementary School District plans to spend for 2022 – 23. 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: Franklin Elementary School District plans to spend \$6,243,070.00 for the 2022 – 23 school year. Of that amount, \$3,900,675.00 is tied to actions/services in the LCAP and \$2,342,395.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

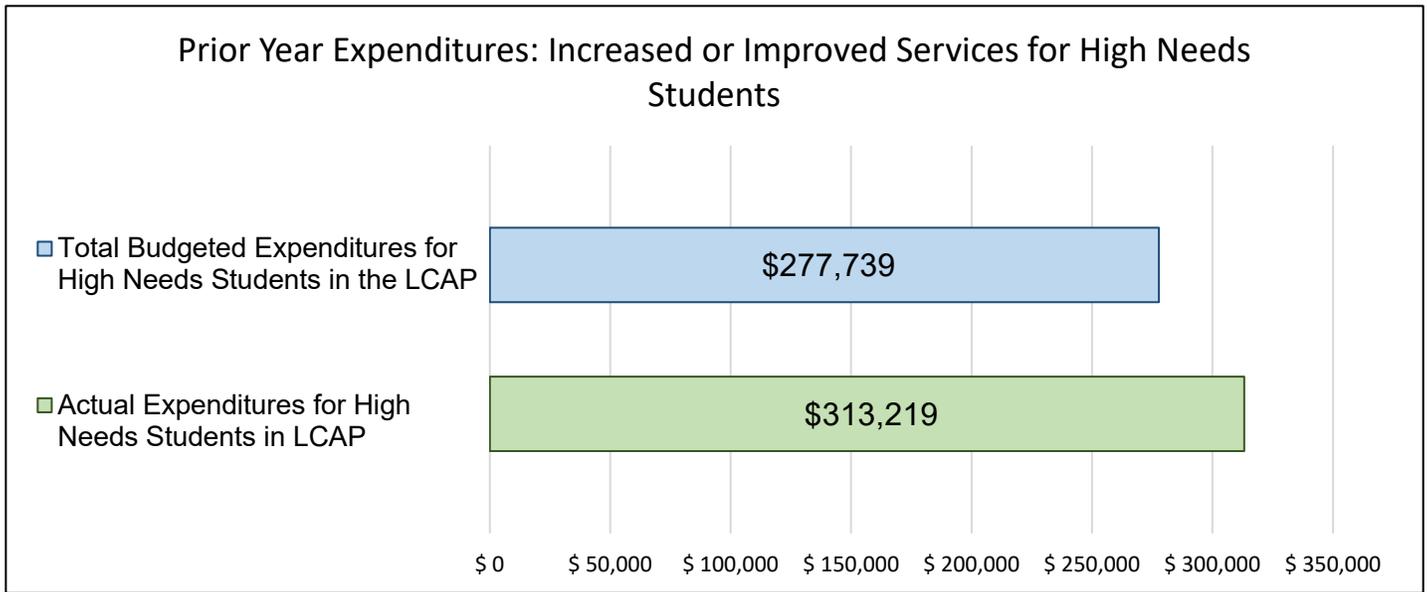
General Fund expenditures not in the LCAP are general operating costs such as salaries, special education, transportation, maintenance and operations, instructional supplies, administration, technology, and cafeteria.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Franklin Elementary School District is projecting it will receive \$252,212.00 based on the enrollment of foster youth, English learner, and low-income students. Franklin Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Franklin Elementary School District plans to spend \$256,768.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



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

The text description of the above chart is as follows: In 2021 – 22, Franklin Elementary School District's LCAP budgeted \$277,739.00 for planned actions to increase or improve services for high needs students. Franklin Elementary School District actually spent \$313,219.00 for actions to increase or improve services for high needs students in 2021 – 22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---|---|
| Franklin Elementary School District | Lisa Shelton - Superintendent/Principal | lshelton@franklin.k12.ca.us (530)822-5151 |

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Franklin Elementary School District included all funds provided through the Budget Act of 2021 in the adopted 2021–22 LCAP. Educational partner engagement can be found in the Stakeholder Engagement section of the [LCAP](#).

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Franklin Elementary School District does not receive Concentration Grant funds therefore this prompt does not apply.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The district makes every effort to ensure all educational partners are invited to provide input in the development of all plans. To obtain input we use a combination of paper and on-line surveys, meetings, and posting of drafts on our website. We meet with our Site Council/Parent Advisory Group to review draft plans prior to presentation to the Governing Board. That process was followed in the development of these plans. Detailed information can be found in the Stakeholder/Community Engagement section in the following plans: [LCAP](#) and [ESSER III](#).

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

We have successfully implemented many of the planned ESSER III funded actions during the 2021-22 school year.

1. We purchased 15 outdoor tables for junior high students to use while eating lunch and outdoor learning, as well as 4 outdoor bleachers for students to use during outdoor learning. (Budgeted: \$21,415, Spent: \$21,538)
2. We purchased Multiplication.com, an online program to help students struggling to memorize their multiplication facts. (Budgeted: \$400, Spent: \$400)
3. Positive student behavior and citizenship efforts rewarding students for “above and beyond” behavior are in place and being purchased as needed:
 - TK-5th grade students earn tickets for a prize drawing every Wednesday
 - 6th-8th grade students earn Bulldog Dollar which allows them to purchase items at a “store” 2 time per month (Budgeted: \$5,000, Spent: \$400)
4. Two storytellers from the American Indian Association presented a program to all students. (Budgeted: \$700, Spent: \$700)
5. We have paid for our 7th grade students to attend Shady Creek. (Budgeted: \$18,000, Spent: \$16,800)

The planned ESSER III funded actions for the 2022-23 and 2023-24 school years are on track to be completed.

1. Replace HVAC units to improve indoor air quality and reduce risk of virus transmission.
 - 4 units in 2022-23 school year
 - 4 units in 2023-24 school year
2. After-school tutoring for the 2022-23 school year. Given the stressors of Covid on staff and employee shortages we anticipate challenges in staffing. If necessary, we will adjust our tutoring plan and focus on providing tutoring within the school day.
3. During the summers of 2022 and 2023 we plan to offer a four-week summer school program to students at risk academically and those needing SEL.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Franklin Elementary School District is coordinating the use of the fiscal resources to best meet the needs of the district, staff, students, and community. All plans are primarily focused on addressing the academic impact of lost instructional time, supporting the social-emotional needs of students, families, and staff, and safely operating the school and all funds are budgeted to address those areas of need.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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 |
|-------------------------------------|---|--|
| Franklin Elementary School District | Lisa Shelton - Superintendent/Principal | ishelton@franklin.k12.ca.us (530)822-5151 |

Plan Summary 2022/23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Franklin Elementary School is a rural, single school district located in Yuba City, California. The Franklin Elementary School District serves approximately 477 students in grades Transitional Kindergarten – Grade 8. A small percentage (8.6%) of students speak languages other than English in their homes and are limited in their English proficiency. About 50% of these students come from Spanish speaking backgrounds. The District supports an English language development (ELD) program that provides a means for limited English proficient students to acquire English skills and academic proficiencies needed to succeed in school.

Franklin School District has a long tradition of academic excellence and we welcome the opportunity to share our program with the community. The staff believes that each student is unique and deserving of a rich educational program. To this end, each student is provided with a rigorous core curriculum in language arts, mathematics, science, social science, fine arts, and physical education. Exposure to this curriculum helps students gain the skills they need to be successful in school and in life. We are fortunate to have an experienced and knowledgeable staff that is eager to make a difference in the lives of children. Parents and community members play an important role in our district. Having a better understanding of the school’s educational program, student achievement, and curriculum development can only assist both the school and community in ongoing program improvement.

Our student body is comprised of approximately 50% inter-district transfer students who come to us by choice due to our reputation for achievement and behavioral expectations. We accept all kinds of students for enrollment: students with special education needs or those who receive Title 1 services. The number of students who qualify for free and reduced breakfast and lunch is approximately 25.3%.

Reflections: Successes

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

Franklin School works hard to support the academic success and social-emotional needs of all students. That work has resulted in the following successes:

Pupil Achievement: The 2020/21 CAASPP results showed that in ELA 64.43% of students met or exceeded the standard and in math 52.56% of students met or exceeded the standard. Intervention was increased for all students but especially unduplicated students. The program, Whatever I Need (WIN) was continued at all grade levels to provide intervention and enrichment to all students based on English Language Arts (ELA) and Math assessments. Overall, 71% of FESD students received some type of tutoring or intervention from pull-out, small group, or WIN time. Ninety-six percent of unduplicated and students with exceptional needs scoring *Standard Not Met* on state assessments received tutoring or tiered intervention. We saw a slight increase in low-income students meeting and exceeding on the CAASPP ELA assessment, 49.38% (2021) 47.92% (2019). Franklin School is proud of the program in place for English Learners. A full time ELD teacher works daily with EL students. The ELD teacher works collaboratively with classroom teachers to provide designated ELD that will support classroom learning. In 2021/22 Franklin School reclassified 5 out of 35 students, an increase of 4%. The actions in Goal 1, (ensuring staff are provided with targeted professional development to support positive student outcomes; developing a universal assessment and progress monitoring system to monitor student achievement and identify students in need of additional support to close the achievement gap; providing intervention and support to address the academic needs of all students; and funding a full-time ELD teacher) support continued academic achievement for all students but especially Socioeconomically Disadvantaged, English learners, and students with disabilities and will continue in 2022/23.

Implementation of State Standards: The Local Indicator, *Progress in providing professional learning and teaching for NGSS and History-Social Science (HSS)*, increased from 1-Exploration and Research Phase in 2021 to 3-Initial Implementation in 2022 for both NGSS and HSS and *Progress in supporting teachers in identifying area they can improve teaching for NGSS and History-Social Science (HSS)* increased from 1-Exploration and Research Phase in 2021 to 3-Initial Implementation in 2022 for NGSS and increased from 2-Beginning Development in 2021 to 3-Initial Implementation in 2022 for HSS. Professional development in science, writing, and health and wellness standards will continue in Goal 1, Action 1.2.

School Climate: On a spring 2022 survey, 84% percent of students reported that they liked coming to school and 94.9% say the school is safe and clean. A spring 2022 parent survey indicated parents think the school is a supportive and inviting place (99.15%), the school encourages parents to be an active partner with the school in educating their child (98.95%), and parents feel the staff is dedicated to helping students learn (99.15%). Parents continue to feel the school is safe (99.15%) and 100% think the school is clean and well-maintained. To maintain this success, we will continue to offer a broad course of study including Visual and Performing Arts (VAPA) and enrichment classes (Goal 1, Action 1.7); promote parent involvement through parent information opportunities, on-going communication, and engaging school events (Goal 2, Action 1.2); increase positive student behavior (Goal 2, Actions 2.2 and 2.3); and provide safe, well maintained facilities (Goal 2, Action 2.5).

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.

Pupil Achievement: CAASPP data from 2021 indicate a performance gap in ELA in percent of students meeting and exceeding standards: All students 64.43%, Low-income students 49.38%, and English learners 9.09%. There is a similar performance gap in Math: All students 52.56%, Low-income 35.36%, and English learners 20.84%. We increased intervention during the 2021/22 school year, but we were not able to put a local assessment system in place to support targeted intervention. Goal 1, Actions 1.4 and 1.5 will focus our actions on identifying and implementing a local assessment system that will inform targeted intervention for all students but especially for low-income students and English learners. Summative ELPAC data from spring 2022 indicated that fewer English learners made progress toward English proficiency (42% fewer) than in 2019. Goal 1, Action 1.2 will provide PD directed at integrated EL instruction to increase English language proficiency.

School Climate: End of year 2021 data and local data show our low-income students (14.2%) and Students with Disabilities (10.2%) have a higher chronic absenteeism rate than our All student group (5.7%). Local data indicates that 18% of our All student group were chronically absent in 2021/22 compared to 30% of our low-income students and 22% of our English learners. Students who are chronically absent are at serious risk of falling behind in school, having lower grades and test scores, having behavioral issues, and, ultimately, dropping out (U.S. Department of Education 2016; see summary in Gottfried and Ehrlich 2018). Parents and our ELAC committee voiced the need for transportation services. We will continue to provide transportation services to in-district students at no cost to families. Goal 2, Action 2.4

LCAP Highlights

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

Working with educational partners FESD developed this LCAP to support the district's mission and vision. Taking into consideration input from educational partners and an evaluation of state and local data, we have identified two LCAP goals.

Goal 1, FESD will provide high-quality educational programs, academic support, and enrichment to ensure all students are college and career ready.

Goals 2, FESD will maintain a safe, healthy learning environment that welcomes and engages students and families to promote student success and well-being.

Key features include: Developing common assessments and a universal assessment system, delivering targeted intervention to students needing Tier II and Tier III intervention, supporting English learners, offering an engaging broad course of study, supporting the well-being of all students, improving student citizenship and behavior, and increasing student and family engagement.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Franklin Elementary School District believes strongly that the input received from all Educational Partners directly impacts the programs and services developed for students. Input from a variety of Educational Partners was obtained throughout the school year, and the 2022/23 LCAP reflects that input.

Staff (Certificated and Classified and Bargaining Unit): Meetings and surveys - February 2022 and April 25, 2022

LCAP Committee: Meeting May 2022

Students: Survey - Spring 2022

Parents: Survey - Spring 2022

SELPA: Meeting - April 29, 2022

Site Council: Meetings - March 21, 2022 and May 16, 2022

ELAC: Meeting – May 9, 2022

Public Hearing: June 21, 2022

Board Approval: June 22, 2022

A summary of the feedback provided by specific educational partners.

Staff/Bargaining Unit (Certificated and Classified) and LCAP Committee: Professional development in the areas of integrated ELD, Health/Wellness standards, and writing. Maintain PLC time for analysis of student performance and progress. In the area of technology feedback includes continue to update Chromebook and staff computers, consider a typing program, consider CLEVER single-sign on, and Go Guardian for 3rd-8th grades. Programs/Curriculum wishes are for Mystery Science to support Amplify curriculum, Scholastic News Magazine, Multipliation.com, IXL (math and ELA for 1st-8th WIN time, Reading Lab (school-wide), GATE classes, and explore CTE pathways. We should maintain ELD teacher, PE, Art, and Music teachers, and instructional aides to support intervention. More students need social-emotional support and more counseling time is needed. Feedback also included updating the current security cameras and consider fencing to force visitors to enter the office before the campus, expanding the after-school program and offering scholarships to low-income students, funding Shady Creek, updating PE equipment, offering a before-school program, and Informational Nights that include ways parents can help their children be successful.

Students: The student survey was administered to all students. The question, *What things do you like best about our school?* elicited the following responses from students Grade K-3 (the list is only a partial list): activities, art, ASP, ball wall, everything, friends, learning, library, math, PE, playground, reading books, science, and recess. Grades 4-6 like (small sampling): clean school, Fall Festival, library, nice people, nice principal, PE, plays, and recess. Grades 7-8 liked the following: clean campus, dances, food, recess, sports, staff, and WIN elective classes. The question, *What are changes we can make to improve our school?* produced the following responses from students Grades K - 3 (the list is only a partial list): bicycles for recess, chalk at recess, cleaner bathrooms, longer recess, pool, and trampoline. Grades 4-6 suggested the following changes (small sampling): cold water fountains, longer recess, more basketballs, and swings on upper grade side. Grades 7 - 8 suggested the following changes: fix hole in ceiling of girl's bathroom, swings for big kids, and vending machines. The majority of students feel the school is safe and clean (94.9%) and 84% of students like coming to school.

Parents: A parent survey was sent home in the spring of 2022. One hundred eighteen parents responded to the survey. Parents say: the school is a supportive and inviting place (99.15%), the school encourages parents to be an active partner with the school in educating their child (98.95%), and the staff is dedicated to helping students learn (99.15%). Parents continue to feel the school is safe (99.15%) and 100% think the school is clean and well-maintained. When asked what ways they felt Franklin School could improve, parents listed the following as possible suggestions: open before and after school care for more students, expand the sports program, figure out a way to solve the traffic congestion and speeding near the school, transportation, offer more after-school enrichment classes, add math intervention, and more counseling services.

Site Council: This group discussed state testing and ways to get students and parents to support the testing process. It was suggested we tell parents why testing is important (it helps the school identify areas of strengths and deficiencies). Counseling services and support for student behavior and SEL are priorities. Chronic absenteeism was also discussed and monthly incentives for attendance was recommended.

ELAC: More playground structures for primary playground, lessons for students with physical handicaps that reinforce they can succeed at anything they put their mind to, support for SEL, after school care, summer school, English classes for parents to learn English, continued transportation for students.

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

FESD actively sought the involvement and input of all educational partner groups as part of the LCAP process and considered their input before finalizing the LCAP. The following summarizes the actions and services that have been influenced by specific educational partner input.

Educational partner input related to the need for PD in ELD, data review, and accelerating learning; the value of maintaining an ELD teacher; and the need to maintain PLC time for analysis of student performance and progress resulted in the following actions:

- Goal 1, Action 1.2 Ensure staff are provided targeted professional development to support positive student outcomes.
- Goal 1, Action 1.4 Develop a universal assessment and progress monitoring system to monitor student achievement and identify students in need of additional support to close the achievement gap. Components include: Assessment system; Data management system and support; Common assessments given during scheduled periods; PLC time for analysis of student performance and progress.
- Goal 1, Action 1.6 Continue to fund a full time ELD teacher to oversee the EL program, provide classroom teachers with EL data, support classroom teachers with EL instruction, deliver designated ELD instruction to English learners.

Parents/Guardians expressed the desire for more after-school enrichment classes and an expanded sports program and students reported they enjoy WIN elective time. Site Council discussed chronic absenteeism and suggested monthly incentives for attendance. Several actions were designed to offer students engaging opportunities at school and increase attendance:

- Goal 1, Action 1.7 Offer a broad course of study by funding PE, music, and art teachers. Offer GATE courses.
- Goal 2, Action 2.2 Increase student engagement, regular school attendance, positive student behavior, citizenship, and school climate.

Specific educational partner input regarding school safety such as the need for fencing and cameras; traffic issues; facilities repairs; and the need for continued transportation for students resulted in the actions:

- Goal 2, Action 2.4 Provide transportation for in-district students at no cost to families.
- Goal 2, Action 2.5 Continue to provide safe, well maintained facilities by making needed repairs and improvements.

Each educational partner group expressed concern for the social-emotional health and well-being of our students and resulted in a change to Goal 2. Previously, Goal 2 was, *FESD will maintain a safe, healthy learning environment that welcomes and engages students and families to*

promote student success. As a result of educational partner desire to keep student well-being at the forefront, the goal has been changed to, FESD will maintain a safe, healthy learning environment that welcomes and engages students and families to promote student success and well-being. As a result of this input, we will now fund a full-time counselor:

- Goal 2, Action 2.3 Support student social and emotional health by funding a full-time school counselor and purchasing and implementing curriculum.

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 1 | FESD will provide high-quality educational programs, academic support, and enrichment to ensure all students are college and career ready. |

An explanation of why the LEA has developed this goal.

This goal supports Franklin School’s mission statement, *Making A Difference For all students*. Franklin School has high expectations for students and the entire staff is committed to providing opportunities that address the learning needs of all children. The parent survey administered in the spring provided feedback that 99% of parents felt that the school encouraged them to be an active partner with the school in educating their child. Positive parent involvement coupled with the dedication of the staff make Franklin School a desirable place for children to attend school.

CAASPP data from 2021 indicate a performance gap in ELA in percent of students meeting and exceeding standards: All students 64.43%, Low-income students 49.38%, and English learners 9.09%. There is a similar performance gap in Math: All students 52.56%, Low-income 35.36%, and English learners 20.84%. Although we increased intervention during the 2021/22 school year, we were not able to put a local assessment system in place to support targeted intervention. This will be a priority so we can ensure that all students are working to master grade level standards.

The staff is committed to keeping up with best practices for their teaching. Educational partner surveys indicate the need for focused professional development, especially in supporting struggling students. Franklin School adopted a new science curriculum in Grades k - 8 over the past three years. Professional development is needed in science as well as Integrated ELD and writing.

The actions and services linked to this goal concentrate on high-quality first instruction, support for struggling students, services for English learners, as well as engaging courses such as art, music and GATE to increase achievement for all students.

State Priorities: 1, 2, 4, 7, 8

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|----------------|----------------|---|
| <p>Basic Services – Percent of teachers appropriately assigned and fully credentialed.</p> <p>Source: SARC</p> | February 2021 100% | February 2022 96% | N/A | N/A | February 2024 100% |
| <p>Basic Services – Percent of students with sufficient access to standards-aligned instructional materials</p> <p>Source: SARC</p> | February 2021 100% | February 2022 100% | N/A | N/A | February 2024 100% |
| <p>Implementation of State Standards – Progress (1-5) in providing professional learning and teaching for NGSS and History-Social Science (HSS)</p> <p>Progress (1-5) in supporting teachers in identifying area they can improve teaching for NGSS and History-Social Science (HSS)</p> <p>Source: Local Indicator Survey</p> | Spring 2021 PD NGSS: 1 HSS: 1 Improve Teaching NGSS: 1 HSS: 2 | Spring 2022 PD NGSS: 3 HSS: 3 Improve Teaching NGSS: 3 HSS: 3 | N/A | N/A | Spring 2024 PD NGSS: 5 HSS: 5 Improve Teaching NGSS: 5 HSS: 5 |
| <p>Implementation of State Standards – Percent of English learners (EL) meeting and exceeding on CAASPP Assessment (Grades 3-8)</p> <p>Source: CAASPP Data</p> | Spring 2019 42.11% | Spring 2021 9.9% ELA | N/A | N/A | Spring 2023 65% ELA |

| | | | | | |
|---|---|---|------------|------------|---|
| <p>Pupil Achievement – Distance from Standard Met on CAASPP</p> <p>Source: CA School Dashboard</p> | <p>Fall 2019</p> <p>ELA 40.6 above All 0.2 below Low-income 8.5 above English learners</p> <p>Math 32.5 above All 16.7 above Low-income 10.5 below English learners</p> | <p>Fall 2021</p> <p>This information is not available</p> | <p>N/A</p> | <p>N/A</p> | <p>Fall 2023</p> <p>ELA 48 above All 5 above Low-income 12 above English learners</p> <p>Math 40 above All 20 above Low-income 3 below English learners</p> |
| <p>Pupil Achievement – Percent of students meeting and exceeding on CAASPP Summative Assessment (Grades 3-8)</p> <p>Source: CAASPP Data</p> | <p>Spring 2019</p> <p>ELA 70.36% All 47.92% Low-income 42.11% English learners</p> <p>Math 67.76% All 41.67% Low-income 47.37% English learners</p> <p>Science 51.78% All (5th) 47.45% All (8th)</p> | <p>Spring 2021</p> <p>ELA 64.43% All 49.38% Low-income 9.09% English learners</p> <p>Math 52.56% All 35.36% Low-income 20.84% English learners</p> <p>Science 52% All (5th) 35.85% All (8th)</p> | <p>N/A</p> | <p>N/A</p> | <p>Spring 2023</p> <p>ELA 80% All 55% Low-income 55% English learners</p> <p>Math 75% All 55% Low-income 55% English learners</p> <p>Science 60% All (5th) 55% All (8th)</p> |
| <p>Pupil Achievement- Percentage of EL pupils making progress toward English proficiency.</p> <p>Source: CA School Dashboard and/or ELPAC Summative data</p> | <p>Fall 2019</p> <p>79.9%</p> | <p>Spring 2022</p> <p>38% (13/34) increased 1 ELPAC level</p> | <p>N/A</p> | <p>N/A</p> | <p>Fall 2023</p> <p>90%</p> |
| <p>Pupil Achievement - EL Reclassification Rate</p> <p>Source: Local Data</p> | <p>2020/21</p> <p>10% (4/39)</p> | <p>2021/22</p> <p>14% (5/35)</p> | <p>N/A</p> | <p>N/A</p> | <p>2023/24</p> <p>20%</p> |

| | | | | | |
|--|---|---|-----|-----|--|
| Course Access - Percent of students having access to broad course of study. Source: Master Schedule | 2020/21 All Students 100% PE 26% Comprehensive Health 100% VAPA | 2021/22 All Students 100% PE 48% Comprehensive Health 100% VAPA | N/A | N/A | 2023/24 All Students 100% PE 75% Comprehensive Health 100% VAPA |
| Course Access - Percent of unduplicated and students with exceptional needs scoring <i>Standard Not Met</i> on state assessments receiving tutoring or tiered intervention. Source: Attendance in Programs | 2021/22 This program will be established and implemented in the 2021/22 school year | 2021/22 96% | N/A | N/A | 2023/24 90% <i>Updated 2022</i> >97% |
| Other Pupil Outcomes - Percent of TK-8 th grade students scoring Standard Met on local assessment. Source: Local Assessment Data | 2020/21 We will identify an assessment and establish a baseline in the 2021/22 school year | 2021/22 In spring 2022 started working with consultants to identify assessments and establish a baseline | N/A | N/A | Winter 2024 ELA 85% All 60% Low-income 60% English learners Math 80% All 55% Low-income 55% English learners |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------|--|--------------|--------------|
| 1.1 | Certificated Staff | Maintain fully credentialed and appropriately assigned teachers. | \$ 2,388,406 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------------|---|-------------|--------------|
| 1.2 | Professional Development | Ensure staff are provided with targeted professional development to support positive student outcomes. PD focus: -Certificated: Science, Writing, Health and Wellness Standards, Integrated ELD, PLC for data review, accelerating learning -Instructional Aides: Administer local assessments | \$ 16,263 | No |
| 1.3 | Instructional Materials | Provide standards-aligned instructional materials in ELA, mathematics, science and social studies, supplemental resources, and supplies. | \$ 32,500 | No |
| 1.4 | Assessment and Data Management | Develop a universal assessment and progress monitoring system to monitor student achievement and identify students in need of additional support to close the achievement gap. Components include: -Assessment system -Data management system and support -Develop common assessments to be given during scheduled periods -PLC time for analysis of student performance and progress | \$ 26,830 | No |
| 1.5 | Intervention | Provide intervention and support to address the academic needs of Socioeconomically Disadvantaged, English learners, foster youth (currently none), and students with disabilities. -Instructional Aides -Intervention programs -Reading Lab -WIN Time -After-school Tutoring -Create Tier III intervention (academic and social emotional) | \$ 287,021 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------|--|-------------|--------------|
| 1.6 | ELD Support | <p>Continue to fund a full time ELD teacher to oversee the EL program.</p> <ul style="list-style-type: none"> -Administer ELPAC tests and provide results to teachers and parents. -Deliver designated ELD instruction to English learners. -Meet with grade level groups during PLC time to offer support for integrated ELD. <p>We will work with SCSOS and Theresa Hancock to provide professional development to teachers to support language acquisition and support in the delivery of integrated EL instruction.</p> | \$ 131,768 | Yes |
| 1.7 | Broad Course of Study | <p>Maintain a broad course of study:</p> <ul style="list-style-type: none"> -Fund full-time PE teacher -Fund full-time music teacher -Continue art in Grades K-3 and formal art instruction in grades 4-8 -GATE courses -Explore CTE pathways | \$ 210,235 | No |
| 1.8 | Technology | <p>Provide teachers and students technology access and up-to-date tools to enhance and support curriculum.</p> | \$ 137,544 | No |

Goal Analysis for 2021/22

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

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

The actions in Goal 1 were successfully implemented with few challenges.

Successes: We had 19 fully credentialed and appropriately assigned teachers. (Action 1.1) Staff was provided targeted professional development that included training on Academic Vocabulary Toolkit, integrated ELD training with Theresa Handcock, training from science publishers on new curriculum, and the PLC process for data review and learning loss and acceleration. (Action 1.2) All necessary instructional materials and supplemental resources and supplies were purchased. (Action 1.3) Wednesday PLC time was used to analyze student performance and progress. Our work with Solution Tree during the spring focused on developing common assessments and the PLC process of reviewing student assessment data and improving instruction. (Action 1.4) The intervention program was expanded to

address the academic needs of all students by hiring additional staff and extending the work hours of some existing staff. (Action 1.5) We continued to fund a full time ELD teacher to oversee the EL program and instruct students. (Action 1.6) We maintained a broad course of study by offering art, music, GATE after-school programs, and PE. (Action 1.7) Teachers and students were provided technology access and up-to-date tools to enhance and support curriculum. Action 1.8)

Challenges: We spent most of our PLC time focusing on the SEL needs of our students and accelerating learning so we were not able to develop a universal assessment and progress monitoring system. We will move this work to the 2022/23 school year. (Action 1.4)

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.

FESD spent approximately 91% of the budgeted amount for Goal 1. Material differences are in Actions 1.3 (Instructional Materials), 1.4 (Assessment and Data Management), 1.5 (Intervention), and 1.7 (Broad Course of Study) and explained as follows: Action 1.3 – There was an error in budgeting and only consumable materials were purchased; Action 1.4 – We did not acquire a universal assessment system because we focused on SEL and accelerating learning; Action 1.5 – We hired newer staff so personnel costs were less than anticipated; and 1.7 – the music teacher was a new hire and cost less than budgeted.

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

Actions 1.1 (Certificated Staff), 1.2 (Professional Development), and 1.5 (Intervention)

Intervention was increased for all students but especially unduplicated students. The program, Whatever I Need (WIN) was continued at all grade levels to provide intervention and enrichment to all students based on English Language Arts (ELA) and Math assessments. Ninety-six percent of unduplicated and students with exceptional needs scoring *Standard Not Met* on state assessments received tutoring or tiered intervention.

Action 1.2 (Professional Development)

The Local Indicator, *Progress in providing professional learning and teaching for NGSS and History-Social Science (HSS)*, increased from 1-Exploration and Research Phase in 2021 to 3-Initial Implementation in 2022 for both NGSS and HSS and *Progress in supporting teachers in identifying area they can improve teaching for NGSS and History-Social Science (HSS)* increased from 1-Exploration and Research Phase in 2021 to 3-Initial Implementation in 2022 for NGSS and increased from 2-Beginning Development in 2021 to 3-Initial Implementation in 2022 for HSS.

Action 1.6 (ELD Support)

A full time ELD teacher worked daily with EL students and worked collaboratively with classroom teachers to provide designated ELD that supported classroom learning. In 2021/22 Franklin School reclassified 5 out of 35 students, an increase of 4%.

Action 1.7 (Broad Course of Study)

Eighty-four percent of students say they like coming to school. Students reported they like art and music classes and they enjoy enrichment classes and would like more offerings.

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.

Metrics Changes to Desired Outcome 2023/24 changed based on current metrics:

Course Access - Percent of unduplicated and students with exceptional needs scoring Standard Not Met on state assessments receiving tutoring or tiered intervention: Our Year 1 Outcome surpassed our Desired Outcome 2023/24 therefore was changed from 90% to >97%.

Action Changes based on needs and educational partner input:

Action 1.2 (Professional Development)

2021/22 Action: Ensure staff are provided with targeted professional development to support positive student outcomes. PD focus: Grades K-5: science and social science; Grades: 6-8 science; All: Health and Wellness Standards, Integrated ELD, PLC for data review, learning loss and acceleration; Instructional Aides: Administer local assessments.

- In the 2021/22 school year we participated in science PD so we are removing science from the list. Given the academic needs of students and the many PD needs of staff, we are removing PD in social studies from our list. Based on teacher request and student achievement, we added PD for writing. We focused on learning loss during the 2021/22 school year so we are removing that and will concentrate on PD to accelerate learning.

Action 1.2 (Instructional Materials)

2021/22 Action: Provide standards-aligned instructional materials, supplemental resources, and supplies.

- The description was expanded to include ELA, mathematics, science, and social studies. The new description is, *Provide standards-aligned instructional materials in ELA, mathematics, science and social studies, supplemental resources, and supplies.*

Action 1.6 (ELD Support)

2021/22 Action: Continue to fund a full time ELD teacher to oversee the EL program. Administer ELPAC tests and provide results to teachers and parents. Deliver designated ELD instruction to English learners. Serve as a coach to classroom teachers to strengthen their delivery of integrated ELD by providing resources, giving demo lessons, and meeting with grade level groups during PLC time to offer support for integrated ELD. We will work with SCSOS and Theresa Hancock to provide professional development to teachers to support language acquisition and support in the delivery of integrated EL instruction.

- Our work with SCSOS and Theresa Hancock for support in delivery of integrated ELD was successful so we will continue in the 2022/23 school year. Our ELD teacher needs time to work with students so we will not have her serve as a coach. We will remove, *Serve as a coach to classroom teachers to strengthen their delivery of integrated ELD by providing resources, giving demo lessons* from Action 1.6.

Goal

| Goal # | Description |
|--------|--|
| 2 | FESD will maintain a safe, healthy learning environment that welcomes and engages students and families to promote student success and well-being. |

An explanation of why the LEA has developed this goal.

Safety is of the utmost importance to Franklin School. This goal was developed to support the safety, engagement, and involvement of all educational partners. Ninety-five percent of students surveyed (Spring 2022) reported that they felt the school was safe and clean. On the local student survey, 95% of students felt that they felt safe at school. On the parent survey (2022), 99% of parents agreed that the school is a safe place for their child. An architect has been hired to work with the Facilities Committee on our master site plan that will address safety concerns over the next few years. Parent comments on surveys praise the leadership and staff for their dedication, responsiveness, and obvious care for the students and the school. The school is viewed as a welcoming, inclusive environment for students and families. The actions in this goal are focused on maintaining a positive school climate where everyone is encouraged to be an engaged, active participant in the school community.

State Priorities: 1, 3, 5, 6

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|----------------------|----------------------|----------------|----------------|-----------------------------|
| Basic Services – Facilities Inspection Tool Rating Source: Facility Inspection Tool (FIT) | January 2021 Good | January 2022 Good | | | January 2024 Exemplary |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|----------------|----------------|--|
| <p>Parent Involvement– Percent of parents who strongly agree/agree the school encourages parents to be active partners with the school.</p> <p>Source: Parent Survey</p> | <p>Spring 2021</p> <p>99% All</p> <p>We will create a survey to disaggregate data by student group, specifically low income and students with exceptional needs</p> | <p>Spring 2022</p> <p>98.5% All</p> <p>We were not able to disaggregate this data by student group. We will start early to find a survey system that will support this.</p> | | | <p>Spring 2024</p> <p>Maintain >99% All</p> <p>95% Low-income</p> <p>95% English learners</p> |
| <p>Pupil Engagement – Attendance Rate</p> <p>Source: P2 Local Data</p> | <p>P2 2021</p> <p>95%</p> | <p>P2 2022</p> <p>93.67%</p> | | | <p>P2 2024</p> <p>98%</p> |
| <p>Pupil Engagement – Chronic Absenteeism Rate</p> <p>Source: CA School Dashboard, DataQuest and/or Local Data</p> | <p>Fall 2019</p> <p>5.6% - All Students</p> <p>13.2% - Low-income</p> <p>10% - English learners</p> <p>9.3% - Students with Disabilities</p> | <p>EOY 2021</p> <p>5.7% - All Students</p> <p>14.2% - Low-income</p> <p>5% - English learners</p> <p>10.2% - Students with Disabilities</p> <p>EOY 2022 (local data)</p> <p>18% - All Students</p> <p>30% - Low-income</p> <p>22% - English learners</p> | | | <p>Fall 2023</p> <p>3% - All Students</p> <p>8% - Low-income</p> <p>5% - English learners</p> <p>5% - Students with Disabilities</p> |
| <p>Pupil Engagement– Middle School Dropout Rate</p> <p>Source: CALPADS EOY</p> | <p>EOY 2020</p> <p>0%</p> | <p>EOY 2021</p> <p>0%</p> | | | <p>EOY 2023</p> <p>0%</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|----------------|----------------|---|
| School Climate – Suspension Rate Source: CA School Dashboard and/or DataQuest | Fall 2019 2.1% All 1.8% Low-income 0% English learners 2.3% Students with disabilities | EOY 2021 0% All 0% Low-income 0% English learners 0% Students with disabilities | | | Fall 2023 1% All <1% Low-income 0% English learners 1% Students with disabilities |
| School Climate –Expulsion Rate Source: CALPADS EOY | EOY 2020 0% All | EOY 2021 0% All | | | EOY 2023 0% All |
| School Climate – Percent of parents, students, and staff who feel the school is safe. Source: Local Survey | Spring 2021 99% Parents 98% Students This is a baseline year for staff. | Spring 2022 99% Parents 94.9% Students 84% Staff | | | Spring 2024 Maintain 99% Parents Maintain 98% Students 98% Staff |
| School Climate - Percent of parents and students who feel a sense of connectedness to the school. Source: Local Survey | Spring 2021 100% Parents 95% Students | Spring 2022 99.15% Parents 84% Students | | | Spring 2024 Maintain 100% Parents 98% Students |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------|--|-------------|--------------|
| 2.1 | Parent Engagement | Promote parent involvement through parent information opportunities, on-going communication, and engaging school events. | \$ 1,000 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------------|--|-------------|--------------|
| 2.2 | Student Engagement and Attendance | Increase student engagement, regular school attendance, positive student behavior, citizenship, and school climate. Components include: -Rewards for attendance, citizenship, and behavior -Attendance system -Assemblies | \$ 17,435 | No |
| 2.3 | Social-emotional Health | Support student social and emotional health by funding a full-time school counselor and purchasing and implementing curriculum. Maintain the SEL committee and support the PAWS (P actice respect, A ct responsibly, W ork together, S how kindness) initiative that focuses on character education and character traits. | \$ 30,000 | Yes |
| 2.4 | Transportation | Continue to provide transportation services to in-district students at no cost to families. | \$ 95,000 | Yes |
| 2.5 | Facilities | Continue to provide safe, well maintained facilities. | \$ 526,673 | No |

Goal Analysis for 2021/22

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

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

Successes: We were excited to welcome students and parents back to campus. Volunteers returned and we offered several school events including: Back to School Night; Ice cream Social; Donuts with Dads; Red Truck Dinner; Food Truck/mini carnival; and Bulldog Boutique Craft Fair. A Monday Message was available weekly on our website along with an up-to-date school calendar of activities. (Action 2.1) Efforts to increase student engagement included: Field Trips; Recycled Book Fair; Santa’s Workshop; Chess Club; After-school sports; Shady Creek, and Assemblies (BMX Presentation, American Indian storytellers). Positive student behavior and citizenship efforts include rewarding students for “above and beyond” behavior (funded through ESSER III plan): TK-5th grade students earned tickets for a prize drawing every Wednesday and 6th-8th grade students earned Bulldog Dollar which allowed them to purchase items at a “store” 2 time per month. (Action 2.2) We hired a part-time school counselor and we added an additional 2 days per month. The counselor supported approximately 25 students. We purchased trade books that focus on social-emotional topics to be used in TK-5th grade classrooms. (Action 2.3) We transported an average of 60-70 students daily. We also transported 5 students to special education programs offered on YCUSD sites. (Action 2.4) We had 2 FTE cleaning and maintaining the facilities. We completed several planned projects: quad carpet; junior high carpet; HVAC replacement in 9 classrooms; and installation of security cameras. (Action 2.5)

Challenges: We postponed tree trimming. Bids for the tree trimming were much higher than expected and we had other higher need facilities projects. (Action 2.5) We will not install HVAC in the kitchen. When the company came to give the bid, they informed us that an HVAC system would not work efficiently in the kitchen because of the heat from the ovens. (Action 2.5)

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

The district spent less in Goal 2 than planned. In Action 2.2 we spent \$5,720 more due to additional assemblies for students. In Action 2.3 the amount billed by the county office for services was \$12,222 less than the amount budgeted. Transportation costs for extra drivers for field trips added \$15,000 to Action 2.4. We spent \$135,997 less in Action 2.5 (Facilities) because we did not install HVAC in the kitchen and we postponed tree trimming.

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

Action 2.1 (Parent Engagement)

On a spring 2022 survey, parents say: the school is a supportive and inviting place (99.15%), the school encourages parents to be an active partner with the school in educating their child (98.95%), and the staff is dedicated to helping students learn (99.15%). Parents continue to feel the school is safe (99.15%) and 100% think the school is clean and well-maintained.

Action 2.2 (Student Engagement and Attendance)

Chronic absenteeism didn't increase in 2021/22 and decreased by 5% for English learners. Eighty-four percent of students say they like coming to school and 86.62% of parents say their child likes coming to school. More than 97% of parents say that students are recognized by the school for their achievements in all areas.

Action 2.3 (Social-emotional Health)

Our part-time school counselor support about 25 students. Ninety-five percent of parents say the school is helping their child relate positively with students regardless of race, ethnicity, or ability.

Actions 2.4 (Transportation), 2.5 (Facilities)

Parents continue to feel the school is safe (99.15%) and 100% think the school is clean and well-maintained. The majority of students feel the school is safe and clean (94.9%).

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.

Goal 2 was, *FESD will maintain a safe, healthy learning environment that welcomes and engages students and families to promote student success.* As a result of educational partner desire to keep student well-being at the forefront, the goal has been changed to, *FESD will maintain a safe, healthy learning environment that welcomes and engages students and families to promote student success and well-being.*

Changes in action based on needs and educational partner input:

Action 2.2 Increase student engagement, regular school attendance, positive student behavior, citizenship, and school climate.

Components include: Rewards for attendance; Attendance system; Assemblies

- Teachers saw more poor behavior in the 2021/22 school year so we added *citizenship*, and *behavior* so we make sure to focus on them and not just attendance. The components will now be, *Rewards for attendance, citizenship, and behavior; Attendance system; Assemblies*

Action 2.3 Support student social and emotional health by funding a part-time school counselor and purchasing and implementing curriculum.

- Based on educational partner input regarding student well-being and behavior, we will fund a full-time school counselor. We also added a component to our action for supporting social-emotional health. We added the task, *Maintain the SEL committee and support the PAWS initiative that focuses on character education and character traits.*

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 for 2022/23

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|--|
| \$252,212 | \$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 |
|---|-----------------------------|-------------------------|---|
| 5.76% | 0% | \$0 | 5.76% |

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.

Franklin Elementary School District will receive \$252,212 in supplemental funding for the 2022/23 school year based on the number and concentration of English learners, low income, and foster youth and does not qualify for concentration grant funding. A review of the district’s needs and metrics, along with stakeholder input, determined that the following services and programs would be the most effective use of supplemental funds to meet the goals for unduplicated pupils. The following actions are principally directed and effective in increasing performance for low-income students, English learners, and foster youth.

Educational partners, including staff, parents (including parents of low-income students), Site Council, LCAP Advisory, and ELAC all expressed the need for social emotional support for students. Goal 2 was, *FESD will maintain a safe, healthy learning environment that welcomes and engages students and families to promote student success*. As a result of educational partner desire to keep student well-being at the forefront, the goal has been changed to, *FESD will maintain a safe, healthy learning environment that welcomes and engages students and families to promote student success and well-being*. Access to social-emotional health services has been identified as a barrier for all families but especially for low-income families. More time from a school counselor was requested by educational partners. Parents and staff noted counseling would be best done during the school day since services are difficult to access and outside services require parents to miss work and students to miss more school. As a result, we are increasing our school counselor from part-time to full-time. This action will be provided on an LEA-wide basis and we expect this action to support our unduplicated students in improving their well-being significantly more than other students as measured by local survey data. Goal 2, Action 2.3.

DataQuest (2021) showed our low-income students (14.2%) have a higher chronic absenteeism rate than our All student group (5.7%). Local data for school year 2021/22 indicates that 18% of our All student group were chronically absent compared to 30% of our low-income students. We know these rates are higher than normal due to Covid, and do not believe this year can be a true test of whether the action was effective. Through our educational partner engagement process, parents and our ELAC committee voiced the need for transportation services to continue. Taking these factors into consideration, we will continue to provide transportation to in-district students at no cost to families. This action is being provided on an LEA-wide basis and we expect that all students will benefit as measured by local chronic

absenteeism rates. However, because lack of reliable transportation can be a barrier for low-income families, we believe this action will support our unduplicated pupils in improving attendance rates significantly more than other students. Goal 2, Action 2.4.

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

State and local data indicate that our English learners have been severely impacted by the last two school years. On the 2021 CAASPP we saw a decrease in English learners meeting and exceeding standards on the ELA CAASPP (42% in 2019 to 9.9% in 2021) and in Mathematics (47.4% in 2019 to 21% in 2021). Fewer students are making progress toward English proficiency as measured by the ELPAC (79.9% in 2019 to 23% in 2021 to 38% in 2022). There was a small increase in the number of students redesignated,(14% in 2021/22 compared to 10% in the 2020/21 school year). Increased services to our English learners will continue to be a priority but we will make some adjustments to our action.

The district will improve services to English learners by maintaining a full-time ELD teacher to oversee the EL program, provide classroom teachers with EL data, and deliver designated ELD instruction to English learners. In addition, in the 2022/23 school year, to increase and improve services to English learners, we plan to have classroom teachers receive professional development in integrated ELD to support language acquisition and the delivery of integrated English language instruction. Goal 1, Action 1.6.

FESD is required to increase and improve services for unduplicated pupils by 5.76%. The actions identified within the prompt above, along with the actions supporting English learners, will be completed in order to meet this proportionality percentage.

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.

Franklin Elementary School District does not receive concentration grant add-on funding.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of classified staff providing direct services to students | N/A | N/A |

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of certificated staff providing direct services to students | N/A | N/A |

2022/23 Total Planned Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|--------------|-------------------|-------------|---------------|-------------|-----------------|---------------------|
| Totals | \$ 3,531,610 | \$ 71,681 | \$ - | \$ 297,384 | 3,900,675 | \$ 3,542,539 | \$ 358,136 |

| Goal # | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------|----------|-----------------------------------|------------------|--------------|-------------------|-------------|---------------|--------------|
| 1 | 1.1 | Certificated Staff | All | \$ 2,388,406 | \$ - | \$ - | \$ - | \$ 2,388,406 |
| 1 | 1.2 | Professional Development | All | \$ 8,763 | \$ - | \$ - | \$ 7,500 | \$ 16,263 |
| 1 | 1.3 | Instructional Materials | All | \$ 30,000 | \$ 2,500 | \$ - | \$ - | \$ 32,500 |
| 1 | 1.4 | Assessment and Data Management | All | \$ 1,800 | \$ 25,030 | \$ - | \$ - | \$ 26,830 |
| 1 | 1.5 | Intervention | All | \$ 90,792 | \$ - | \$ - | \$ 196,229 | \$ 287,021 |
| 1 | 1.6 | ELD Support | English learners | \$ 131,768 | \$ - | \$ - | \$ - | \$ 131,768 |
| 1 | 1.7 | Broad Course of Study | All | \$ 210,235 | \$ - | \$ - | \$ - | \$ 210,235 |
| 1 | 1.8 | Technology | All | \$ 110,828 | \$ 26,716 | \$ - | \$ - | \$ 137,544 |
| 2 | 2.1 | Parent Engagement | All | \$ 1,000 | \$ - | \$ - | \$ - | \$ 1,000 |
| 2 | 2.2 | Student Engagement and Attendance | All | \$ - | \$ 17,435 | \$ - | \$ - | \$ 17,435 |
| 2 | 2.3 | Social-emotional Health | All | \$ 30,000 | \$ - | \$ - | \$ - | \$ 30,000 |
| 2 | 2.4 | Transportation | All | \$ 95,000 | \$ - | \$ - | \$ - | \$ 95,000 |
| 2 | 2.5 | Facilities | All | \$ 433,018 | \$ - | \$ - | \$ 93,655 | \$ 526,673 |

2022/23 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 |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$ 4,380,208 | \$ 252,212 | 5.76% | 0.00% | 5.76% | \$ 256,768 | 0.00% | 5.86% | Total: | \$ 256,768 |
| | | | | | | | | LEA-wide Total: | \$ 256,768 |
| | | | | | | | | Limited Total: | \$ - |
| | | | | | | | | Schoolwide Total: | \$ - |

| Goal # | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|--------|----------|-----------------------------------|---|----------|--|----------|--|---|
| 1 | 1.1 | Certificated Staff | No | LEA-wide | | LEA-wide | \$ - | 0.00% |
| 1 | 1.2 | Professional Development | No | LEA-wide | | LEA-wide | \$ - | 0.00% |
| 1 | 1.3 | Instructional Materials | No | LEA-wide | | LEA-wide | \$ - | 0.00% |
| 1 | 1.4 | Assessment and Data Management | No | LEA-wide | | LEA-wide | \$ - | 0.00% |
| 1 | 1.5 | Intervention | No | LEA-wide | | LEA-wide | \$ - | 0.00% |
| 1 | 1.6 | ELD Support | Yes | LEA-wide | English learners | LEA-wide | \$ 131,768 | 0.00% |
| 1 | 1.7 | Broad Course of Study | No | LEA-wide | | LEA-wide | \$ - | 0.00% |
| 1 | 1.8 | Technology | No | LEA-wide | | LEA-wide | \$ - | 0.00% |
| 2 | 2.1 | Parent Engagement | No | LEA-wide | | LEA-wide | \$ - | 0.00% |
| 2 | 2.2 | Student Engagement and Attendance | No | LEA-wide | | LEA-wide | \$ - | 0.00% |
| 2 | 2.3 | Social-emotional Health | Yes | LEA-wide | Low-income, English learners, Homeless, Foster Youth | LEA-wide | \$ 30,000 | 0.00% |
| 2 | 2.4 | Transportation | Yes | LEA-wide | Low-income, English learners, Homeless, Foster Youth | LEA-wide | \$ 95,000 | 0.00% |
| 2 | 2.5 | Facilities | No | LEA-wide | | LEA-wide | \$ - | 0.00% |

2021/22 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---------|--|---|
| Totals: | \$ 3,538,215.00 | \$ 3,152,168.00 |

| 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 | Certificated Staff | No | \$ 2,092,347 | \$ 1,999,261 |
| 1 | 1.2 | Professional Development | Yes | \$ 20,145 | \$ 30,650 |
| 1 | 1.3 | Instructional Materials | No | \$ 62,682 | \$ 2,249 |
| 1 | 1.4 | Assessment and Data Management | No | \$ 27,600 | \$ 13,700 |
| 1 | 1.5 | Intervention | Yes | \$ 315,721 | \$ 254,626 |
| 1 | 1.6 | ELD Support | Yes | \$ 120,110 | \$ 123,643 |
| 1 | 1.7 | Broad Course of Study | No | \$ 235,552 | \$ 148,896 |
| 1 | 1.8 | Technology | No | \$ 137,930 | \$ 180,454 |
| 2 | 2.1 | Parent Engagement | No | \$ 1,000 | \$ 1,060 |
| 2 | 2.2 | Student Engagement and Attendance | No | \$ 6,700 | \$ 12,420 |
| 2 | 2.3 | Social-emotional Health | No | \$ 32,222 | \$ 20,000 |
| 2 | 2.4 | Transportation | Yes | \$ 80,000 | \$ 95,000 |
| 2 | 2.5 | Facilities | No | \$ 406,206 | \$ 270,209 |

2021/22 Contributing Actions Annual Update Table

| 6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Actual Percentage of Improved Services (%) | Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8) |
|---|---|--|---|--|---|---|
| \$ 242,723 | \$ 277,739 | \$ 313,219 | \$ (35,480) | 0.00% | 0.00% | 0.00% - No Difference |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for | Planned Percentage of Improved Services | Estimated Actual Percentage of |
|--------------------|----------------------|-----------------------------------|--------------------------------------|--|-----------------------------------|---|--------------------------------|
| 1 | 1.1 | Certificated Staff | No | \$ - | \$ - | 0.00% | 0.00% |
| 1 | 1.2 | Professional Development | Yes | \$ 15,099 | \$ - | 0.00% | |
| 1 | 1.3 | Instructional Materials | No | \$ - | \$ - | 0.00% | 0.00% |
| 1 | 1.4 | Assessment and Data Management | No | \$ - | \$ - | 0.00% | 0.00% |
| 1 | 1.5 | Intervention | Yes | \$ 115,877 | \$ 142,977.00 | 0.00% | 0.00% |
| 1 | 1.6 | ELD Support | Yes | \$ 66,763 | \$ 75,242.00 | 0.00% | 0.00% |
| 1 | 1.7 | Broad Course of Study | No | \$ - | \$ - | 0.00% | 0.00% |
| 1 | 1.8 | Technology | No | \$ - | \$ - | 0.00% | 0.00% |
| 2 | 2.1 | Parent Engagement | No | \$ - | \$ - | 0.00% | 0.00% |
| 2 | 2.2 | Student Engagement and Attendance | No | \$ - | \$ - | 0.00% | 0.00% |
| 2 | 2.3 | Social-emotional Health | No | \$ - | \$ - | 0.00% | 0.00% |
| 2 | 2.4 | Transportation | Yes | \$ 80,000 | \$ 95,000.00 | 0.00% | 0.00% |
| 2 | 2.5 | Facilities | No | \$ - | \$ - | 0.00% | 0.00% |
| | | | | \$ - | \$ - | 0.00% | 0.00% |

2021/22 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) |
|---|---|--|---|--|---|--|--|---|
| \$ 4,104,199 | \$ 242,723 | 0.00% | 5.91% | \$ 313,219 | 0.00% | 7.63% | \$0.00 - No Carryover | 0.00% - No Carryover |

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

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

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

Data Entry Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **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. Estimated Actual Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Estimated Actual LCFF Base Grant and the Estimated Actual 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 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 4 from 7)
 - This amount is the Total Planned Contributing Expenditures (4) subtracted from the Total Estimated Actual Expenditures for Contributing Actions (7)
- 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

- 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).