



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gateway Unified School District

CDS Code: 45-75267-0000000

School Year: 2023-24

LEA contact information:

Melanie C Sanderson

Coordinator of Federal Programs & Data Assessment

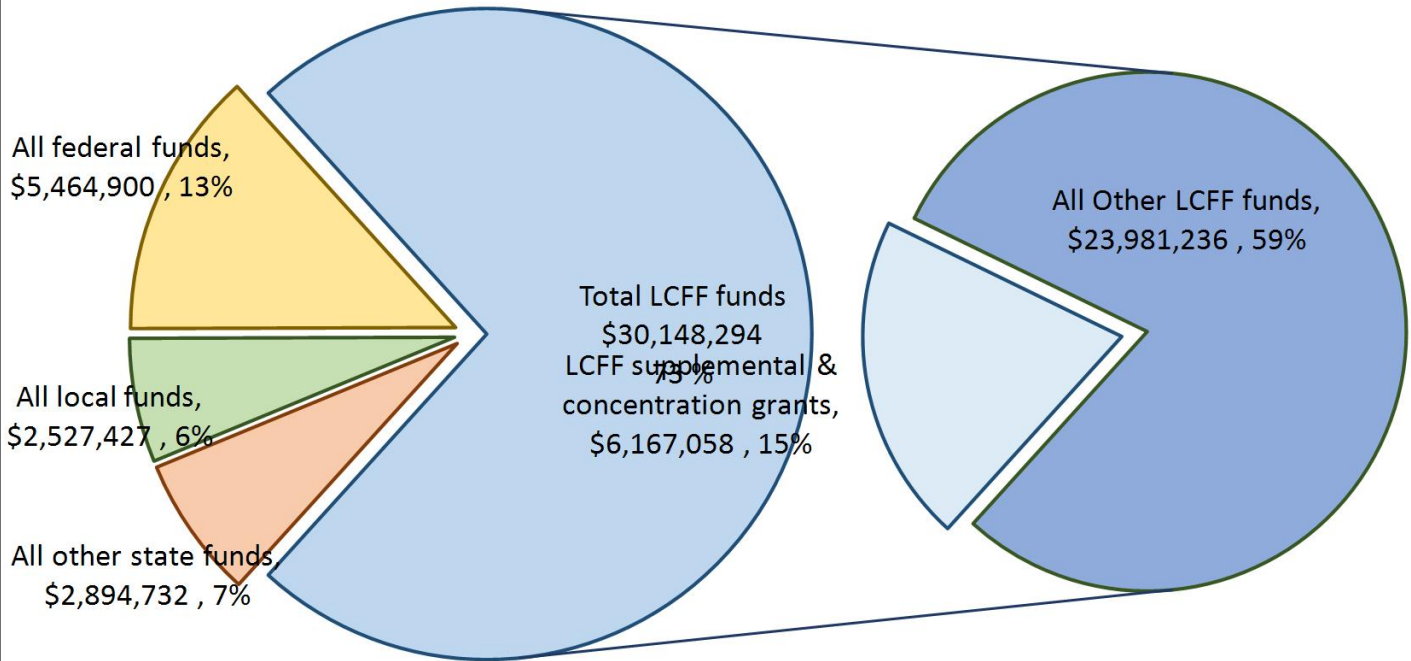
msanderson@gwusd.org

530-245-7900

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

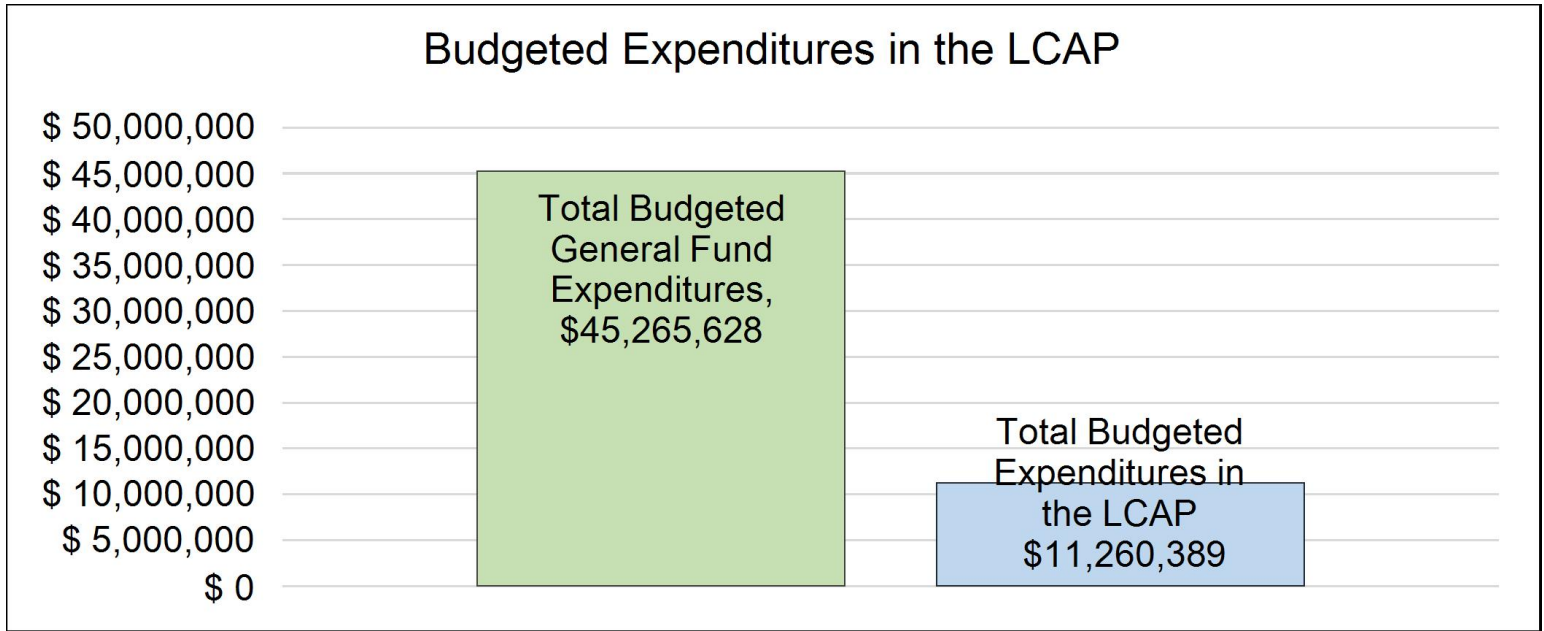


This chart shows the total general purpose revenue Gateway Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gateway Unified School District is \$41,035,353, of which \$30,148,294 is Local Control Funding Formula (LCFF), \$2,894,732 is other state funds, \$2,527,427 is local funds, and \$5,464,900, is federal funds. Of the \$30,148,294 in LCFF Funds, \$6,167,058 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 Gateway Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Gateway Unified School District plans to spend \$45,265,628 for the 2023-24 school year. Of that amount, \$11,260,389 is tied to actions/services in the LCAP and \$34,005,239 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The LCAP does not include the expenditures that contribute to the "Base" funding for Gateway Unified School District. These expenses include: Base teacher salaries/benefits; Custodial/Operations; District Office Staff/Supports; Expenses related to the COVID Relief/ESSER funds received by the District.

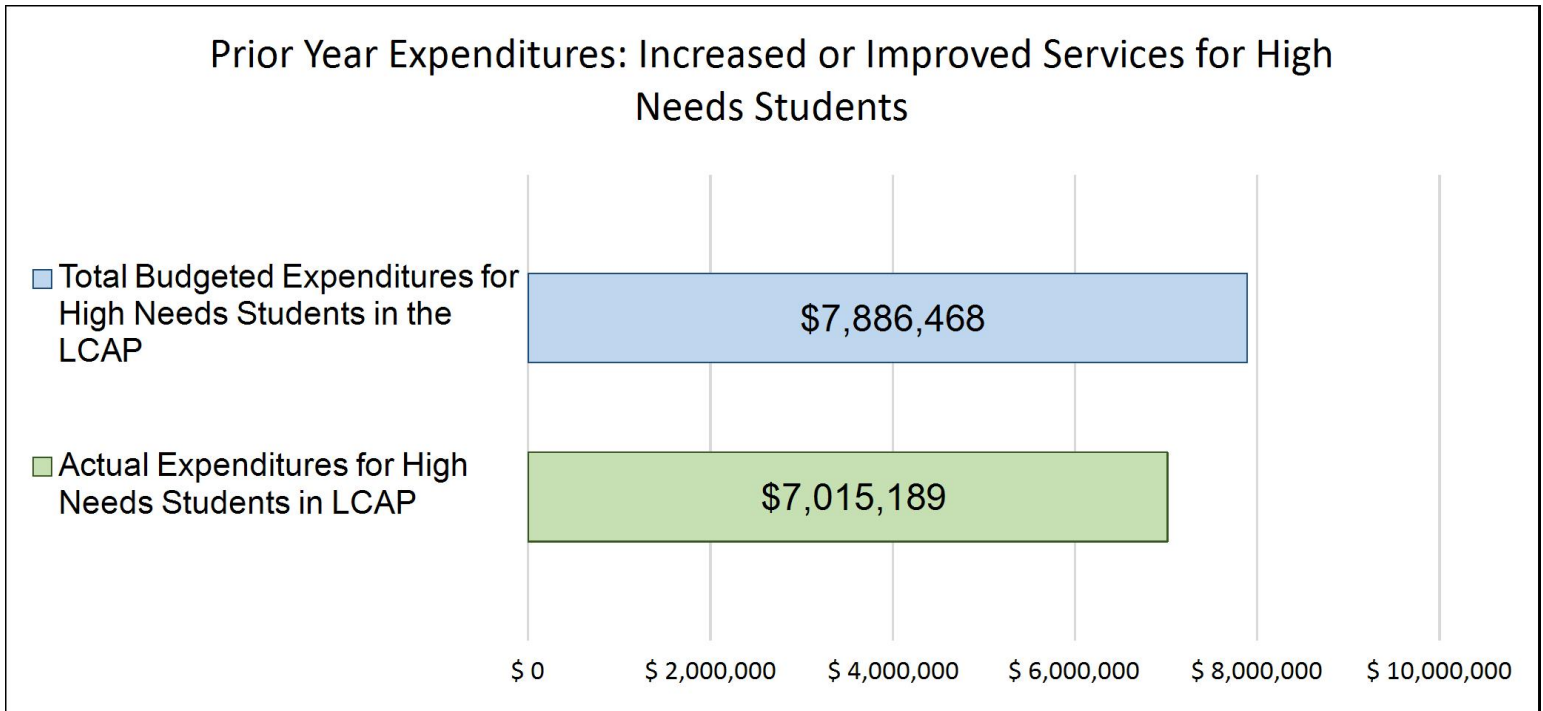
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Gateway Unified School District is projecting it will receive \$6,167,058 based on the enrollment of foster youth, English learner, and low-income students. Gateway Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Gateway Unified School District plans to spend \$8,775,437 towards meeting this requirement, as described in the LCAP.

The District is using other state and federal funds to provide extended learning opportunities during summer vacation, Presidents' week recess, and spring recess. These funds are being used to hire additional certificated and classified staff to support intervention classes and reduce the student-to-adult ratios in instructional settings. These funds have also provided the hiring of an additional counselor; professional development for classified personnel; and purchasing supplemental on-line learning resources.

LCFF Budget Overview for Parents

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



This chart compares what Gateway Unified 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 Gateway Unified 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 2022-23, Gateway Unified School District's LCAP budgeted \$7,886,468 for planned actions to increase or improve services for high needs students. Gateway Unified School District actually spent \$7,015,189 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-871,279 had the following impact on Gateway Unified School District's ability to increase or improve services for high needs students:

During the 2022-2023 school year, the District was able to use additional state and federal funding sources to provide support to our high needs students. The District used some of these funds to provide extended learning opportunities during recess breaks (i.e., Presidents' week and Spring Break) and during summer vacation. Additionally, it should be noted that staffing levels were lower than originally planned due to staffing shortages and unfilled positions. We continue to struggle to fill positions within our district. At one point during this school year, we had approximately 86 vacant positions.

The plan moving forward is to fill the vacant positions and provide a more targeted intervention for students. In the event positions cannot be filled, our focus on interventions will remain with alternative solutions.



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
Gateway Unified School District	Melanie C Sanderson Coordinator of Federal Programs & Data Assessment	msanderson@gwusd.org 530-245-7900

Plan Summary [2023-24]

General Information

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

The Gateway Unified School District serves approximately 2200 students from Pre-K thru 12th grade. The District is comprised of seven schools. Six schools, Grand Oaks (K-5), Shasta Lake (K-8), Central Valley High School (Comprehensive 9-12), Gateway Educational Options (TK-12), Mountain Lakes High School (Alternative program 10-12), and Community Day School (7-12) are located in the City of Shasta Lake. One school, Buckeye School of the Arts (K-8) is located in the city of Redding. Shasta Lake City is a city of approximately 10,000 residents and Redding is a city of approximately 90,000 residents. The District also serves students from the communities of Mountain Gate and Lakehead, which are located north of Shasta Lake City. The ethnic population of the District is comprised of 65% White, 17% Hispanic, 5.7% American Indian / Alaska Native, 3.4% Asian, 1.8% African American, less than 1% Pacific Islander, less than 1% Filipino, and 6.2% two or more races. The District has a 20%+ special education population throughout the school year with an approximate 71.5% socioeconomically/disadvantaged population. Foster Youth, English Learners, and low-income students make up approximately 76% of Gateway Unified School District student enrollment. The unique needs of these students are the primary focus for each action across the entire school district. Each of Gateway's schools qualifies for the Title I school-wide program. Major initiatives for the district include the implementation of Professional Learning Communities (PLC's), a commitment to have all students reading at or above grade level by the end of third grade, development and implementation of Tiered Intervention (RTI) plans to meet the needs of "All" learners, and a focus on STEM/STEAM education and Robotics. The Gateway District has one to one technology devices in each classroom using Chromebooks with

a Google platform. The Gateway District continues to focus on “Learning for All” to ensure that students graduate with the skills to enter college or a career field. Each Gateway school has a strong commitment to community service.

Reflections: Successes

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

Overall proficiency in Reading and Mathematics has increased as indicated by the NWEA Winter assessment comparisons for 2021-22 and 2022-23. The growth in Math displays a 2.6% increase above the pre-Covid scores. The 6.1% Reading growth brings us within 3.5 percentage points below our pre-Covid scores. Both increases are to be celebrated and the district will focus on continued growth through replication of practices. Parent and student surveys indicate that the focus for improvement within the district should be on both academics and behavior. There was also 48% of parents and 54% of students expressing a need to increase supports for positive student behavior.

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.

Foster Youth, English Learners, and low-income students make up approximately 76% of Gateway Unified School District student enrollment. The unique needs of these students are the primary focus for each action across the entire school district. Each of Gateway's schools qualifies for the Title I school-wide program.

Greatest Needs:

(Note: With a district socioeconomically disadvantage percent of 72%, the LCAP is written as a district wide plan.)

When comparing 2021-22 NWEA Winter Assessments with the recent 2022-23 NWEA Winter Assessments the following are areas of continued need:

1. ELA - the district percentage of students scoring at or above grade level increased from 46.9% to 53% inclusive of grade levels TK-11th. This is a positive increase to support closing the gap that was created during the pandemic. Comparing pre-Covid scores from NWEA Winter Assessments in 2019-2020 56.5% to 53% in 2022-2023, we see a growth of 3.5 percentage points
2. Math - the district percentage of students scoring at or above grade level increased from 46.7% to 54.4% inclusive of grade levels K-11th. This is a positive increase to support closing the gap that was created during the pandemic. Comparing pre-Covid scores from NWEA Winter Assessments in 2019-2020 51.8% to 54.4% in 2022-2023, we see a growth of 2.6 percentage points
3. Suspension Rate increased from 6.4% to 10.6%.
4. Attendance rates per site improved from averages of 85%-89% to averages of 90%-92%. This is growth that approaches our pre-Covid (2019-2020) rates that ranged from 93%-95%.

The district benchmark data for 2022-23 indicates a continued need to address learning loss for ELA & Math performance levels. In addition, a need to reducing Suspension Rate and increasing Attendance rates are other areas of focus.

Dashboard indicators also show that absenteeism and suspension rates are areas that need attention.

Steps to address greatest needs:

1. Sites' primary goal is to improve reading.
 - a. PLC's focus on reading instructional strategies, data analysis & use of formative assessments.
 - b. Increase reading intervention.
 - c. Instructional coaching support for reading instruction and increased opportunities for literacy focused professional development.
2. Site Intervention Teams monitor academic and behavioral progress of students and develop site and individual student plans to improve student learning.
3. Professional Development Plan includes student behavioral and emotional health training and implementation of supportive curriculum.
4. Site implementation of Positive Behavior Strategies.
5. Hire and maintain additional staff to support student learning and address attendance concerns.

Reflecting on the academic growth, the district will continue with most of the goals and actions that are in place, with continued emphasis on student behavioral and emotional health, learning loss and attendance.

LCAP Highlights

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

A primary goal of the LCAP is to have 90% of all students reading at or above grade level by the completion of third grade. All other goals, outcomes, services and actions within the LCAP influence this primary goal or are influenced by it. The PLC process is a 'best practice' for teacher collaboration to improve instruction, with primary instructional strategies following Dr. Marzano's Art and Science of Teaching Framework; Domain 1 Classroom Strategies and Behaviors, 3 Lesson Segments, 9 Design Questions, and 41 elements or instructional categories. The NWEA assessments are among the best assessments to monitor growth in reading and math. The services and actions tied to technology and the district's 1:1 initiative is focused on improving instruction and student interest through the use of technology. Instructional coaching and professional development will introduce and help sustain growth in improved instructional practices and strategies. The LCAP focus on academic and behavioral intervention supports will help students to reach grade level. Students at grade level need interventions, challenging courses and opportunities to excel and reach their highest capacity. Reading below grade level diminishes students' chances of success.

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.

Buckeye School of the Arts, Gateway Community Day School, and Gateway Educational Options

Support for Identified Schools

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

The LEA (Gateway Unified School District) is utilizing both district and school staff to create and implement site specific Comprehensive Support and Improvement (CSI) plans and Additional Targeted Support & Improvement (ATSI). District Office resources are helping sites collect and analyze data and information to develop the needs assessment and address the inequities that emerge as a result of the analysis. Targeted data and information for the needs assessment include:

CA School Dashboard Data

CAASPP Interim Assessments

Northwest Evaluation Association (NWEA) Fall, Winter, Spring assessments

BPST Primary Grade Assessments

Educational Partner Perception Surveys

District Attendance Data

District Discipline Data

The CSI and ATSI plans have been developed in conjunction with the School Plan for Student Achievement (SPSA) and the actions contained within it. Input for, and implementation of, the CSI and ATSI Plans and SPSA are supported through each site's Professional Learning Community (PLC) process. In addition to staff PLC teams that meet weekly, each site has a PLC Leadership team that meets regularly to review attendance, discipline, and available academic data. The leadership teams also provide crucial insight in the development of the LEA's Local Control and Accountability Plan (LCAP). The LEA LCAP will be instrumental for assuring resources are available to sites to continue to implement CSI and ATSI plans beyond the current school year.

Initial analysis of the Data indicates Academic Engagement and Conditions & Climate concerns and possible inequities for students at each of the school sites, resulting in high suspension rates and chronic absenteeism percentages (and/or Attendance rates):

Buckeye School of the Arts --Suspension Rate is 12.6% --Attendance rate 90%-91% grade level averages. --Chronic Absenteeism 65.9% (which is over twice the state average) This is a large increase compared to the pre-Covid rate of 17%.

Community Day School --Suspension Rate is 25% -- Attendance rate 59.7%

Gateway Educational Options -- Suspension Rate is 0 --Attendance rate 88% --Chronic Absenteeism 33.9%

Additional Targeted Support & Improvement (ATSI):

Central Valley High School	-- Suspension Rate is 9.7%	-- Attendance rate 91%	
Grand Oaks Elementary	-- Suspension Rate is 7.7%	-- Attendance rate 92%	-- Chronic Absenteeism 55.2%
Shasta Lake School	-- Suspension Rate is 11.6%	-- Attendance rate 92%	-- Chronic Absenteeism 61.3%

Academic Engagement and Conditions & Climate indicators are a primary focus area. Improvement in these areas should contribute to positive growth in Academic Outcomes. The LEA will provide specific data (monthly & quarterly) to the school sites in the form of spreadsheets and/or data charts that indicates each student identified as chronically absent and/or having a suspension. Information will also include the student's academic assessment levels and student group. This information will help site intervention teams identify possible inequities. Sites will determine the best evidence-based course of action to implement/expand on to improve areas of Academic Engagement and Conditions & Climate at the school. Newly adopted student behavioral and emotional health curriculum has been implemented and will continue to be delivered at the various sites. Continued training in Positive Behavior Intervention and Supports will assist the sites with deeper implementation of PBIS.

As a result of the ongoing data analysis, we continue to find students being negatively impacted by resource inequities outside of school (family support, community resources, basic needs, etc.). The district hired parent/guardian liaisons to help support family engagement. Another finding determined an inequity for the use of the LEA School Resource Officer (SRO). The SRO had been scheduled to spend most of his time at the conventional high school. The schedule has now been modified in order to allocate more in-person time to the other schools within the district, including those working under specific CSI/ATSI plans. The SRO will work on establishing relationships with students, help in the development of a culture of trust at the sites, and make home visits.

The LEA is requiring each site to present their CSI Plan at a district leadership meeting and at a District Advisory Council meeting. Both presentations are designed to provide suggestive feedback and support for the site plans. Each site will provide updates and progress at these meetings throughout the school year.

The district Instructional Services department will assist sites with information for research-based & evidence-based interventions and professional development opportunities. District Instructional Coaches will provide assistance in the development and implementation of each CSI plan, as well as assisting in monitoring improvements resulting from actions embedded in the plans. District calendared Professional Development Days have been dedicated to the planning and implementation of site plans; Aug. 2023, & Jan. 2024.

Monitoring and Evaluating Effectiveness

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

The LEA, through monthly district Leadership PLC Meetings, will present each site administrator with current suspension and chronic absenteeism data specific to their school. Academic benchmark assessment data will be presented at the close of the fall, winter and spring assessment windows. The Leadership PLC Meetings will provide an opportunity for discussion, suggestions and support related to improving student achievement.

Sites are required to share ongoing data and SPSA & CSI/ATSI progress in monthly School Site Council (SSC) meetings and quarterly Title I Parent Meetings, soliciting educational partnership feedback. Modification and changes to either planning document should be determined by the most current 'needs assessments'. The SSC will continue to be involved in the process for updating the SPSA and CSI/ATSI using evidence-based planning and decision making to improve student outcomes.

Schools will be asked to provide a presentation on the progress of CSI/ATSI actions after the Spring assessment window closes. The presentation will be given at the District Advisory Council, the Leadership PLC Meetings, and to the site SSC (and/or) Title I Parent Meeting. Opportunity to answer questions and provide feedback will be part of each presentation.

School Climate Surveys will be given to staff, students and parents/guardians in late Spring before Summer Recess. Site Leadership Teams will meet to analyze available data and information that was targeted for the development of the site's needs assessment. District Department Directors will participate in the meeting. The results of the meeting will be shared at the site's May/June SSC meeting.

Engaging Educational Partners

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

The District Advisory Council, (DAC) has met monthly with representatives from each school site. Sites are asked to select a parent, teacher and classified staff member to represent their school along with a site administrator. The DAC meetings are open to all parents, teachers, school staff, and members of the community. Planning and discussing the Local Control Accountability Plan is a standing agenda item for the DAC meetings and notification of the DAC meetings are communicated to the entire district including our Local Collective Bargaining Unit officers and members. The District English Learner Advisory Committee includes LCAP on its regular agenda and gathers input. Prioritizing LCAP goals and expenditures included discussing and planning the use of a variety of funding sources (ESSER, ESSER II, ESSER III, Expanded Learning Opportunities Grant, In-Person Instruction Grant, Comprehensive Support and Improvement Grant and the General Fund) to support the goals of LCAP. Participating members of DAC have been asked to identify the needs of students and the best use of funds to address those needs. Educational Partnership surveys were also sent out and collected to encourage more involvement and provide additional perceptive data for prioritizing goals and actions to address student needs. Surveys were sent to all educational partnership groups; parent/guardians, certificated & classified staff and administration. Site administration provided opportunities for site-specific input by reaching out to student groups for perceptual data. They also included LCAP discussions as standing agenda items on their monthly School Site Council Meetings and Parent Involvement Meetings. The Director of Special Education and the District Leadership Team met with outside consultants to specifically discuss concerns and support for Students with Disabilities--which have been identified as a consistently Low-performing Student Group. Native American Parent/Educator meetings were held quarterly to discuss concerns and support for Native American students--which have been identified as a consistently Low-performing Student Group. The Local Control Accountability Plan draft was presented at the June 21, 2023, District School Board Meeting for a Public Hearing. Educational Partners had the opportunity to provide additional feedback before the final plan was presented for approval at the school board meeting on June 28, 2023.

A summary of the feedback provided by specific educational partners.

All educational partnership groups have expressed concerns with learning loss due to the pandemic, positive behavioral interventions and school safety issues. The majority of parents, students and teachers support increased security/safety measures and the desire for additional learning opportunities (i.e. summer school, extended instructional times). Students and parents want assurances that services are available: i.e. counseling, sports, after school programs, small class size. Learning loss was a main concern with parents and teachers, asking for additional opportunities to help struggling students; (i.e. small group instruction, tutoring, summer school and credit recovery). Students' main concerns centered on the desire for social opportunities and the need to stay connected with friends and school staff. Parents of English Learner, through the District English Learner Advisory Committee (DELAC), expressed concerns with Learning Loss. Both bargaining units supported discussions for updating Memorandums Of Understanding (MOU's). Their prevailing focuses center around compensation for extra duty and staff safety. Site administrators were in agreement that staff absences and lack of sub teachers heavily impacted instruction again last year. The district's Special Education Department and contracted outside support services worked together to review the special education program through the process layed out in the Compliance and Improvement Monitoring Process. One of the identified needs was to focus on professional development for all teachers in relationship to academic support strategies. Parents/educators of Native American students expressed their satisfaction with the current program and would like to see it continue at the same level.

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

Educational partnership input strongly supports embedding site counselor positions, the district music program, adding an art program, and academic & behavior intervention strategies within the LCAP goals and actions. Educational partners indicated the need for additional support for school safety and improving student attendance. The district's Special Education Department and contracted outside support services worked together to complete the currently required portions of the Compliance and Improvement Monitoring Process. This process helped to identify areas of need for our SWD and a plan of support was developed. One of the supports was carried out in January in the form of professional development (Differentiated Instruction) for all certificated staff. The District Coordinator of Federal Programs will continue to work with the Coordinator of Indian Education to improve NA parent involvement and to continue the program of support for our NA students.

Goals and Actions

Goal

Goal #	Description
1	Goal 1: Gateway Unified School District will work in partnership with parents and the community to assure that all students meet or exceed state standards with the number of students who meet or exceed will increase towards this goal by a minimum of 2% in both math and English each year. Developing and sustaining high performing schools for all PreK-12 students to graduate career and college ready without remediation as measured by the Dashboard Indicator.

An explanation of why the LEA has developed this goal.

Gateway developed this goal as part of an overall strategic plan for the district's Foster Youth, Low Income and English Learner students to meet the requirements for graduation. The goal includes several action steps to be achieved through the implementation of state standards, improving student achievement and assuring course access. The district wants to continue the work that has been done toward accomplishing this goal from the previous LCAP. The district has extended the focus of Goal 1 to target the student groups: American Indian (Native Americans) and Students with Disabilities--which have been identified as consistently Low-performing Student Groups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1 CAASPP Dashboard Indicator, district NWEA assessments; curriculum audit and Williams Act	1.1 CAASPP 2019 (Dashboard Indicator) ELA/Literacy: Orange 42 points below standard Mathematics: Orange 53 points below standard	1.1 CAASPP 2019 Dashboard Indicator remains as the most current year for CAASPP recorded DATA	1.1 CAASPP 2022 (Dashboard Indicator) ELA/Literacy: Low 43.9 points below standard Mathematics: 66.4 points below standard		1.1 CAASPP 2024 (Dashboard Indicator) ELA/Literacy: Yellow Mathematics: Yellow
1.2 College/Career Dashboard Indicator- (Prepared, Approaching Prepared, Not Prepared Bands)	NWEA (Winter 2019-20) Reading: 56.5% Students at or above district grade level	NWEA (Winter 2021-22) Reading: 46.9% Students at or above district grade level	NWEA (Winter 2022-23) Reading:		NWEA (Winter) Reading: 65.5% Students at or above district grade level mean RIT Mathematics:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School & High School class schedules	Grade Level = Overall Performance Avg. or higher (%ile > 40%)	Mathematics: 46.7% Students at or above district grade level	53% Students at or above district grade level		60.0% Students at or above district grade level mean RIT
Course enrollment for high school students choosing to take elective music classes--promoting a broad course of study.	Mathematics: 51.8% Students at or above district grade level Grade Level = Overall Performance Avg. or higher (%ile > 40%)	100% adopted material sufficiency was maintained as indicated by teacher material request/inventory memos.	Mathematics: 54.4% Students at or above district grade level		The consistently Low-performing Student Groups; Native American & Student with Disabilities, will demonstrate an annual growth of 5% or more on the NWEA Reading & Mathematics Winter Assessment.
1.3 NWEA Reading Assessment tool	[A Baseline in NWEA Reading & Mathematics will be established with the Winter 2022-23 assessments for the consistently Low-performing Student Group: Native American	1.2 College/Career Indicator (CDE Dashboard) (2019 Indicators remains as the most current year for recorded DATA: Prepared 58%) District Data (2021-22): 22%	New Baseline- NWEA (Winter-2022) Mathematics: 40% Native American Students at or above district grade level		Maintain 100% adopted material sufficiency.
1.4 Number of staff receiving PLC professional development, Instructional Review data collection.			New Baseline- NWEA (Winter-2022) Reading: 45% Native American Students at or above district grade level		
1.5 Maintain above-state average percentages for proficiency as measured by the English Language Proficiency Assessments for California (ELPAC), and above-state average English learner reclassification	Maintain 100% adopted material sufficiency. 1.2 College/Career Indicator (CDE Dashboard) Class of 2019 District-wide: Prepared: 58%, Approaching	A-G Completion percentage (2021-22) Central Valley HS 58.82% CTE Completion percentage (2020-21) Central Valley HS 52.63%	100% adopted material sufficiency was maintained as indicated by teacher material request/inventory memos. 1.2 College/Career Indicator (CDE Dashboard)		1.2 College/Career Indicator (CDE Dashboard) Class of 2024 District-wide: Prepared: 67%, Approaching Prepared: 23.3%, Not Prepared: 15.7%; (Central Valley High School: Prepared: >75%, Approaching Prepared: 14.7%, Not Prepared: <10.3%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>rate. Teachers will receive Professional Development for implementing ELD strategies and new ELD standards.</p> <p>1.6 CAASPP 2019 (Dashboard Indicator: Students with Disabilities Student Group</p> <p>1.7 Analysis of NWEA Reading & Mathematics Student Group assessment data for the consistently Low-performing Student Groups: Native American & Student with Disabilities</p>	<p>Prepared: 17.3%, Not Prepared: 24.7%; (Central Valley High School: Prepared: 75%, Approaching Prepared: 14.7%, Not Prepared: 10.3%)</p> <p>A-G Completion percentage (2020-21) Central Valley HS 45.6%</p> <p>CTE Completion percentage (2020-21) Central Valley HS 52.63%</p> <p>The average number of students that took an elective music class per semester was 72.5 (2019-20), or approximately 12.25% of the total student enrollment for Central Valley.</p> <p>Maintain a broad course of study for students.</p> <p>Music Elective attendance rate & GPA (above average)</p>	<p>Advanced Placement (2020-21 score of 3 or higher): 8%</p> <p>Percentage of student demonstrating college preparedness pursuant to the Early Assessment Program (EAP): 32%</p> <p>The average number of students that took an elective music class per semester increased to 88 (2021-22), or approximately 15% of the total student enrollment for Central Valley.</p> <p>The district was able to maintain a broad course of study for students.</p> <p>Music Elective attendance rate & GPA (above average)</p> <p>1.3 NWEA (Winter 2021-22) Reading:</p>	<p>(2019 Indicators remains as the most current year for recorded DATA: Prepared 58%) District Data (2021-22): 22%</p> <p>A-G Completion percentage (2022-23) Central Valley HS 41.8%</p> <p>CTE Completion percentage (2022-23) Central Valley HS 44.5%</p> <p>Advanced Placement (2020-21 score of 3 or higher): 8%- 2022-2023-There were a reduced number of students taking AP exams.</p> <p>Due to the discontinuation of the EAP a new baseline is being established this year. 31.97% of 11th grade students at CVHS exceeded standards</p>		<p>A-G Completion percentage (2020-21) Central Valley HS >45.6%</p> <p>CTE Completion percentage (2020-21) Central Valley HS >52.63%</p> <p>The average number of students that take an elective music class per semester will be 17% of the total student enrollment for Central Valley.</p> <p>Maintain a broad course of study for students.</p> <p>1.3 NWEA (Winter) Reading: 65.5% Students at or above district grade level mean RIT</p> <p>1.4 10+ teachers will attend PLC PD yearly</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>1.3 NWEA (Winter 2019-20) Reading: 56.5% Students at or above district grade level Grade Level = Overall Performance Avg. or higher (%ile > 40%)</p> <p>1.4 10+ teachers will attend PLC PD yearly</p> <p>1.5 Maintain providing ELD training each year to teachers with EL students.</p> <p>English Learner Progress: 53.7% making progress towards English language proficiency (California Dashboard 2019)</p> <p>1.6 CAASPP 2019 (Dashboard Indicator: Students with</p>	<p>46.9% Students at or above district grade level Grade Level = Overall Performance Avg. or higher (%ile > 40%)</p> <p>1.4 PLC PD was suspended and will resume next school year. (9 teachers are scheduled for training in July 2022)</p> <p>1.5 ELD training was provided to teachers with EL students.</p> <p>English Learner Progress: 50.9% making progress towards English language proficiency</p> <p>Reclassification (2021-22) 18%</p> <p>1.6 [The most recent CAASPP data is from 2019]</p>	<p>on CAASPP 2022 - ELA</p> <p>20.49% of 11th grade students at CVHS exceeded standards on CAASPP 2022-Mathematics</p> <p>The average number of students that took an elective music class per semester increased to 123 (2022-23), or approximately 21% of the total student enrollment for Central Valley.</p> <p>The district was able to maintain a broad course of study for students.</p> <p>Music Elective attendance rate & GPA -above average</p> <p>1.3 NWEA (Winter 2022-23) Reading:</p>		<p>1.5 Maintain providing ELD training each year to teacher with EL students.</p> <p>English Learner Progress: >53.7% making progress towards English language proficiency (California Dashboard)</p> <p>1.6 CAASPP (Dashboard Indicator: Students with Disabilities Student Group) ELA/Literacy: Orange/Yellow <100 points below standard Mathematics: Orange/Yellow <100 points below standard</p> <p>The consistently Low-performing Student Group; Student with Disabilities, will demonstrate an annual growth of 5% or more on the NWEA Reading &</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Disabilities Student Group) ELA/Literacy: Orange 119.8 points below standard Mathematics: Orange 136 points below standard</p> <p>1.7 [A Baseline in NWEA Reading & Mathematics will be established with the Winter 2022-23 assessments for the consistently Low-performing Student Group: Native American]</p>	<p>1.7 (This was a new goal/action beginning in 2022-23.)</p>	<p>53% Students at or above district grade level Grade Level = Overall Performance Avg. or higher (%ile > 40%)</p> <p>1.4 31 teachers attended PLC PD</p> <p>1.5 ELD training was provided to teachers with EL students.</p> <p>English Learner Progress: 80% making progress towards English language proficiency</p> <p>Reclassification (2022-23) 21%</p> <p>1.6 CAASPP 2022 (Dashboard Indicator: Students with Disabilities Student Group) ELA/Literacy: Very Low 122.3 points below standard</p>		<p>Mathematics Winter Assessment.</p> <p>1.7 The consistently Low-performing Student Group; Native American, will demonstrate an annual growth of 5% or more on the NWEA Reading & Mathematics Winter Assessment.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Mathematics: Very Low 143.7points below standard</p> <p>1.7 New Baseline- NWEA (Winter-2022) Mathematics: 40% Native American Students at or above district grade level</p> <p>New Baseline- NWEA (Winter-2022) Reading: 45% Native American Students at or above district grade level</p>		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Increase the number of students that demonstrate proficiency in English Language Arts, Mathematics, & Science.	<p>1.1a Provide professional development on implementing Instructional Strategies, RTI strategies, student assessment and the use of one to one technology to best enhance the quality of services and learning for all. Continue with the increased certificated calendar working days for a total of 3 calendared professional development days.</p> <p>1.1b Purchase/lease of one to one technology devices for each student grades K-12 and each instructor. Purchase wireless lease to support infra-structure of one to one initiative. Purchase Learning Management Systems (LMS).</p>	\$846,197.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>1.1c Provide funds to support FTE 1.0 Intervention teacher for middle school grades. (FTE 0.5 funded with Supplemental/Concentration Funds & FTE 0.5 funded with Federal Funds)</p> <p>1.1d Provide site funding for afterschool technology PD workshops.</p> <p>1.1e Purchase materials for Science, Technology, Engineering, Art and Math (STEAM) activities at the K-8 level; provide extra-duty funds for lead teachers at the elementary/middle schools to organize STEM/STEAM. Promote STEM education through pathways at Central Valley High School and Gateway Educational Opportunities (GEO). Provide funds to support Art teachers for the high schools, and support teachers (K-8) teaching ELA & Math through the Arts.</p>		
1.2	Increase the number of student graduates college and career ready.	<p>1.2a Sites will implement plans to promote a culture of college and career readiness that includes opportunities for students to visit college campuses, technical institutes, and private business.</p> <p>1.2b Provide sections for Advanced Placement (AP) courses on the High School Master Schedule.</p> <p>1.2c The district will pay portions of the AP exam fees for all students not qualifying for state fee waivers, and pay for all 10th graders to take the pre-Academic College Testing (preACT) exams.</p> <p>1.2d The district will provide opportunities for credit recovery using Edgenuity; including summer school credit recovery.</p> <p>1.2e Students will continue to have access to a broad course of study which includes but not limited to Foreign Language classes, CTE courses, Visual and Performing Arts courses. As the district reduces cost to balance the budget, the district wants to ensure that the ROP Program remains available for students in both high schools. Site administration and site leadership teams will submit proposed master schedules for the following school-year to be reviewed at the District</p>	\$1,504,140.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Office. The schedules will be submitted in the Spring and reviewed by the District Cabinet in regards to A-G course offerings, CTE pathways, Intervention classes, credit recovery classes, AP sections, P.E. sections and minutes, instructional minutes, and bell schedule. (The scope of services is for all students.)</p> <p>1.2f Provide students K-12 with opportunities for participation in music/band programs.</p>		
1.3	Increase the number of students reading at or above grade level.	<p>1.3a Continue to support FTE 2.0 instructional coaching positions with Title II funding of \$170,3811 to help teachers analyze assessment data, align best instructional practices, and receive instructional coaching, continue to provide additional student support with teachers & paraprofessionals funded by Title I funds (\$736,234)</p> <p>1.3b Continue to purchase NWEA reading assessment tool to be used K-12; schedule reading assessment dates and data analysis dates.</p> <p>1.3c Support each site's continued implementation of an academic and behavioral intervention plan to address the needs of all students. Site intervention committees will oversee the implementation of the academic and behavioral intervention plan. The committees will include classroom teachers, instructional coaches, Special Education teachers, Speech & Language pathologist, school psychologist and site administrators. Site intervention committees will review ongoing data (i.e. behavioral referrals, attendance, reading and math assessments) and implement improvements; additional material and staffing needs, schedule changes, training and professional development.</p> <p>1.3d Provide funding to maintain Library Support Staff positions</p> <p>1.3e Provide additional instructional paraprofessional support for transitional kindergarten classes, kindergarten classes, and primary combination classrooms.</p>	\$857,208.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Teachers and administration will participate in collaborative decision making, aligning best instructional practices, and building collegial support through the Professional Learning Community (PLC) process.	<p>1.4a Minimum Day Mondays allow for scheduled collaborative time (PLCs).</p> <p>1.4b Continue to provide stipends to District PLC team leaders (25).</p> <p>1.4c Provide Professional Learning Community (PLC) time for vertical and horizontal alignment of essential standards, materials, and formative assessments.</p> <p>1.4d Provide PLC professional development to additional staff members and provide ongoing training for the PLC process and PLC leadership.</p>	\$428,027.00	Yes
1.5	Improve the academic proficiency of English Learner pupils.	<p>1.5a Provide continued services for English Learner pupils in grades TK-12. EL students need additional support in order to develop their academic skills. The additional support will be provided by a certificated teacher as the coordinator of the EL program and 2 paraprofessionals working to support the five school sites.</p> <p>1.5b Provide English Learner state approved supplemental instructional materials.</p> <p>1.5c Provide the parents of English Learners an opportunity for ESL classes so they can better support the learning of their student and improve communication with school educators.</p>	\$183,604.00	Yes
1.6	Improve the academic proficiency of Students with	1.6a Continue funding an additional Resource (RSP) teacher position to lower the teacher to pupil ratio and provide support for academic and behavioral interventions. The district RSP teacher to pupil ratio	\$1,570,472.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Disabilities, (identified as a consistently Low-performing Student Group), & students receiving interventions.	<p>was 28:1 (2015-16). Adding this position has reduced the teacher to pupil ratio to 24:1. The RSP teachers will continue to serve on site intervention committees, provide intervention support and participate in grade level PLCs. Intervention Committees will review ongoing data (behavioral referrals, attendance, reading and math assessments) and help implement recommended interventions such as; use of supplemental materials and other intervention resources, provide staff support, provide training and professional development, attend SST's and develop individual behavioral plans.</p> <p>1.6b Continue funding increased Speech Pathologist services for students in the Gateway District to lower the teacher to pupil ratio from 65+:1, to a ratio of 50:1, and provide support through site academic and behavior intervention plans. Speech Pathologists will serve on site intervention committees, provide intervention support and participate in grade level PLCs. Intervention Committees will review ongoing data (behavioral referrals, attendance, reading and math assessments) and help implement recommended interventions such as; use of supplemental materials and other intervention resources, provide staff support, provide training and professional development, attend SST's and develop individual behavioral plans.</p> <p>1.6c Continue funding increased School Psychologist services in the Gateway District to lower the psychologist to pupil ratio from 1250:1, to less than 920:1, and provide support through site academic and behavior intervention plans. School Psychologist will serve on site intervention committees, provide intervention support and participate in grade level PLCs. Intervention Committees will review ongoing data (behavioral referrals, attendance, reading and math assessments) and help implement recommended interventions such as; use of supplemental materials and other intervention resources, provide staff support, provide training and professional development, attend SST's and develop individual behavioral plans.</p> <p>1.6d Continue funding the 5 increased working days for Special Education Teaching Staff (RSP/SDC) and Speech and Language Pathologists. The increased working days will provide additional time</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>during the school year for Special Education Teaching Staff and Speech & Language Pathologists to participate on site Intervention Committees and PLCs.</p> <p>1.6e Combine part-time Special Education paraprofessional positions to create full-time paraprofessional positions as an incentive to attract more applicants to fill vacancies.</p> <p>1.6f In addition to offering extended school opportunities in the summer vacation weeks, offer extended school opportunities during the President's week off and during Spring Break.</p> <p>1.6g Through consultation with SELPA & SIL, establishing a standard for developing, monitoring, implementing and reviewing the implementation of IEPs has been identified as 'A Problem of Practice'. The district Special Education Dept. will continue to work with SELPA to establish and implement a standard for all IEPs. Provide funds for Special Education program department consultants.</p>		
1.7	<p>Improve the academic proficiency of Indian Education (Native American) students, (identified as a consistently Low-performing Student Group).</p>	<p>1.7a Continue offering an Indian Education (Native American) after-school program.</p> <p>17b Continue offering additional paraprofessional classroom support through the state and federal Native American funded programs.</p> <p>1.7c In addition to offering extended school opportunities in the summer vacation weeks, offer extended school opportunities during the President's week off, during Spring Break and Early Back.</p> <p>1.7d Through discussion with parents of Native Americans during Indian Education Parent Meetings, parent communication and parent involvement has been identified as 'A Problem of Practice'. The district Coordinator of Federal Programs will continue to work with parents of Native Americans to establish and improve communication and involvement with the Native American Community.</p>	\$152,559.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

Implementation of the actions were challenged with regards to personnel. Positions were not filled due to a lack of qualified applicants and applicants in general. Intervention/learning loss opportunities were limited due to the lack of staffing willing to work beyond the school day, despite increases in compensation for the extra work.

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

The district struggled to fill positions that were planned in the budget. Two school speech pathologist positions, along with a school psychologist were unfilled this year. The HS Art teacher was unfilled due to lack of staffing when the originally hired teacher resigned. Multiple other positions have gone unfilled and at one point this school year there were 86 vacant positions. Adjustments to the daily hours of our paraprofessional positions continues to be negotiated and adjusted to support retention and effectiveness of the positions. Additionally, one-time federal funds such as ESSR, Learning Recovery, and Educator Effectiveness were spent towards improved services.

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

Positive progress was made towards the goal. Data supports our efforts of closing the gap that was created during the pandemic and increasing academic levels per the goal. NWEA Winter assessment scores displayed a growth of 6.1% in Reading and 7.5% in Mathematics. This growth brought us within 3.5% below pre-Covid scores (NWEA Winter 2020) and moved us 2.6% above in Mathematics. These scores display a positive overall growth for our students. Student absenteeism continues to be a challenge and likely reduced the overall growth towards meeting the goal.

CTE Pathway completion has been redefined by the state and it has affected our percentages; however, CVHS has been expanding their offerings of CTE courses and we should see an increase of completers next year. A focus at CVHS to support students in a dual college enrollment program (with Shasta College) has reduced the number of students taking the AP exams.

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.

Reviewing feedback from our educational partners and considering current data, the actions will continue along with the goal of increased implementation. Feedback did indicate a need to increase positive behavioral supports. The district will continue to provide professional development to increase staffs' strategies and effectiveness in supporting student behaviors. Parent Liaisons will continue to create connections and provide support for families regarding attendance. Behavior aides and increased counseling services will further support students regarding behavior and belonging (increased attendance). The recently implemented of the student wellness curriculum will be a focus at site based PLC's to provide collegial support in program delivery.

We have made significant strides in providing multiple pathways for students to achieve college and career readiness, including strong Career Technical Education pathways and dual enrollment so that students can receive college credit while taking high school courses. The district will work with each (CSI) site that has been identified with Low-performing Student Groups, meeting monthly with site leaders and also meeting with County Office of Education support personnel to monitor and assess planned actions to target improvements. Monthly benchmark data on suspension, expulsion, and attendance will be reviewed at these meetings, along with Fall, Winter and Spring Reading and Mathematics Benchmark assessments. The district extended the focus of Goal 1 to specifically include targeting the student groups: American Indian (Native Americans) and Students with Disabilities--which have been identified as consistently Low-performing Student Groups. Collaborative work will continue with SELPA and within our own district leadership along with the newly hired Director of Special Education. Monthly SPED PLCs will increase staffs' proficiency in developing IEP's and supporting student learning.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Goal 2: Gateway Unified School District students/staff will learn and work in a healthy, safe, supportive, and caring environment as indicated by a reduction in suspension rate of 2% each year and a decrease in absenteeism of 2% each year.

An explanation of why the LEA has developed this goal.

Gateway developed this goal as part of an overall strategic plan to provide the district's Foster Youth, Low Income and English Learner students a safe and secure learning environment. All stakeholder groups indicate their primary concern is learning and working in a healthy and safe environment. The district wants to continue the work that has been done toward accomplishing this goal from the previous LCAP. The district has extended the focus of Goal 2 to include the student groups: American Indian (Native Americans) and Students with Disabilities--which have been identified as consistently Low-performing Student Groups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.0 CALPADS reporting & California School Dashboard (Suspension and Expulsion rates) P2 attendance reporting data & California School Dashboard (Chronic Absenteeism rate) Graduation rate as reported in the	The suspension rate for the district is 9.1% (Red) as reported in the California School Dashboard 2019 The suspension rate in the district for Students with Disabilities is 7.0% established in 2020-21 (This is an additional goal/action for 2022-23 school year.)	The suspension rate for the district was 6.4% as reported in DataQuest 2020-21 The suspension rate in the district for Students with Disabilities was 7.0% as reported in DataQuest 2020-21 The suspension rate for American Indian was 8.8% as reported in DataQuest 2020-21	The suspension rate for the district was 10.6% as reported in the California School Dashboard 2022 - this is a slight increase of 1.5%. The suspension rate in the district for Students with Disabilities was 10.3% as reported in the California School Dashboard 2022- This		Suspension rate for the district will improve (Yellow or better) as reported in the California School Dashboard Suspension rates for the Students Groups American Indian (Native Americans) and Students with Disabilities will improve to no more than 5.0%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>California School Dashboard</p> <p>Site and district surveys will be used to collect perceptual data from stakeholders regarding safety and school connectedness.</p>	<p>The suspension rate in the district for American Indian is 8.8% established in 2020-21 (This is an additional goal/action for 2022-23 school year.)</p> <p>The expulsion rate for the district was 0.16% as reported in DataQuest 2019-20</p> <p>The 2019-20 P2 attendance rate per site: BSA 94.40% GOES 94.76% SLS 94.91% CVHS 93.54% MLHS 85.12% GEO 79.56%</p> <p>District Chronic Absenteeism is 18.1% (Orange) as reported in the California School Dashboard 2019</p> <p>The Chronic Absenteeism rate in the district for Students with</p>	<p>The expulsion rate for the district was 0.2% as reported in DataQuest 2020-21</p> <p>The 2021-22 P1 attendance rate for the school district indicates a potential drop of 11.16% overall. Most sites have dropped an average of 8%.</p> <p>The Chronic Absenteeism for Economically Disadvantaged was 45.3% as reported in DataQuest 2020-21</p> <p>The Chronic Absenteeism for English Learners was 32.3% as reported in DataQuest 2020-21</p> <p>The Chronic Absenteeism for Foster was 29.6% as reported in DataQuest 2020-21</p>	<p>is an increase of 3.3%.</p> <p>The suspension rate for American Indian was 9.2% as reported in the California School Dashboard 2022- This is a slight increase of .4%.</p> <p>The expulsion rate for the district was 0.4% as reported in DataQuest 2021-22- This is a slight increase of .2%.</p> <p>The 2022-23 P2 attendance rate per site: BSA 90.66% GOES 91.72% SLS 92.21% CVHS 90.74% MLHS 77.35% GEO 87.91%</p> <p>Most sites dropped (when compared to pre-Covid numbers by an average 3.07%; however our alt ed site dropped by 7.77% and GEO increased</p>		<p>The expulsion rate for the district will improve to less than 0.16% as reported in DataQuest</p> <p>Improve on the 2019-20 P2 attendance rate per site: BSA 94.40% GOES 94.76% SLS 94.91% CVHS 93.54% MLHS 85.12% GEO 79.56%</p> <p>District Chronic Absenteeism (Yellow) as reported in the California School Dashboard</p> <p>Chronic Absenteeism rates for the Students Groups American Indian (Native Americans) and Students with Disabilities will improve to no more than 25.0%.</p> <p>Graduation rates: Maintain the district graduation rate --</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Disabilities is 41.2% established in 2020-21 (This is an additional goal/action for 2022-23 school year.)</p> <p>The Chronic Absenteeism rate in the district for American Indian is 46.2% established in 2020-21 (This is an additional goal/action for 2022-23 school year.)</p> <p>Graduation rates: The district graduation rate -- 90.2% (Green) as reported in the California School Dashboard 2019</p> <p>The district annual adjusted grade 9-12 dropout rate was 1.5% as reported in DataQuest & the number of middle school dropouts was 1.</p> <p>Maintain a satisfactory rating or higher on</p>	<p>The Chronic Absenteeism for Homeless was 82.9% as reported in DataQuest 2020-21</p> <p>The Chronic Absenteeism for Students with Disabilities was 41.2% as reported in DataQuest 2020-21</p> <p>The Chronic Absenteeism for American Indian was 46.2% as reported in DataQuest 2020-21</p> <p>Graduation rates: The district graduation rate -- 86.6% as reported in DataQuest 2020-21 is a decline of 3.6%</p> <p>The district annual adjusted grade 9-12 dropout rate was 1.5% as reported in DataQuest & the number of middle school dropouts was 1.</p>	<p>their attendance rate by 8.35%</p> <p>The Chronic Absenteeism for Students Economically Disadvantaged was 64.1% as reported in the California School Dashboard 2022</p> <p>The Chronic Absenteeism for English Learners was 44.6% as reported in the California School Dashboard 2022</p> <p>The Chronic Absenteeism for Foster was 57.1% as reported in the California School Dashboard 2022</p> <p>The Chronic Absenteeism for Homeless was 74.2% as reported in the California School Dashboard 2022</p> <p>The Chronic Absenteeism for</p>		<p>90.2% (Green) as reported in the California School Dashboard</p> <p>The district annual adjusted grade 9-12 dropout rate will be less than 1.5% as reported in DataQuest & the number of middle school dropouts will not increase</p> <p>Maintain a satisfactory rating or higher on annual perceptual data.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	annual perceptual data.	The district maintained a satisfactory rating or higher on annual perceptual data.	<p>Students with Disabilities was 59.3% as reported in the California School Dashboard 2022</p> <p>The Chronic Absenteeism for American Indian was 64.3% as reported in the California School Dashboard 2022</p> <p>Graduation rates: The district graduation rate -- 81.4% as reported in the California School Dashboard 2022</p> <p>The district annual adjusted grade 9-12 dropout rate was 17.5% as reported in DataQuest the number of middle school dropouts was 2.</p> <p>The district maintained a satisfactory rating or higher on annual perceptual data.</p>		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Increase attendance rates & decrease the number of student suspensions and truancy rates.	<p>2.1a Maintain funding qualified teachers for K--6 REACH opportunity classes, and paraprofessional to assist in the classes. CDS classes will be partially funded.</p> <p>2.1b System Application Tech will ensure that all data is accurate and will provide all needed data to track progress.</p> <p>2.1c Maintain funding paraprofessionals to assist with student supervision, behavioral plans and promoting positive behavior interventions.</p> <p>2.1d Employ School Resource Officer (SRO) or Probation Officer for the district and campus monitors at each school site. Hire parent/community Liaisons and district nursing staff. These resources will support Foster Youth, Low Income, English Learner students; as well as American Indian (Native Americans) and Students with Disabilities--which have been identified as additional consistently Low-performing Student Groups.</p> <p>2.1e Support a Special Education ERICS Class for students with severe behavioral concerns.</p> <p>2.1f Purchase iBoss Content Filter to prevent students from having access to inappropriate internet content. (Content Filter is included in SCOE contracted services and no longer needs to be purchased every 3 years.)</p> <p>2.1g Purchase and implement Attention2Attendace (A2A) software--A2A is an attendance intervention and parent communication program</p> <p>2.1h Maintain (or increase) the existing Site Counseling staff to collaborate on intervention strategies to aid teachers, parents and students attendance problems. (ESSER Funds will be used to increase counseling staffs)</p>	\$4,156,318.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>2.1i District Leadership will develop and implement a plan to address student wellbeing and positive choices. Each site will develop an implementation plan that is site specific and supportive of the District Plan.</p> <p>2.1j Provide funding for Attendance Clerks at the elementary, K-8 schools and Central Valley High School . Attendance Clerks will continue receiving training on A2A software and communicating with parents. The primary functions of the position will be: inputting attendance records and data; improving communications with parents; improving attendance for low-income students.</p> <p>2.1k Employ assistant principals who's primary function is to promote a safe, caring and supportive campus.</p> <p>2.1l Implement Positive Behavior Interventions and Supports (PBIS) at all schools to support Foster Youth, Low Income, English Learner students; as well as American Indian (Native Americans) and Students with Disabilities--which have been identified as additional consistently Low-performing Student Groups.</p>		

Goal Analysis [2022-23]

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

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

Relocation and expansion of the REACH opportunity program created a variety of challenges. Fully staffing the programs with qualified personnel continues to be a difficulty. All actions related to attendance were implemented; however, it is recognized that the parent liaisons have only had one year to begin building connections with families and providing supports. PBIS professional development was not offered to the extent that the district had planned. Positive behavioral supports were a recognized need in our survey to educational partners.

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.

Although our expenditures were near equal to our planned budget, data indicates that we have experienced an increased absenteeism and suspension rate which continues to challenge each school site. As we move from quarantines, school closures, and remote learning, it is apparent that the counseling, parent liaisons, campus monitors and behavior aides are vital in our team approach to support students wellbeing.

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

Our actions did not support progress towards our goal with the exception of our Homeless Chronic Absenteeism rate reduction by 8.7%. This positive reduction for the homeless population can be attributed to the District Homeless Liaison connecting with site staff (Parent Liaisons, Counselors, Attendance Clerks) to coordinate services. We believe the continued team approach will provide positive results as services and positions remain filled and functioning.

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.

Two contributing areas for concern with our Low-performing Student Groups are the high suspension rates and the high chronic absenteeism rates. The district believes that the continued team approach of services (wrap around) will support reductions in the absenteeism and suspension rates. Each site administrator(s) will meet monthly with their Action Teams to review student needs and coordinate services. Professional development in the areas of behavior management and positive incentives will equip our staff with tools and strategies to improve behaviors. District Leadership will meet monthly and review attendance and suspension data of our Low-performing Student Groups to monitor implementation of planned actions.

Through discussion with parents of Native Americans during Indian Education Parent Meetings, the district Coordinator of Indian Education will continue to work with parents of Native Americans to establish and improve communication and involvement with the Native American Community, as well as monitoring and sharing real time data regarding Native American students.

The district has increased the salary schedule for our teachers that enter alternative or opportunity type classrooms/settings. We believe that this incentive will attract qualified personnel and will also help to retain personnel in positions that are challenging. When we are able to retain personnel, we will build skill and effectiveness in the setting.

District and school site administration will work with SCOE (DA support staff) to address the identified areas of need regarding our suspension rates.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Goal 3: Gateway Unified School District will engage with the community to meet the District’s Mission and Vision. Each site will have a goal to maintain a minimum of 10% of parents/guardians completing the site survey.

An explanation of why the LEA has developed this goal.

Gateway developed this goal as part of an overall strategic plan to improve stakeholder engagement for the district's Foster Youth, Low Income and English Learner students. The district recognizes that increased stakeholder engagement promotes stronger gains in student learning. The district wants to continue the work that has been done toward accomplishing this goal from the previous LCAP.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.1 School sites will provide parents with a calendar of meetings and events for parental opportunities to participate. The calendar will include a minimum of 10 opportunities for stakeholder involvement. Each calendar will include a minimum of 1 meeting or event targeting participation in programs for parents of unduplicated pupils and 1 meeting or	3.1 District departments and school sites will record the number of parent participants at calendared meetings and events. A baseline will be establish along with goals to increase participation. Goals for increased participation will range between 2% - 5% growth depending on the establish baseline and the school site. Sign-in sheets will be available along with	3.1 District departments and school sites did not record the number of parent participants. COVID concerns forced restrictions for meetings and events. Some events were held virtually but many were canceled due to COVID concerns. The district will distributed an annual survey targeting feedback for the LCAP goals and state priorities. The district	District and School sites offered (generally) the following events this year for parents to attend: Back to School Night, Literacy and Math Night, Student Trimester Awards, Monthly Site Council Meetings, District Advisory Council Meetings, DELAC/ELAC Meetings, School Board Meetings, Sporting Events, Open House, Special Awards/Recognition		3.1 District departments and school sites will record the number of parent participants at calendared meetings and events. A baseline will be establish along with goals to increase participation. Goals for increased participation will range between 2% - 5% growth depending on the establish baseline and the school site. Sign-in sheets will be available along with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>event targeting participation for parents of individuals with exceptional needs. District departments & school sites will establish a baseline of the number of parent/community member participants that attend regularly scheduled meetings and events. [These meetings include but are not limited to: parent/teacher conference week meetings, Back-to-School Night, Open House, District Advisory Council Meetings (DAC), DELAC/ELAC Meetings, School Board Meetings, Annual LCAP Meetings and IEP Meetings.]</p> <p>Annual district and site surveys will be distributed.</p>	<p>short feedback forms when appropriate.</p> <p>The district will distribute an annual survey targeting feedback for the LCAP goals and state priorities. The district will have a goal to maintain a minimum of 10% of district parents completing the district survey.</p> <p>Each school site will distribute an annual survey asking for parental/community input on site and district issues. The district will use the annual surveys to analyze and assure the Parent and Family Engagement standard is met as described in the Local Performance Indicator Reflection Tool.</p> <p>Each site will have a goal to maintain a minimum of 10% of parents/guardians</p>	<p>received 193 parents completing survey. The district enrollment is about 2200 students with many of the students being siblings, so the district did meet the minimum of 10% of district parents completing the survey.</p> <p>Each school site distributed surveys asking for parental/community input on site and district issues. The district used the surveys to analyze and assure the Parent and Family Engagement standard is met as described in the Local Performance Indicator Reflection Tool.</p> <p>Not every site reached the minimum of 10% of parents/guardians completing the site survey.</p>	<p>Ceremonies. All events totaled 10+</p> <p>The district distributed an annual survey targeting feedback for the LCAP goals and state priorities. The district received 140 parents and over 230 students completing the survey. The district enrollment is just under 2200 students with many of the students being siblings, so the district did meet the minimum of 10% of district parents completing the survey.</p> <p>Each school site distributed surveys asking for parental/community input on site and district issues. The district used the surveys to analyze and assure the Parent and Family Engagement standard is met as described in the Local</p>		<p>short feedback forms when appropriate.</p> <p>The district will distribute an annual survey targeting feedback for the LCAP goals and state priorities.</p> <p>The district will continue to meet the Parent and Family Engagement standard as described in the Local Performance Indicator Reflection Tool.</p> <p>The district will have a goal to maintain a minimum of 10% of district parents completing the district survey.</p> <p>Each school site will distribute an annual survey asking for parental/community input on site issues. Each site will have a goal to maintain a minimum of 10% of parents/guardians</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	completing the site survey.		<p>Performance Indicator Reflection Tool.</p> <p>Many sites struggled with completion rates of their surveys resulting in sites falling short of the minimum 10% goal.</p>		completing the site survey.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Communication and participation of stakeholders will increase through ongoing district organizations and committees.	<p>3.1a Each site will ensure site council meets on a monthly basis and has representation from each identified sub group.</p> <p>3.1b Continue with the district auto dial system (School Messenger) to notify students and parents of activities and events, adding on website content management system (CMS) with a parent app, for better communication and information.</p> <p>3.1c Each site will implement an updated Parent/Guardian Participation Plan. Sites will establish an events calendar promoting parent/guardian participation in programs for unduplicated pupils and students with exceptional needs.</p>	\$15,783.00	Yes

Goal Analysis [2022-23]

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

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

The district carried out the planned events/actions, and did experience increased involvement; however, parent/guardian involvement still needs to improve. The use of the district website and school social media accounts have helped to increase support/attendance of events by parents/guardians/community members. We also feel that the full implementation of site based activities following Covid will continue to support this goal.

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.

Although planned events were carried out appropriately, the planned extra stipends for staff involvement and support was not expended.

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

With the return of our normal activities on campus' we have experienced an increased participation of our families in site functions when comparing the alternative offerings (i.e., drive thru celebrations). This did not transfer to completion rates on sites regarding surveys. Ongoing outreach and continued communication with families via the various tools (Messenger, social media, parent liaisons) will be actions moving forward.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The metrics and actions will continue without making any adjustments, as we are experiencing positive growth towards the goal.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Goal 4: Gateway Unified School District will ensure that the work force is highly qualified and well trained with 100% of certificated staff meeting credential requirements.

An explanation of why the LEA has developed this goal.

Gateway developed this goal as part of an overall strategic plan to meet the needs of the district's Foster Youth, Low Income and English Learner students. Providing students with highly qualified and well trained staff will ensure the completion of the actions embedded in all goals. The district wants to continue the work that has been done toward accomplishing this goal from the previous LCAP.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.1 CALPADS reporting. 4.2 Evaluations at the end of the program.	4.1 The district is 100% in compliance for meeting teacher credentialing requirements. 100% of all teachers have been trained in the implementation of state board adopted academic content and performance standards, including how to support EL students in access to CCSS and ELD standards.	4.1 The district is 100% compliant for meeting teacher credentialing requirements. 100% of all teachers have been trained in the implementation of state board adopted academic content and performance standards, including how to support EL students in access to CCSS and ELD standards.	The district is 100% compliant for meeting teacher credentialing requirements. 100% of all teachers have been trained in the implementation of state board adopted academic content and performance standards, including how to support EL students in access to CCSS and ELD standards. The district will continue to use the		4.1 Maintain 100% compliance for meeting teacher credentialing requirements. 100% of all teachers have been trained in the implementation of state board adopted academic content and performance standards, including how to support EL students in access to CCSS and ELD standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>The district will continue to use the Local Performance Indicator Reflection Tool to measure and assure the standard is met for Basics: Teachers, sufficient access to standards-aligned Instructional Materials, and maintain Facilities in good repair (FIT Form rating). The Local Indicator reports that there are no mis-assignments of teachers of English Learners.</p> <p>4.2 100% of teachers new to the teaching profession participate in the Tehama County Office of Education Teacher Induction Program (T-TIP). 100% of teachers new to Gateway Unified School District participate in the Gateway-Teacher Induction Program (G-TIP).</p>	<p>The district will continue to use the Local Performance Indicator Reflection Tool to measure and assure the standard is met for Basics: Teachers, sufficient access to standards-aligned Instructional Materials, and maintain Facilities in good repair (FIT Form rating). The Local Indicator reports that there are no mis-assignments of teachers of English Learners.</p> <p>4.2 100% of teachers new to the teaching profession participate in the Tehama County Office of Education Teacher Induction Program (T-TIP). Teacher Interns will enter the T-TIP program after they clear internship requirements. The Gateway-Teacher Induction Program (G-</p>	<p>Local Performance Indicator Reflection Tool to measure and assure the standard is met for Basics: Teachers, sufficient access to standards-aligned Instructional Materials, and maintain Facilities in good repair (FIT Form rating). The Local Indicator reports that there are no mis-assignments of teachers of English Learners.</p> <p>4.2 100% of teachers new to the teaching profession participate in the Tehama County Office of Education Teacher Induction Program (T-TIP). Teacher Interns will enter the T-TIP program after they clear internship requirements. The Gateway-Teacher Induction Program (G-TIP) was suspended due to COVID. The</p>		<p>The district will continue to use the Local Performance Indicator Reflection Tool to measure and assure the standard continues to be met for Basics: Teachers, sufficient access to standards-aligned Materials, and maintain Facilities in good repair (FIT Form rating). There will be no mis-assignments of teachers of English Learners.</p> <p>4.2 100% of teachers new to the teaching profession participate in the Tehama County Office of Education Teacher Induction Program (T-TIP). 100% of teachers new to Gateway Unified School District participate in the Gateway-Teacher Induction Program (G-TIP).</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		TIP) was suspended due to COVID. Some aspects of the program were shared with teachers new to the district.	program has transferred to site specific support for newly hired teachers in our district. G-TIP may start to be re-implemented in the future.		

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Work Force Requirements	4.1a Human Resource Department will continue to participate in professional development opportunities to stay current on changes in law and best practices to ensure a highly qualified staff is maintained.	\$5,000.00	Yes
4.2	New Teacher Training	4.2 New teachers will be enrolled in the Teacher Induction Program (T-TIP) offered through Tehama County Office of Education and the Gateway Teacher Induction Program (G-TIP).	\$50,400.00	Yes

Goal Analysis [2022-23]

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

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

All teachers new to the profession participated in the Tehama County Office of Education Teacher Induction Program with the exception of interns. Interns will participate when they clear internship requirements. Gateway Teacher Induction Program (G-TIP) has been put on hold for the time being. Site supports are in place for new teachers (new to Gateway and new to the profession).

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.

Other one time funds have helped to support this goal.

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

Along with mentors for our new teachers, the district provides support via the Instructional Coaches at each site. Our EL coordinator is actively involved in supporting new teachers with EL students. Site administrators work with district level administrators to identify needed professional development for our new teachers.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The goal and actions will continue with the exception of G-Tip.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	Goal 5: Gateway Unified School District will provide and maintain facilities and grounds that enhance student learning and accommodate student capacity by maintaining 100% of school sites "Good" status on the School Accountability Report Card

An explanation of why the LEA has developed this goal.

Gateway developed this goal as part of an overall strategic plan to address the needs of the district's Foster Youth, Low Income and English Learner students. The district strategic plan was developed with input from all stakeholders; parents, students, teachers, District English Learner Advisory Committee, administrators, and classified staff. All stakeholders recognized that maintaining facilities and grounds has a positive impact on student attitudes and achievement. The district wants to continue the work that has been done toward accomplishing this goal from the previous LCAP.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5.1 SARC reports, insurance inspections, 10 year maintenance plan.	5.1 Maintain 100% of school sites "Good" status on the School Accountability Report Card. The district will continue to use the	5.1 Maintained 100% of school sites "Good" status on the School Accountability Report Card. The district continues to use the	5.1 Maintained 100% of school sites "Good" status on the School Accountability Report Card. The district continues to use the		Maintain 100% of school sites "Good" status on the School Accountability Report Card.
5.2 District Technology Committee Self-Review using an annual survey to stakeholders (staff, students, & parents/guardians)	Local Performance Indicator Reflection Tool to measure and assure the standard is met for Basics: Teachers, Instructional Materials, and Facilities. The Local Indicator reports	Local Performance Indicator Reflection Tool to measure and assure the standard is met for Basics: Teachers, Instructional Materials, and Facilities. The Local Indicator reports	Local Performance Indicator Reflection Tool to measure and assure the standard is met for Basics: Teachers, Instructional Materials, and Facilities. The Local Indicator reports		Using the Local Performance Indicator Reflection Tool to measure the standard for Basics: Teachers, Instructional Materials, and Facilities, the Local Indicator will meet the standard and continue to report that

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>that Facilities are in "Good Repair".</p> <p>5.2 Maintain overall findings that stakeholders "Agree or Strongly Agree" that the district provides adequate access to, and promotes the use of, technological tools for learning.</p>	<p>that Facilities are in "Good Repair".</p> <p>5.2 Maintained overall findings that stakeholders "Agree or Strongly Agree" that the district provides adequate access to, and promotes the use of, technological tools for learning. Some student groups/sites indicated the desire for greater use of technology tools in some classrooms.</p>	<p>that Facilities are in "Good Repair".</p> <p>5.2 Maintained overall findings that stakeholders "Agree or Strongly Agree" that the district provides adequate access to, and promotes the use of, technological tools for learning.</p>		<p>Facilities are in "Good Repair".</p> <p>5.2 Maintain overall findings that stakeholders "Agree or Strongly Agree" that the district provides adequate access to, and promotes the use of, technological tools for learning.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Provide an environment that promotes student learning.	5.1 Continue with the development and implementation of the 10 year facilities plan. Maintenance Dept. District employs maintenance, grounds, and custodial staffing, and purchases supplies to maintain and repair facilities. Site inspections will be performed monthly. Facilities will be maintained to meet the educational needs of all students. All facilities will be maintained in good repair, inspected with results reported in School Accountability Report Cards (SARCs).	\$1,235,324.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Provide a highly secure technology infrastructure and thorough security processes to take advantage of the power of technology to improve learning outcomes for all students.	5.2a Continue to fund Informational Technology Technician positions. 5.2b Provide professional development to maintain highly trained & skillful technology technicians.	\$255,357.00	Yes

Goal Analysis [2022-23]

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

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

Actions were implemented as planned.

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.

Some funding from other sources were used that off set the budgeted amount. Some positions in the Maintenance and Operations and the IT Department were open or vacant longer than anticipated.

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

Staffing within the IT Department have been fairly stable allowing for timely support of issues and keeping technology performing as needed to support instruction. Long term goals and plans for updating/ maintenance items support this goal.

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.

Typical actions or updates necessary to maintain up to date technology will be carried out, otherwise there are no changes to the goal.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$6,167,058	\$643,891

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
26.94%	3.01%	\$650,617.67	29.94%

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.

Foster Youth, English Learners, and low-income students make up approximately 76% of Gateway Unified School District student enrollment. The unique needs of these students are the primary focus for each action across the entire school district. Each of Gateway's schools qualifies for the Title I school-wide program. After assessing the needs and circumstances of our low-income/foster/EL students, we have determine the following needs: lack of proficiency in ELA/Math/Science, college and career readiness, attendance and suspension rates. In order to address these needs, we will implement the following actions and services.

The following summary describes the intended use of funds and effectiveness of programs and services in meeting the goals of our enrolled Foster Youth, English Learners, and Low-Income students.

Goal 1: Assuring students meet or exceed state standards:

Action 1 -- Increasing the number of students that demonstrate proficiency in English Language Arts, Mathematics and the Sciences. Providing opportunities for staff professional development is a major tool for achieving this commitment. Funding allows for staff training and

planning toward Intervention & instructional strategies, and training on the use of technology to enhance learning. The use of technology devices and the introduction to STEM activities will help support and enhance learning, preparing students beyond their school years.

Action 2 -- Increase the number of student graduates college and career ready: Supporting school cultures to promote college and career readiness will introduce students to future possibilities. Giving students choices within a broad course of study as well as chances for credit recovery will help ensure student potential and successes.

Action 3 -- Increase the number of students reading at or above grade level: Reading at or above grade level is essential for student success. The district recognizes the need for additional resources (certificated & classified staff, a reading assessment program) to help provide reading support for struggling readers.

Action 4 -- Teachers and administration will participate in collaborative decision making, aligning best instructional practices, and building collegial support through the Professional Learning Community (PLC) process: The professional learning community model enables teachers to work together to analyze and improve instruction and student learning.

Action 5 -- Improve the academic proficiency of English Learner pupils: An EL district coordinator supports teachers and works with paraprofessionals to ensure EL students reach academic proficiency and have the necessary instructional materials.

Action 6 -- Improve the academic proficiency of Students with Disabilities & students receiving interventions: Students with disabilities accounts for approximately 21% of the district's student enrollment. Factored with district assessments that indicate over 40% of district students are below grade level in reading, mathematics, or both, promotes the need for additional certificated staff to help provide greater access to interventions.

Action 7 -- Improve the academic proficiency of Indian Education (Native American) students, (identified as a consistently Low-performing Student Group).

Goal 2: Students/staff will learn and work in a healthy, safe, supportive, and caring environment:, more supervision and classrooms designed for students struggling with attendance and/or behavior, (Assistant Principals, Counselors, Attendance Clerks, SRO, Parent Liaisons, certificated and classified staff).

Action 1 -- Increase attendance rates & decrease the number of student suspensions and truancy rates: Resources are needed to provide student accountability. Work with SCOE DA will support a plan to address this area.

Goal 3: Engage with the community to meet the District's Mission and Vision:

Action 1: Communication and participation of educational partners will increase through ongoing district organizations and committees: The district will provide support to promote educational partner engagement.

Goal 4: Ensure that the work force is highly qualified and well trained:

Action 1: Work Force Requirements: The Human Resource Department will participate in professional development to ensure high quality hiring practices for staff are maintained.

Action 2: New Teacher Training: New teachers will be enrolled in the Teacher Induction Program (T-TIP) offered through Tehama County Office of Education.

Goal 5 Provide and maintain facilities and grounds that enhance student learning and accommodate student capacity:

Action 2: Provide a highly secure technology infrastructure and thorough security processes to take advantage of the power of technology to improve learning outcomes for all students: Fund Informational Technology Technician positions and provide professional development to maintain highly trained & skillful technology technicians.

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

The district's unduplicated population represents approximately 75% of students. The district plans to use the supplemental/concentration funds generated by these students as outlined in detail in the Goals and Actions Section. All services are planned to be implemented district/school-wide because of the high percentage of targeted students. All actions/services are proposed to ensure positive outcomes for student achievement and school connectedness. The primary benefit is for the targeted students, Foster Youth, English Learners, and Low-Income students, but all students will benefit from the plan. The district believes these are the most effective uses of the additional funds to increase academic achievement and preparation for college and career. Students at all academic levels should have the opportunities to work together, collaborate, and be accountable for one another's learning. Goal 1, Action 5 is specific to only English Learners, providing support for an EL Coordinator, paraprofessionals, and EL instructional materials.

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.

Additional concentration grant add-on funding will be used to provide: an Art program at Central Valley High School (offering access to a broad course of study); employ parent/community liaisons for increased services and communication with educational partners; increasing paraprofessional positions that work directly with students to a minimum of 6-8 hours with benefits in order to incentivize hiring and retention; employ three additional campus monitors to provide a greater level of safety and security, and hire additional intervention staff.

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		17.4:1
Staff-to-student ratio of certificated staff providing direct services to students		15.75:1

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$8,775,437.00	\$2,161,087.00		\$323,865.00	\$11,260,389.00	\$9,468,710.00	\$1,791,679.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Increase the number of students that demonstrate proficiency in English Language Arts, Mathematics, & Science.	English Learners Foster Youth Low Income	\$773,745.00			\$72,452.00	\$846,197.00
1	1.2	Increase the number of student graduates college and career ready.	English Learners Foster Youth Low Income	\$844,447.00	\$507,443.00		\$152,250.00	\$1,504,140.00
1	1.3	Increase the number of students reading at or above grade level.	English Learners Foster Youth Low Income	\$796,582.00			\$60,626.00	\$857,208.00
1	1.4	Teachers and administration will participate in collaborative decision making, aligning best instructional practices, and building collegial support through the Professional Learning Community (PLC) process.	English Learners Foster Youth Low Income	\$428,027.00				\$428,027.00
1	1.5	Improve the academic proficiency of English Learner pupils.	English Learners	\$183,604.00				\$183,604.00
1	1.6	Improve the academic proficiency of Students with	English Learners Foster Youth	\$1,207,292.00	\$363,180.00			\$1,570,472.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Disabilities, (identified as a consistently Low-performing Student Group), & students receiving interventions.	Low Income					
1	1.7	Improve the academic proficiency of Indian Education (Native American) students, (identified as a consistently Low-performing Student Group).	English Learners Foster Youth Low Income	\$63,889.00	\$53,583.00		\$35,087.00	\$152,559.00
2	2.1	Increase attendance rates & decrease the number of student suspensions and truancy rates.	English Learners Foster Youth Low Income	\$4,154,761.00	\$1,557.00			\$4,156,318.00
3	3.1	Communication and participation of stakeholders will increase through ongoing district organizations and committees.	English Learners Foster Youth Low Income	\$12,333.00			\$3,450.00	\$15,783.00
4	4.1	Work Force Requirements	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
4	4.2	New Teacher Training	English Learners Foster Youth Low Income	\$50,400.00				\$50,400.00
5	5.1	Provide an environment that promotes student learning.	All		\$1,235,324.00			\$1,235,324.00
5	5.2	Provide a highly secure technology infrastructure and thorough security processes to take advantage of the	English Learners Foster Youth Low Income	\$255,357.00				\$255,357.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		power of technology to improve learning outcomes for all students.						

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$22,893,954	\$6,167,058	26.94%	3.01%	29.94%	\$8,775,437.00	0.00%	38.33 %	Total:	\$8,775,437.00
								LEA-wide Total:	\$8,775,437.00
								Limited Total:	\$8,452,347.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Increase the number of students that demonstrate proficiency in English Language Arts, Mathematics, & Science.	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$773,745.00	
1	1.2	Increase the number of student graduates college and career ready.	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$844,447.00	
1	1.3	Increase the number of students reading at or above grade level.	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$796,582.00	
1	1.4	Teachers and administration will participate in collaborative decision making, aligning best instructional practices, and building collegial	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$428,027.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		support through the Professional Learning Community (PLC) process.						
1	1.5	Improve the academic proficiency of English Learner pupils.	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$183,604.00	
1	1.6	Improve the academic proficiency of Students with Disabilities, (identified as a consistently Low-performing Student Group), & students receiving interventions.	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$1,207,292.00	
1	1.7	Improve the academic proficiency of Indian Education (Native American) students, (identified as a consistently Low-performing Student Group).	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$63,889.00	
2	2.1	Increase attendance rates & decrease the number of student suspensions and truancy rates.	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$4,154,761.00	
3	3.1	Communication and participation of stakeholders will increase through ongoing district organizations and committees.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,333.00	
4	4.1	Work Force Requirements	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
4	4.2	New Teacher Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,400.00	
5	5.2	Provide a highly secure technology infrastructure	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$255,357.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		and thorough security processes to take advantage of the power of technology to improve learning outcomes for all students.			Low Income			

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$11,242,534.00	\$10,108,782.00

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	Increase the number of students that demonstrate proficiency in English Language Arts, Mathematics, & Science.	Yes	\$682,351.00	\$481,080
1	1.2	Increase the number of student graduates college and career ready.	Yes	\$1,415,286.00	\$1,166,596
1	1.3	Increase the number of students reading at or above grade level.	Yes	\$1,668,990.00	\$1,615,938
1	1.4	Teachers and administration will participate in collaborative decision making, aligning best instructional practices, and building collegial support through the Professional Learning Community (PLC) process.	Yes	\$427,081.00	\$407,077
1	1.5	Improve the academic proficiency of English Learner pupils.	Yes	\$181,825.00	\$169,504
1	1.6	Improve the academic proficiency of Students with Disabilities, (identified as a consistently Low-performing Student Group), & students receiving interventions.	Yes	\$1,248,055.00	\$934,054
1	1.7	Improve the academic proficiency of Indian Education (Native American) students, (identified as a	Yes	\$141,396.00	\$5,699

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)
		consistently Low-performing Student Group).			
2	2.1	Increase attendance rates & decrease the number of student suspensions and truancy rates.	Yes	\$3,819,738.00	\$3,803,968
3	3.1	Communication and participation of stakeholders will increase through ongoing district organizations and committees.	Yes	\$19,789.00	\$4,193
4	4.1	Work Force Requirements	Yes	\$5,000.00	0
4	4.2	New Teacher Training	Yes	\$58,800.00	\$50,600
5	5.1	Provide an environment that promotes student learning.	No	\$1,374,910.00	\$1,281,883
5	5.2	Provide a highly secure technology infrastructure and thorough security processes to take advantage of the power of technology to improve learning outcomes for all students.	Yes	\$199,313.00	\$188,190

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
5,739,670	\$7,886,468.00	\$7,015,189.00	\$871,279.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Increase the number of students that demonstrate proficiency in English Language Arts, Mathematics, & Science.	Yes	\$667,933.00	476,089		
1	1.2	Increase the number of student graduates college and career ready.	Yes	\$936,823.00	709,731		
1	1.3	Increase the number of students reading at or above grade level.	Yes	\$669,617.00	634,615		
1	1.4	Teachers and administration will participate in collaborative decision making, aligning best instructional practices, and building collegial support through the Professional Learning Community (PLC) process.	Yes	\$427,081.00	407,077		
1	1.5	Improve the academic proficiency of English Learner pupils.	Yes	\$178,211.00	165,405		
1	1.6	Improve the academic proficiency of Students with Disabilities, (identified as a	Yes	\$946,592.00	610,162		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		consistently Low-performing Student Group), & students receiving interventions.					
1	1.7	Improve the academic proficiency of Indian Education (Native American) students, (identified as a consistently Low-performing Student Group).	Yes	\$5,496.00	6,699		
2	2.1	Increase attendance rates & decrease the number of student suspensions and truancy rates.	Yes	\$3,781,502.00	3,762,428		
3	3.1	Communication and participation of stakeholders will increase through ongoing district organizations and committees.	Yes	\$10,100.00	4,193		
4	4.1	Work Force Requirements	Yes	\$5,000.00	0		
4	4.2	New Teacher Training	Yes	\$58,800.00	50,600		
5	5.2	Provide a highly secure technology infrastructure and thorough security processes to take advantage of the power of technology to improve learning outcomes for all students.	Yes	\$199,313.00	188,190		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
21,641,985	5,739,670	8.90%	35.42%	\$7,015,189.00	0.00%	32.41%	\$650,617.67	3.01%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022