LCFF Budget Overview for Parents

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name: Shasta Union Elementary School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDS Code: 45-70128-6050546</td>
</tr>
<tr>
<td>School Year: 2022-23</td>
</tr>
<tr>
<td>LEA contact information:</td>
</tr>
<tr>
<td>Robert J Adams</td>
</tr>
<tr>
<td>Superintendent</td>
</tr>
<tr>
<td><a href="mailto:rjadams@rsdnmp.org">rjadams@rsdnmp.org</a></td>
</tr>
<tr>
<td>530-225-1110</td>
</tr>
</tbody>
</table>

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

**Budget Overview for the 2022-23 School Year**
This chart shows the total general purpose revenue Shasta Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Shasta Union Elementary School District is $1,505,079, of which $1,024,518 is Local Control Funding Formula (LCFF), $78,742 is other state funds, $125,415 is local funds, and $276,404 is federal funds. Of the $1,024,518 in LCFF Funds, $93,925 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
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 Shasta Union Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Shasta Union Elementary School District plans to spend $1,569,154 for the 2022-23 school year. Of that amount, $151,105 is tied to actions/services in the LCAP and $1,418,049 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The District priority is for students to achieve academic excellence with a commitment to maintaining fiscally responsible practices. The District’s budget other than specific actions noted in the LCAP consists of general operating expenditures, such as general education classroom Teachers, Special Education services, Instructional Assistants, Instructional Materials, Transportation services, Athletics, Utilities, Custodial services, Maintenance services, Technology Support, and general supplies. The District continues to balance the budget against ongoing rising costs related to pensions and Special Education services.

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

In 2022-23, Shasta Union Elementary School District is projecting it will receive $93,925 based on the enrollment of foster youth, English learner, and low-income students. Shasta Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Shasta Union Elementary School District plans to spend $143,641 towards meeting this requirement, as described in the LCAP.
LCFF Budget Overview for Parents

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

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

The text description of the above chart is as follows: In 2021-22, Shasta Union Elementary School District's LCAP budgeted $107,705 for planned actions to increase or improve services for high needs students. Shasta Union Elementary School District actually spent $150,405 for actions to increase or improve services for high needs students in 2021-22.
Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shasta Union Elementary School District</td>
<td>Robert Adams, Superintendent</td>
<td><a href="mailto:rjadams@rsdnmp.org">rjadams@rsdnmp.org</a>, 530-225-0011</td>
</tr>
</tbody>
</table>

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

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The applicable funds provided through the Budget Act of 2021 were included in Shasta Union Elementary's Local Control Accountability Plan and subsequent community engagement meetings.

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

In order to maintain local public health guidance, additional staffing was included for the 2021-2022 school year, including both certificated and classified positions. In addition, certificated staff were hired to provide additional learning support to students who were identified through local assessments, including Foster Youth, English Learners, and Low Income students. Additional classified personnel were hired to support the work completion of students, including Foster Youth, Low Income, and English Learners. Extra classified support staff was also added to
support the cleaning of each campus to mitigate COVID19.

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

The District held numerous community engagement opportunities during the 2020-21 school year and continues in the 2021-22 school year to inform and solicit feedback for the development of the Local Control Accountability Plan (LCAP). These opportunities included Parent Advisory meetings, District Advisory meetings, public Board of Trustees meetings, Site Council meetings, as well as meetings with Union representatives and District staff.

The feedback was used in the development of the LCAP. A regularly scheduled Governing Board meeting was held on June 21, 2021 and on June 28, 2021 in order to discuss, gain additional feedback and to adopt the LCAP.

Continuing to consult and collaborate with local tribal leaders to gain ideas for effective methods of support for academics, social emotional learning, and cultural needs. A possible action may include a personnel services agreement between the tribes and District to support students academic, social emotional, and cultural needs. Tribal consultation has been scheduled and will be used in the revision and monitoring of the plan.

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

The American Rescue Plan Act funding will be used to support homeless students in the District through the support and provision of transportation, educational materials and supplies, the distribution of school supplies, the provision of store cards/prepaid debit cards to purchase materials necessary for students to participate in school activities, eyeglasses, and paying for short term, temporary housing to enable homeless youth to attend and to participate in school.

ESSER funding supports the implementation of strategies for continuous and safe in-person learning, which includes educational software to increase achievement; Social Emotional Learning (SEL) activities; additional staff to support SEL needs, academic needs, assessment needs, and environmental safety needs (which includes updated HVAC systems).

The challenges that present themselves during this time are the lack of eligible applicants to fill posted positions to support the needs of students.
A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The Safe Return to In-Person Instruction and Continuity of Service Plan and the ESSER III Expenditure Plan are all in alignment with the four goals of the Local Control Accountability Plan. Each plan supports the academic, social emotional learning, and the environmental needs of students during the COVID19 pandemic. Each plan presents strategies and actions that fit under the four umbrella goals of the District's Local Control Accountability Plan.

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

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

Introduction

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

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

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.
The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

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

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

**Instructions**

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

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

**Prompt 1:** “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

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

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

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

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.
In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

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

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

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

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

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

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

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

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

California Department of Education
November 2021
Local Control Accountability Plan

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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
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<tbody>
<tr>
<td>Shasta Union Elementary School District</td>
<td>Robert J Adams</td>
<td><a href="mailto:rjadams@rsdnmp.org">rjadams@rsdnmp.org</a></td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td>530-225-1110</td>
</tr>
</tbody>
</table>

Plan Summary [2022-23]

General Information

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

PROFILE:
The Shasta Union Elementary School District is located in Northern California, 220 miles northeast of San Francisco in Shasta County, and was established in 1853. Shasta Union Elementary School District serves 100 TK/Kindergarten through 8th-grade students. This also includes a home school program. The District is a part of the New Millennium Partnership, which also includes Redding and Igo-Ono-Platina School Districts. This unique partnership allows Shasta active support, collaboration, and staff training with other school sites not typically available to single school districts. Shasta Union Elementary student population is comprised of 79.82% Caucasian, 1.75% Black/African American, 12.28% Hispanic, 0.88% Asian, 1.75% Native Hawaiian/Other Pacific Islander, and 3.51% American Indian. 42% of our students are enrolled in the free/reduced lunch program.

MISSION STATEMENT:
Shasta Union Elementary School offers a student-centered education based on the philosophy and methods of Maria Montessori. Each student is supported and challenged to discover their strengths, be critical thinkers, life-long learners, and contributing members of the community.
VALUES AND BELIEFS:
- Love of Learning
- Individuality
- Creativity/Curiosity
- Self-Esteem
- Community
- World Peace
- Freedom of Choice
- Discover
- Self-Motivation
- Respect
- Independence
- Collaboration
- Initiative

By respecting the individuality of the child and allowing freedom of choice, we facilitate the natural creativity and curiosity of the child to thrive. When invited to take the initiative in their learning, the child develops self-motivation and the ability to learn with independence. This, in turn, nurtures a love of learning that enhances the student’s self-esteem, inspiring them to discover the world around them. In collaboration with others, a true awareness of one’s place in a community is established. This empowers Montessori students to become active citizens in their communities, promoting peaceful and inclusive collaboration amidst diversity.

Closing the achievement gap is a priority at Shasta Union Elementary School. Intervention approaches for struggling readers include: Read Naturally, Lexia Core 5, fluency progress monitoring, Macmillan/McGraw-Hill Triumphs, and AR Reading programs. We also use IO as our student assessment and data management program.

In addition to standard curriculum offerings and the above-mentioned interventions, students have many options for educational support such as the use of computers and iPads, and web-based instructional programs. Our 4th through 8th grades have 1 to 1 Chromebooks.

Recognizing the importance of the arts in education, Shasta Union Elementary offers music and visual arts for all grades. Shasta Union Elementary School is using the Montessori approach/philosophy in all classrooms, with a STEAM focus (Science, Technology, Engineering, Arts, and Mathematics). We also offer a Friday enrichment program. This program includes gardening, sewing, i-Craft (business), and cooking.

Our after-school program, Project SHARE, features an academic component as well as enrichment for all students. Enrichments include a robotics program, gardening and sewing clubs, and daily art projects.
The district is proud of its highly motivated staff, which implements rich, innovative programs for children but recognizes that good first instruction; frequent checks for understanding and re-teaching remain hallmarks of effective instructional programs.

The community, through foundations, grants, local PTA, and active parent involvement supports the staff. Additionally, community support to the district is received by numerous business and philanthropic partnerships including the Masons, Wal-Mart, Target, Healthy Start, Redding Rancheria, and Shasta Regional Community Foundation.

Positive Behavior Instructional Support (PBIS) a research-based program which addresses the need to create a positive school-wide discipline system fostering safe respectful and responsible behavior, is a key component used to create classroom environments conducive to learning and playground that are safe on both physical and emotional levels. In addition, teachers use the Second Step violence prevention program in the classroom and My Best Me. All teachers have also received Capturing Kids Hearts training.

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

The District has reviewed local and State data in the evaluation and development of the LCAP. The data demonstrate several areas that continue to show progress or positive results. Shasta maintains 0% of teacher misassignments as well as 100% textbook sufficiency. Work with Social Emotional and trauma-based practices has allowed the suspension results to be maintained at 0% as reflected in Dataquest. The District supports aides to help implement the California-aligned Montessori instructional materials to continue the increase of student achievement. The Chronic Absenteeism rate continues to fall to a current low of 9.8% for 2021, as reflected in Dataquest. In addition, Shasta Union continues to maintain achievement in English Language Arts as reflected by multiple measures. A counselor will continue to provide services to meet the social emotional needs of students. In addition, the assistance of extra staffing and hours to provide tutoring for some students will continue.

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.

Attendance will continue to be an area of focus as we know that when kids are at school, kids will learn. Shasta Union will continue to maintain its School Attendance Review Team. This team identifies the needs of families before and after they reach the status of Chronic Absenteeism. Math will continue to be an area of focus based on local data. Due to this, Shasta Union will continue to implement an intervention math program, called Symphony. The Dibels math screener has also been implemented. The District will continue to invest in Multi-Tiered System of Support (MTSS), and intervention services to meet the instructional needs of at-risk students at all grade levels. We are also continuing to invest in staff development for teachers and collaborative processes regarding the implementation of state standards. The addition of high interest and high engaging Montessori materials may also help with absenteeism. We will continue to look for ways to
support trauma-informed instruction through training and other supporting practices. In addition, the District will continue to offer additional learning opportunities for Shasta Union Elementary students by offering extra tutoring and participation in Redding School District's summer school to be held in June, 2022.

## LCAP Highlights

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

<table>
<thead>
<tr>
<th>Goal 1: High academic achievement for all students while closing the achievement gap for our underperforming student groups.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The District has developed a strong emphasis on staff development and teacher collaboration with services that include three staff development days and Intervention services.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 2: Provide access to a broad and challenging curriculum through the Montessori process to leverage the Portrait of a Graduate competency (Adaptability, Communication, Critical Thinking, Empathy, Perseverance, Responsibility) to prepare students for college, the workplace, and the transition to adulthood.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The actions include instructional support by maintaining a strong technology infrastructure and providing instructional software to all grade levels. The District will be enhancing its Montessori program with Portrait of a Graduate competency skills to improve access to college, career, and future job opportunities for students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 3: Provide clean, safe, functional, and well-maintained facilities with positive learning climates that challenge bias, support the social, emotional, and physical needs of students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The District has developed services that include services provided by a Counselor to support the individualized needs of students in a supportive and therapeutic environment. The District is devoted to allocating resources to maintain and improve facilities in a proactive rather than reactive manner that includes ongoing site inspections as well as an annual maintenance plan for each site.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 4: Increase engagement and collaboration among students, parents, staff, and other stakeholders.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The District supports a School Attendance Review Team to ensure students attend school at high levels. The District is committed to growing parent engagement and other community collaboratives in order to engage all stakeholders.</td>
</tr>
</tbody>
</table>
## 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.

<table>
<thead>
<tr>
<th>N/A</th>
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</table>

### Support for Identified Schools

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

<table>
<thead>
<tr>
<th>N/A</th>
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### Monitoring and Evaluating Effectiveness

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

<table>
<thead>
<tr>
<th>N/A</th>
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</table>
Engaging Educational Partners

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

In developing the 2021-2024 LCAP, Shasta Union Elementary School District used multiple opportunities to engage with parents, staff, and stakeholders. The efforts began early in the year with engagement meetings at every site in the District followed by stakeholder meetings, administration hearings, and various other advisory meetings. These engagement opportunities are outlined as follows:

District Meetings:
- Cabinet Meetings (weekly)
- Curriculum and Instruction (monthly)
- Leadership Meetings (monthly)
- Development Meetings (monthly)

Road Show (staff engagement):
- 9/20/21

Site Meetings (locally scheduled meetings):
- Staff meetings (monthly)
- School Site Council meetings: 1/24/22

Mid Year Study Session
- January 21, 2022

Parent Advisory Committee:
- 9/15/21
- 11/3/21
- 1/19/22
- 3/2/22
- 6/1/22

Parent Advisory Committee meetings:
- 9/28/21
- 2/15/22
- 5/17/22

Annual Union Consultation meetings: classified and certificated input was on May 12, 2022
Surveys:
- Staff Survey February
- Site Parent Survey February
- Student Survey February

Initial Public Hearing of the LCAP:
- June 20, 2022 at a regularly scheduled Board meeting

LCAP submitted for Board approval,
- June 27, 2022 at a regularly scheduled Board meeting

Stakeholders were notified of the Mid-Year Study Session and given opportunity to participate in the process. Personal invites went out to teachers, staff, administration, families, and community members through multiple means. Site administrators held follow-up meetings with parent groups based upon the Mid-Year Study Session and LCAP development discussions. Data, actions, and services were shared at all meetings.

A summary of the feedback provided by specific educational partners.

Due to the feedback of stakeholders, which includes parents, students, teachers, classified, the community and the Parent Advisory Committee, the District will maintain the employment of a school counselor. The PAC would like the District to continue looking for a similar "WES Camp - like" experience for district - wide 5th grade students (that includes staying overnight). Due to the CARR Fire, the local overnight Whiskeytown Environmental School (WES) has been closed. Following the fire, COVID 19 put environmental school opportunities on hold. In addition, the Portrait of a Graduate attributes will be implemented. These are the soft skills students will gain that increase academic and social emotional success.

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

Shasta Union will maintain a school counselor and the implementation of the Portrait of a Graduate attributes based on parent and staff feedback. In addition, opportunities to attend meetings in person as well as virtual will continue as parents state that virtual meetings are easier to attend.
### Goals and Actions

#### Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>High academic achievement for all students while closing the achievement gap for our underperforming student groups.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Based on local and state measures, Shasta Union School District will continue to promote equity and access for all students while working to eliminate some predictability of achievement based on any demographic category.

#### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learner Reclassification rate</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Teachers reporting they are prepared to teach how English Learner's will access the Common Core State Standards and English Language Development standards</td>
<td>66% of responding teachers (3) feel prepared to teach EL’s how to access the CCSS and the ELD standards while 33% feel neutral</td>
<td>50% of 6 teacher respondents feel very prepared or prepared</td>
<td></td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>Percentage of English Learner's making progress toward English proficiency through the ELPAC</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>CAASPP Science Achievement Growth</td>
<td>TBD</td>
<td>N/A for 2021</td>
<td></td>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
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<tr>
<td>CAASPP ELA Achievement Growth</td>
<td>13.3 points above standard in 2019</td>
<td>N/A for 2021</td>
<td></td>
<td></td>
<td>22.3 points above standard</td>
</tr>
<tr>
<td>CAASPP Math Achievement Growth</td>
<td>25.5 points below standard in 2019</td>
<td>N/A for 2021</td>
<td></td>
<td></td>
<td>16.5 points below standard</td>
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<tr>
<td>Annual Board Resolution on</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
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<tr>
<td>California state standards</td>
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<td></td>
</tr>
<tr>
<td>textbook sufficiency and that</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>every student has sufficient</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>access</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers reporting they are</td>
<td>85.5% of teachers feel prepared to teach the</td>
<td>83.3% of 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>prepared to teach the CCSS.</td>
<td>California Common Core State Standards (CCCSS)</td>
<td>teacher</td>
<td></td>
<td></td>
<td>90%</td>
</tr>
<tr>
<td>Master schedule- all pupils</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>have access to all courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>as evidenced by school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>schedule</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd - 8th Grade Star Reading</td>
<td>56.48% proficient</td>
<td>43%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd - 8th Grade Star Math</td>
<td>52% are proficient</td>
<td>35%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>67%</td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Develop and implement 3 Staff</td>
<td>Conduct professional development and teacher collaboration to increase preparedness in implementing the California Common Core State Standards, English Language Development Standards, and</td>
<td>$7,357.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

2022-23 Local Control Accountability Plan for Shasta Union Elementary School District
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Development Days for Teachers</td>
<td>inclusive strategies to increase outcomes for Special Education students. Continue to train teachers on devices, software and tools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>Collaboration Mondays</td>
<td>Conduct teacher collaboration to share effective instructional strategies to address engagement and culture for the lowest performing students (that substantially include Low income, English Learners, and Foster Youth).</td>
<td>$12,895.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.3</td>
<td>Staff Development</td>
<td>High-quality staff development around the Common Core State Standards and the Montessori Method of teaching as well as the 8 Key practices (Evidence-Based Content Instruction; Culturally and Linguistically Responsive Pedagogy; Collaboration; Positive Behavior Strategies; Flexible Grouping; Explicit, Targeted Instruction; Universal Design for Learning; Strategy Instruction to increase achievement for all, specifically targeting Low Income, English learners, and Foster Youth.</td>
<td>$4,050.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.4</td>
<td>Increased Intervention</td>
<td>Increase intervention for low achieving students (that substantially include Low Income, English Learners, and Foster Youth). Aide support for non-IEP students based on need.</td>
<td>$37,975.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.5</td>
<td>Partnership ESL Coordinator and Support Team</td>
<td>Partnership will provide ELS Coordinator &amp; Support Team for English Learners &amp; Redesignated fluent English proficient.</td>
<td>$750.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.6</td>
<td>NGSS Materials</td>
<td>Adopt materials aligned to State approved Next Generation Science Standards (NGSS).</td>
<td>$1,364.00</td>
<td>No</td>
</tr>
</tbody>
</table>
### Goal Analysis [2021-22]

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

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

The majority of the actions for Goal 1 were completed. However, action 1.6 did not take place as teachers wanted more time to pilot due to the impact of COVID. Action 1.8 will be pushed to the 22/23 school year due to the math adoption timeline being extended due to COVID 19.

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.

Action 1.6 and 1.8 will take place in the 22/23 school year due to the impact of COVID 19. Therefore, the money that was not spent in 21/22 will be spent in 22/23.

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

Due to the impact of COVID 19 and following the public Health Guidance, the measures show some decreases in outcomes. Shasta is a small population and slight changes can make a large statistical difference in data.

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

**Goal:** There were no changes to Goal 1.

**Metrics:** There were no changes to the metrics.

**Desired Outcomes:** Shasta will continue to focus on increasing the achievement of all students, specifically Low Income, Foster Youth, and Homeless.
Actions: No new actions were added to Goal 1.

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

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Provide access to a broad and challenging curriculum through the Montessori process to leverage the Portrait of a Graduate competencies (Adaptability, Communication, Critical Thinking, Empathy, Perseverance, Responsibility) to prepare students for college, the workplace, and the transition to adulthood.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Continue to expose and prepare our students for evolving future opportunities that require unique skills and raise the importance of our six learning dispositions so students can navigate complex life environments.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connectedness 4th-8th</td>
<td>75% of students feel connected</td>
<td>N/A due to 21 respondents</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Maintaining a broad course of study</td>
<td>The principal will verify and maintain a broad course of study for all students as defined in California Education Codes 51210(K-6) and 51220(7-8) as evidenced by school schedules to be reviewed by site administration.</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>2.2</td>
<td>Site Administrator Support of Portrait Competencies</td>
<td>Site administrator training, coaching, and supporting Portrait of a Graduate Competencies (Adaptability, Communication, Critical Thinking, Empathy, Perseverance, Responsibility) to prepare students for college, the workplace, and the transition to adulthood. This action is principally directed at supporting Low-Income, Foster Youth, and English Learner students.</td>
<td>$25,340.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### Action 
<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3</td>
<td>&quot;Wes Camp&quot; like activities</td>
<td>Support student participation at &quot;WES Camp&quot; like activities. Allocate funds based on Unduplicated Percentage of Low-Income, English Learner, and Foster Youth.</td>
<td>$3,000.00</td>
</tr>
</tbody>
</table>

### Goal Analysis [2021-22]
An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

All of the actions in Goal 2 were implemented for the 21/22 school year.

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

There were no material differences between the budgeted expenditures and the estimated actual expenditures.

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

These actions were implemented and the individual results of a survey were positive. However, due to the student group size, these results can not be shared out due to statistical soundness.

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

Goal: There were no changes to Goal 2.

Metrics: There were no changes to the metrics.

Desired Outcomes: Shasta will continue to focus on increasing the connectedness of all students, specifically Low Income, Foster Youth, and Homeless. Due to the student population size at Shasta, there is no data to report out.

Actions: No new actions were added to Goal 2.
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

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Provide clean, safe, functional, and well-maintained facilities with positive learning climates that challenge bias, support social, emotional, and physical needs of students.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Continue to build greater joy and a sense of belonging within all stakeholders while at our school.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension rate</td>
<td>0%</td>
<td>0% in 2021 as reported in Dataquest</td>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Kids Safety Survey for 4th-8th</td>
<td>87% of students in 4th-8th grade report feeling safe</td>
<td>N/A due to 21 respondents</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Teachers: Fully credentialed and appropriately assigned</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Monthly facilities and safety inspection report</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Williams Report of facilities complaints</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Parent Survey of Facilities: Clean, safe, and functional</td>
<td>90% of respondents report being very satisfied/ satisfied with 73% of 11 parent respondents are very satisfied or satisfied (80 emailed)</td>
<td>73% of 11 parent respondents are very satisfied or satisfied (80 emailed)</td>
<td>90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Staff Survey of Facilities: Clean, safe, and functional</td>
<td>81.8% of respondents (11) report being very satisfied/ satisfied with maintenance of the facilities.</td>
<td>53.3% of 15 staff state very satisfied or satisfied</td>
<td>90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Survey, Teachers stating they are prepared to use appropriate accommodations, supports, and instructional strategies to support Students with Disabilities</td>
<td>100% of responding teachers (3) are prepared to use appropriate accommodations, supports, and instructional strategies to support Students with Disabilities.</td>
<td>83.3% of teacher respondents feel very prepared or prepared</td>
<td>90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Survey, Teachers reporting percentage of classrooms using strategies from Capturing Kids Hearts</td>
<td>100% of responding teachers (3) use Capturing Kids Hearts.</td>
<td>100% of 6 teacher respondents are implementing Capturing Kids Hearts</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expulsion rate</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Monthly site inspections</td>
<td>District will perform monthly site inspections to review site condition as defined in Education Code.</td>
<td>$500.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>3.2</td>
<td>Maintain annual maintenance account</td>
<td>An appropriate plan will be developed and implemented to address maintenance needs. Maintain annual maintenance account.</td>
<td>$3,350.00</td>
<td>No</td>
</tr>
<tr>
<td>3.3</td>
<td>Counselor</td>
<td>Provide a counselor principally directed toward Low Income, English Learners, and Foster Youth students to support social, and emotional needs. To be share with partner district (Igo Ono Platina)</td>
<td>$39,334.00</td>
<td>Yes</td>
</tr>
<tr>
<td>3.4</td>
<td>Capturing Kids Hearts</td>
<td>Provide workshops for any untrained site administrators and teachers in Capturing Kids Hearts, a training provided by the Flippen Group, as well as other District-wide implementation strategies.</td>
<td>$2,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>3.5</td>
<td>SEL Materials and support</td>
<td>Provide Social/Emotional materials and curriculum.</td>
<td>$2,000.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

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

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

All actions in Goal 3 were completed.

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

There are no material differences between budgeted and actual expenditures.

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

The metrics showed slight decreases in the clean, safe, and functionality of the campus. This could be in correlation due to COVID 19.
A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal: There were no changes to Goal 3.

Metrics: There were no changes to the metrics.

Desired Outcomes: Shasta will continue to focus on providing a clean and safe environment for all students, specifically Low Income, Foster Youth, and Homeless.

Actions: No new actions were added to Goal 3.

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

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Increase engagement and collaboration among students, parents, staff, and other stakeholders.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Continue to engage, empower, and connect all stakeholder groups in order to increase student performance academically, socially, and emotionally.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism Rate</td>
<td>11% in 2021 as locally monitored</td>
<td>9.8% as of 2021 in Dataquest</td>
<td></td>
<td></td>
<td>9.5%</td>
</tr>
<tr>
<td>Parent Survey participation rate</td>
<td>10 respondents</td>
<td>11 respondents</td>
<td></td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>School Site Council participation</td>
<td>minimum of 5 meetings were held</td>
<td>maintained 5 meetings</td>
<td></td>
<td></td>
<td>5 meetings</td>
</tr>
<tr>
<td>Parent Advisory Council participation</td>
<td>1 participant</td>
<td>1 participant</td>
<td></td>
<td></td>
<td>1 participant</td>
</tr>
<tr>
<td>Middle school dropout rate</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Average Daily Attendance</td>
<td>96.12%</td>
<td>93.40%</td>
<td></td>
<td></td>
<td>96.5%</td>
</tr>
</tbody>
</table>

Actions
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Access to tools to increase parent engagement</td>
<td>Provide access to tools that increase parent engagement, student learning, and student efficiency. (Software, Web-based products, Devices, Digital Textbooks).</td>
<td>$500.00</td>
<td>No</td>
</tr>
<tr>
<td>4.2</td>
<td>Implementing effective school and district-level committees</td>
<td>The District will provide tools, resources, and training needed to establish and implement effective school and District-level committees, including School Site Council (SSC), Site Leadership Team (SLT), and the District Advisory Council for Compensatory Education (DAC) in order to attract parents especially from unduplicated groups.</td>
<td>$500.00</td>
<td>No</td>
</tr>
<tr>
<td>4.3</td>
<td>Implementing meaningful engagement opportunities</td>
<td>All parents/guardians/community members including parents of students with disabilities as well as parents of unduplicated student groups will be provided meaningful engagement opportunities with book talks, informal coffee dialog gatherings, advisory groups, parent education nights or other virtual offerings.</td>
<td>$500.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4.4</td>
<td>Parent Contact</td>
<td>Make personal contact with parents in order to encourage their participation within site council or school based meetings.</td>
<td>$1,250.00</td>
<td>No</td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

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

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

All actions in Goal 4 were completed.

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

There are no material differences between budgeted and actual expenditures.
An explanation of how effective the specific actions were in making progress toward the goal.

The metrics showed slight decreases in the clean, safe, and functionality of the campus. This could be in correlation due to COVID 19.

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

Goal: There were no changes to Goal 4.

Metrics: There were no changes to the metrics.

Desired Outcomes: Shasta will continue to focus on providing a clean and safe environment for all students, specifically Low Income, Foster Youth, and Homeless.

Actions: No new actions were added to Goal 4.

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 [2022-23]

<table>
<thead>
<tr>
<th>Projected LCFF Supplemental and/or Concentration Grants</th>
<th>Projected Additional LCFF Concentration Grant (15 percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$93,925</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

**Required Percentage to Increase or Improve Services for the LCAP Year**

<table>
<thead>
<tr>
<th>Projected Percentage to Increase or Improve Services for the Coming School Year</th>
<th>LCFF Carryover — Percentage</th>
<th>LCFF Carryover — Dollar</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.46%</td>
<td>0.00%</td>
<td>$0.00</td>
<td>10.46%</td>
</tr>
</tbody>
</table>

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.

**Goal 1: Action 1 - $7,357**

Conduct professional development and teacher collaboration to increase preparedness in implementing the California Common Core State Standards, English Language Development Standards, and inclusive strategies to increase outcomes for Special Education students. Continue to train teachers on devices, software and tools.

This action is effective as it allows for increased strategic teaching that addresses specific needs of students from the above-mentioned groups and supports the academic and social/emotional needs of those students.

**Goal 1: Action 2 - $12,895**

Conduct teacher collaboration to share effective instructional strategies to address engagement and culture for the lowest performing students (that substantially include Low income, English Learners, and Foster Youth).
This action is effective as it allows for teachers to engage at the local level in collective collaboration in order to better serve students needs in the targeted areas of social/emotional, academics, and portrait learning skills.

Goal 1: Action 3 - $4,050
High-quality staff development around the Common Core State Standards and the Montessori Method of teaching as well as the 8 Key practices (Evidence-Based Content Instruction; Culturally and Linguistically Responsive Pedagogy; Collaboration; Positive Behavior Strategies; Flexible Grouping; Explicit, Targeted Instruction; Universal Design for Learning; Strategy Instruction to increase achievement for all, specifically targeting Low Income, English learners, and Foster Youth.

This action is effective as it allows for increased teaching aligned to California Standards and gives clearer access to learning for Low Income, English Learners, and Foster Youth to grade level instructional materials and strategies.

Goal 1: Action 4 - $37,975
Increase intervention for low achieving students (that substantially include Low Income, English Learners, and Foster Youth) on each campus. Aide support for non-IEP students based on need.

This action is effective as it allows for increase scaffolding for students while receiving additional academic and social/emotional support in Tier 2 and Tier 3 strategies.

Goal 1: Action 5 - $750
Partnership will provide ELS Coordinator & Support Team for English Learners & Redesignated fluent English proficient.

This action is effective as it provides support to teachers in the provision of ELD strategies that are effective for the four levels of ELPAC. In addition, this positively impacts the grouping of students for Tier II supports, along with the additional daily instruction.

Goal 1: Action 7 - $8,440
Provide access to enhanced learning software (Lexia, Power Up, Spelling City) to principally benefit Low Income, Foster Youth, and English Learners.

This action is effective as it creates the environment in which students make connections with successful skills that will enhance learning for life.
Goal 2: Action 2 - $25,340
Site administrator training, coaching, and supporting Portrait of a Graduate Competencies (Adaptability, Communication, Critical Thinking, Empathy, Perseverance, Responsibility) to prepare students for college, the workplace, and the transition to adulthood. This action is principally directed at supporting Low-Income, Foster Youth, and English Learner students.

This action is effective as it creates the environment in which students make connections with successful skills that will enhance learning for life.

Goal 2: Action 3 - $3,000
Support student participation at WES Camp. Allocate funds based on Unduplicated Percentage of Low-Income, English Learner, and Foster Youth.

This action is effective as it allows for the opportunity for students from Low Income, Foster Youth, and English Learners to take part in the outdoor science day camps without fundraising as a barrier.

Goal 3: Action 3 - $39,334
Provide a counselor principally directed toward Low Income, English Learners, and Foster Youth students to support social, and emotional needs.

This action is effective as it provides targeted daily support to all students in the areas of social/emotional, academics, and Portrait skills. This primarily impacts students who are Low Income, English Learners, and Foster Youth as they will support the campus wide and Tier implementation of targeted SEL strategies to support these students.

Goal 3: Action 4 - $2,000
Provide workshops for any untrained site administrators and teachers in Capturing Kids Hearts, a training provided by the Flippen Group, as well as other District-wide implementation strategies.

This action is effective as it connects students with social/emotional supports so they can engage in their learning.

Goal 3: Action 5 - $2,000
Provide Social/Emotional materials and curriculum.

This action is effective as it connects students with social/emotional supports so they can engage in their learning.

Goal 4: Action 3 - $500

All parents/guardians/community members including parents of students with disabilities as well as parents of unduplicated student groups will be provided meaningful engagement opportunities with book talks, informal coffee dialog gatherings, advisory groups, parent education nights or other virtual offerings.

This action is effective as it connects families with the school in order to navigate the educational system, such as parent/student tools, important events, and site-specific opportunities.

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 LCAP recognizes the needs of at-risk students that make up approximately 52.29% of the student population. The school has committed the funds to support teaching and learning across the district with specific attention to Low Income Youth, and Foster Youth and English Learners. The District has determined that expanding funds in a district-wide manner is the most effective way to meet the District's goal for unduplicated pupils in the State and local priority areas. Although available to all students, it is the District's experience that those who are most at risk are more likely to benefit and our targeted efforts are primarily directed to these student groups.

Actions and services within Goal 1 are aimed at increasing the instructional capacity of staff. This goal also includes increased intervention services through our Resource Teacher. An ESL coordinator and support team for English Learners is key for access to learning for our English Learners.

The actions and services in Goal 2 are focused on access to an engaging, interactive, and fun learning environment with content that is principally directed to provide access to students who may not otherwise have such opportunities. Portrait Competency development will benefit all students but will principally provide an opportunity to our unduplicated students who otherwise wouldn't have access. Research shows that students strive when they have interest or purpose, capacity to practice and hope. These actions give students a purpose to set future goals, as well as support services to guide students' hope in achieving those goals.

Goal 3 is aligned to removing barriers be it physical or socially/emotionally. Providing counseling services allows for a specific Social Emotional Learning (SEL) plan to be implemented that primarily benefits our Foster Youth, Low Income, and English Learners.
Actions and services within Goal 4 are aimed at helping our families gain access to all school opportunities.

The district plans to spend $143,641 to provide the services described above. All services are planned to be implemented district-wide. While all students will benefit, the strategies were developed to principally focus on providing improved services for the unduplicated students. When compared to the LCFF base, these planned expenditures will meet the MPP noted.

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.

This additional funding was used to add extra duty opportunities for existing staff members to support the needs of students.

<table>
<thead>
<tr>
<th>Staff-to-student ratios by type of school and concentration of unduplicated students</th>
<th>Schools with a student concentration of 55 percent or less</th>
<th>Schools with a student concentration of greater than 55 percent</th>
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<tr>
<td>Staff-to-student ratio of classified staff providing direct services to students</td>
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<tr>
<td>Staff-to-student ratio of certificated staff providing direct services to students</td>
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### 2022-23 Total Expenditures Table

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<th>Totals</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
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<td>$1,364.00</td>
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<td>$151,105.00</td>
<td>$97,561.00</td>
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<th>Action Title</th>
<th>Student Group(s)</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
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</thead>
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<tr>
<td>1</td>
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## 2022-23 Contributing Actions Table

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Develop and implement 3 Staff Development Days for Teachers</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
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<td>0.82%</td>
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<td>Collaboration Mondays</td>
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<td>English Learners Foster Youth Low Income</td>
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<tr>
<td>Goal</td>
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<td>Action Title</td>
<td>Contributing to Increased or Improved Services?</td>
<td>Scope</td>
<td>Unduplicated Student Group(s)</td>
<td>Location</td>
<td>Planned Expenditures for Contributing Actions (LCFF Funds)</td>
<td>Planned Percentage of Improved Services (%)</td>
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<tr>
<td>2</td>
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<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td>$25,340.00</td>
<td>2.82%</td>
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<td>&quot;Wes Camp&quot; like activities</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
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<td>All Schools</td>
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### 2021-22 Annual Update Table

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<tr>
<th>Last Year's Goal #</th>
<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures (Total Funds)</th>
<th>Estimated Actual Expenditures (Input Total Funds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Develop and implement 3 Staff Development Days for Teachers</td>
<td>Yes</td>
<td>$7,740</td>
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### Table: 2021-22 Contributing Actions Annual Update Table

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<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
<th>Estimated Actual Percentage of Improved Services (Input Percentage)</th>
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<tr>
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<td>1</td>
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<td>Staff Development</td>
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<td>$4,050</td>
<td>$4,803</td>
<td>0.34%</td>
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<td>Increased Intervention</td>
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<td>$6,250</td>
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<td>Partnership ESL Coordinator and Support Team</td>
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<td>$750</td>
<td>$750</td>
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<tr>
<td>2</td>
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<td>Site Administrator Support of Portrait Competencies</td>
<td>Yes</td>
<td>$27,880</td>
<td>$25,228</td>
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<td>2.10%</td>
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<td>2</td>
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<td>&quot;Wes Camp&quot; like activities</td>
<td>Yes</td>
<td>$5,000</td>
<td>$1,648</td>
<td>0.42%</td>
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<td>Counselor</td>
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<td>SEL Materials and support</td>
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<tr>
<td>4</td>
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<td>Implementing meaningful engagement opportunities</td>
<td>Yes</td>
<td>$500</td>
<td>$0</td>
<td>0.04%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

- **6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)**: $113,030
- **4. Total Planned Contributing Expenditures (LCFF Funds)**: $107,705.00
- **7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)**: $150,405.00
- **Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)**: $(42,700.00)
- **5. Total Planned Percentage of Improved Services (%)**: 9.00%
- **8. Total Estimated Percentage of Improved Services (%)**: 12.54%
- **Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)**: 4.00%
### 2021-22 LCFF Carryover Table

<table>
<thead>
<tr>
<th>9. Estimated Actual LCFF Base Grant (Input Dollar Amount)</th>
<th>6. Estimated Actual LCFF Supplemental and/or Concentration Grants</th>
<th>LCFF Carryover — Percentage (Percentage from Prior Year)</th>
<th>10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)</th>
<th>7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)</th>
<th>8. Total Estimated Actual Percentage of Improved Services (%)</th>
<th>11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)</th>
<th>12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)</th>
<th>13. LCFF Carryover — Percentage (12 divided by 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,200,411</td>
<td>$113,030</td>
<td>0.00%</td>
<td>9.42%</td>
<td>$150,405.00</td>
<td>12.54%</td>
<td>25.07%</td>
<td>$0.00</td>
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</tr>
</tbody>
</table>
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

2022-23 Local Control Accountability Plan for Shasta Union Elementary School District
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/](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 school(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.
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for Year 3 (2023–24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.</td>
</tr>
</tbody>
</table>

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).

  o **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.

  o 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 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 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
  o 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)
  o 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 (%)
  o This amount is the total of the Planned Percentage of Improved Services column

• 8. Total Estimated Actual Percentage of Improved Services (%)
  o 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)
  o 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 %)
  o 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)
  o 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)
  o 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)
  o 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
LEA Name
Shasta Union Elementary School District

CDS Code:
45-70128-6050546

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?
Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE IV, PART A
Student Support and Academic Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.
Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision within the LCAP Federal Addendum Template.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA’s LCAP, as it demonstrates the LEA’s efforts to support the state priorities.

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA’s responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.
Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

The LEA’s strategy for using federal funds is to help ensure equity and access for students who have an academic and/or social emotional disparity when compared to peers, with specific focus on the sub-groups of Low Income, Foster Youth, and English Learners. The California Dashboard has not reflected the growth of students since the Spring of 2020 due to COVID. The Spring of 2022 will create a status data point for the CA Dashboard. The Spring of 2023 will reflect change scores. In the Fall of 2023, there will be student achievement reflected by the color: blue, red, yellow or orange, on the CA Dashboard. The suspension rate for the 2020-2021 school year is 0%, as reflected on the Dataquest website. The Chronic Absenteeism rate for the 2020-2021 school year is 9.8%, as reflected on the Dataquest website.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Federal funds will be aligned with state and local funds through the engagement of the School Site Council and District Advisory Committee. Actions currently defined to support and enhance are the implementation of instructional assistants, tutoring, interventions, and transportation.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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<tbody>
<tr>
<td>1112(b)(1) (A–D)</td>
<td>1, 2, 4, 7, 8 (as applicable)</td>
</tr>
</tbody>
</table>

Describe how the LEA will monitor students’ progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

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<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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<tr>
<td>1112(b)(11)</td>
<td>6 (as applicable)</td>
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</table>
Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Career Technical and Work-based Opportunities

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<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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<tr>
<td>1112(b)(12)(A–B)</td>
<td>2, 4, 7 (as applicable)</td>
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</table>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.
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<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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<td>2102(b)(2)(A)</td>
<td>1, 2, 4 (as applicable)</td>
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Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.
TITLE III, PART A

Parent, Family, and Community Engagement

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<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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<tr>
<td>3116(b)(3)</td>
<td>3, 6 (as applicable)</td>
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</table>

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.
ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

**TITLE I, PART A**

Poverty Criteria

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<th>ESSA SECTION(S)</th>
<th>STATE PRIORITY ALIGNMENT</th>
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<tbody>
<tr>
<td>1112(b)(4)</td>
<td>N/A</td>
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</table>

Describe the poverty criteria that will be used to select school attendance areas under Section 1113. This information is within the Local Control Accountability Plan.
ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. Each provision for each program provided on the following pages must be addressed, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision within this addendum.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA’s responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:
The Shasta Union Elementary School District (SUE) reports quarterly to the Governing Board in regard to the Williams Act. In addition, SUE submits an annual School Accountability Report Card that reports mis-assignments, as well as Priority 1 in the LCAP. There have been found to be 0% of teachers to be in mis-assignments. In instances where we have inexperienced teachers or teacher turnover, support is provided through additional resources (e.g., additional professional development, additional support staff, etc.).

Ineffective Teachers:
This is defined as any of the following:
1. An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
2. A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)
3. An individual who holds no credential, permit, or authorization to teach in California.
Under this definition, teachers, teachers with the following limited emergency permits would be considered ineffective: Provisional Internship Permits, Short Term Staff Permits; Variable Term Waivers, Substitute Permits for Statutory Leave (TSPL) holders serving as the teacher of record

SUE actively recruits highly qualified teachers through our job posting process. The Human Resources Department screens applicants during the hiring process to ensure candidates are highly qualified.

Inexperienced Teachers:
The work of our Principals is crucial for the retention of new and inexperienced Teachers in RSD. To promote the retention of these Teachers and develop their growth in the teaching profession, Principals:

1. Facilitate weekly collaboration meetings in which new Teachers receive the opportunity to collaborate with experienced colleagues in the areas of academics and social-emotional health.
2. Ensure that materials are provided to inexperienced Teachers to support their onboarding process into the classroom and school site.
3. Meet with inexperienced Teachers individually to provide a space and venue for open feedback on their teachers' new experience and growth.

Additionally, District personnel at the Local District level work with Principals, Universities, and other support providers to coordinate the support and development of new and inexperienced Teachers.

Out of Field Teachers:
A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits would be considered out of field: (1) General Education Limited Assignment Permit (2) Special Education Limited Assignment Permit (3) Short Term Waivers (4) Emergency English Learner or Bilingual Authorization Permits (5) Local Assignment Options
District staff provide Assignment Monitoring and ESSA Compliance information to the school sites to help educate them on alternative options available to assist with mis-assignments. (1) Education Code Options available at no cost(2) Committee on Assignments(3) University and District Internship options (in approved subjects). CTC issued documents,(1)Supplemental Authorization

Parent and Family Engagement
ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)
Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:
In order to implement effective parent and family engagement as described under Section 1116, Shasta Union Elementary School District will employ multiple strategies. Research has shown that authentic parent and family engagement and support must occur closest to the school. Therefore, the District will make sure that all family engagement focuses on students and their needs.

In the event that Shasta Elementary is identified as a CSI school site, parents are engaged by being invited to take part in a stakeholder process, which includes a review of the data that caused the site to be identified as a CSI site. A needs assessment is conducted with all stakeholders. This is followed with a planning session in order to discuss and develop actions to support increased outcomes for students. These actions are then supported with the allocation of fiscal resources.

In the event that Shasta Elementary is identified as a TSI/ATSI site, stakeholders will be engaged to address those identified sub-groups who reflect red on the California Dashboard over a two year period through the School Site Council. The following process will take place: a review of the data that identifies the site as TSI/ATSI; a needs assessment will be conducted; a specific plan of action(s) will be created to support increased outcomes for these identified sub-groups; then fiscal resources will be tied to the actions identified by the stakeholders.

Comprehensive Support and Improvement:

Collaboration:
The first strategy will involve collaborating with parents as leaders, encouraging them to participate in various forms of governance both in the school and in the District. At the school, parents will be given opportunities to participate on the School Site Council and PTA. This first group will provide input into the Single Plan for Student Achievement, containing programs and expenses related to federal categorical funding. The second group will review various general school programs and expenses. Parents’ consistent and informed participation will enable meaningful consultation with them as stakeholders. In partnerships with school staff, parent leaders will develop and approve the school’s Title I Parent and Family Engagement Policy and School-Parent Compact. In addition, the school has a robust parent volunteer program which provides parents with opportunities to be involved in their child’s school by providing a variety of volunteer activities. At the school site, parents will be invited to participate in Parent Nights. These parent nights will include information on college and career readiness, current instructional materials and programs being used and how to access materials, and the social emotional needs of students.

Communication:
A second strategy will involve establishing multiple modes of communication between families and school and district staff to address families' diverse needs and interests. To facilitate communication from schools to families, information will be provided through online postings and newsletters, with notices mailed home in a timely fashion and translated into languages parents can understand. Families will receive text messages, if they opt in, and phone calls providing them with critical school information. In addition, parents will have access to an online Parent Portal through which they can learn about their students’ daily attendance, grades, test scores, Individualized Education Plan, English Learner status, graduation requirements, discipline records, transportation schedule, lunch application, health records and contact information. Gaining access to their children’s school information through the Portal will allow for families and school staff to have the same foundational information about their students so that they can better focus on coordinating strategies for targeted support. Also, the Parent and Family Engagement Policy is distributed annually during the first week or school or upon enrollment in the Parent Rights Handbook.

To assist communication from parents to schools, parents will be provided with various opportunities for communicating with school and District staff. Each family is invited to an annual Back to School Night in which curriculum (standards), and assessments are discussed. Also, there is an annual parent conference in which the teacher goes over the learning outcomes, assessments, present levels, and how to read the report card in order to understand the progress of the students. Teachers share strategies on how to monitor the progress of the student through a tool, the grade level standard booklet. Through the online Parent Portal in Aeries, parents can communicate with their children’s teachers over email, while reviewing specific assignments for each class online. Families can also use traditional means of communicating with school and district staff by calling, visiting and writing. Appointments with teachers and other staff will be made directly with each teacher through email, phone calls or in person. Special accommodations will be made for communicating with families that have accessibility needs, with the Translations Unit providing material in multiple languages at schools upon request, and with the needs of disabled, homeless and migrant families being considered and addressed at the school site in coordination with the Division of Special Education, the Homeless Education Program and the Migrant Education Program staff. Parents are invited to complete an annual Parent Survey for schools to be better informed about the needs of their families and the effectiveness of their family engagement programs. The results from this Survey will be published annually for all stakeholders to review.

Capacity Building:
A third strategy will involve building the capacity of both parents and school and District staff to partner with one another. To address this strategy, schools will offer training to parents to understand District academic initiatives and to provide parents with opportunities to learn how to support learning in the home. The workshops presented will enable parents to support their schools around the area of instructional strategies and social emotional support including school attendance. A Title I Meeting will be held annually to share detailed information about the Title I programs with families.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA’s schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.
Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:
School-Wide Program (SWP):
A school may operate a Title I school-wide program in order to upgrade the entire educational program of the school when at least 40 percent of the students in the school attendance area, or at least 40 percent of the students enrolled in the school, are from low-income families. The Superintendent or designee shall inform any such eligible school and the school's parents/guardians of the school's eligibility and its ability to consolidate funds from federal, state, and local sources for program purposes.

Any participating school shall develop, annually review, and update a single plan for student achievement which incorporates the plan for reforming the school's total instructional program and plans required by other categorical programs included in the state's consolidated application.

A school-wide program shall include:
1. A comprehensive needs assessment of the entire school, including the needs of migrant students, which includes the achievement of students in relation to state academic content and achievement standards
2. School-wide reform strategies that:
   a. Provide opportunities for all students to meet the state's proficient and advanced levels of achievement
   b. Use effective methods and instructional strategies, based on scientifically based research, that strengthen the school's core academic program, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum, and include strategies for meeting the educational needs of historically under-served populations
   c. Include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at risk for not meeting state achievement standards who are members of the target population of any program that is part of the school-wide program, such strategies may include counseling, student services, mentoring services, college and career awareness and preparation, and the integration of vocational and technical education programs.
   d. Address how the school will determine if student needs have been met
   e. Are consistent with and designed to implement state and local improvement plans, if any
3. High-quality and ongoing professional development for teachers, principals, paraprofessionals, and, if appropriate, student services personnel, other staff, and parents/guardians to enable all students in the school to meet state academic achievement standards
4. Strategies to attract high-quality, highly qualified teachers to high-need schools
5. Strategies to increase parent involvement
6. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs
7. Measures to include teachers in decisions regarding the use of academic assessments to provide information on and to improve the achievement of individual students and the overall instructional program
8. Activities to ensure that students who experience difficulty mastering the proficient and advanced levels of academic standards shall be provided with effective, timely additional assistance, which shall include measures for timely identification of students' difficulties and provision of sufficient information on which to base effective assistance
9. Coordination and integration of federal, state, and local services and programs

The following assistance is provided by the District to support schools that are school-wide programs:
1. Assists schools in identifying eligible Title I students using multiple measures.
2. Provides an online Single Plan for Student Achievement (SPSA) template that addresses all required elements needed to upgrade the entire school’s academic program.
3. Provides schools and Local District a checklist to ensure that the elements of SWP are addressed in the plan.
4. Assists schools in revising or reformatting their submitted SPSA to meet the components for SWP prior to obtaining Board approval.
5. Instructs schools to review, evaluate, and revise the plan annually based on current student academic achievement data.
6. Monitors through the Local District the effective implementation of the plan.
7. Disseminates the SPSA Annual Evaluation to determine effectiveness of the SPSA.
Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:
Federal and State Law mandate that all school districts identify homeless students annually. SUE uses the Student Enrollment Form and a Student Residency Questionnaire (SRQ) found in the annually distributed Parent Rights Handbook to identify eligible homeless students and provide support services.

The education subtitle of the McKinney-Vento Act was reauthorized by the Every Student Succeeds Act of 2015. This law entitles all homeless school-aged children equal access to the same free, appropriate public education that is provided to non-homeless students. Accordingly, schools and centers are required to identify homeless students, inform them of their rights, remove barriers to enrollment, attendance or academic success and are not to stigmatize homeless students.

Students are identified through the SRQ that is required to be included in every enrollment packet and distributed to all students annually with the emergency cards. Families self-identify their current nighttime residence on the SRQ. The District has a Homeless Liaison who provides needed supports to the family. Parents can self-identify via the SRQ at any time during the school year at the school site.

Per federal law, all schools are responsible for the annual identification of homeless students. Therefore, designated liaisons shall ensure that their school site annually identifies all homeless students and accurately inputs student information and indicates the nighttime residence in Aeries for accounting purposes. Additionally, the school site is required to provide public notice of the educational rights and protections of students experiencing homelessness.

In addition, designated LEA Homeless Liaison will support the identified specialized student population and work with school site staff to ensure compliance with district policy and federal mandates regarding:

1. Immediate Enrollment;
2. Appropriate educational placement (e.g., school of origin); this provision is inclusive of preschool enrollment;
3. Proper withdrawal from school, which includes timely awarding and transfer of credits (full or partial), records and grades;
4. Identification of all students experiencing homelessness
5. Awareness and training for school site staff on support to be provided to students and parents in transition; and
6. Consultation and collaboration with Counselors in the Homeless Education Program
7. Parent education occurs through meetings, pamphlets, flyers, and conversations with office staff while enrolling
8. Transportation assistance to school of origin, even if the student becomes permanently housed during the school year

SUE Student Services provides the following support to children, youth, and families:

1. Facilitate school enrollment as needed to ensure compliance with District policy (e.g., school of origin rights) and to equal access to educational and meal programs, as well as tutoring and other support services
2. Conduct professional development training for school personnel and community agencies regarding the educational rights and supports afforded to homeless students
3. Remove enrollment barriers, including barriers related to missed application or enrollment deadlines, fines, or fees; records required for enrollment, including immunization or other required health records, proof of residency, or other documentation; or academic records, including documentation for credit transfer
4. Provide technical assistance to schools regarding the proper identification, enrollment, and service needs of students and families experiencing homelessness and educate on the importance of ensuring the privacy of student records, including information about a homeless child or youth’s living situation
5. Provide assistance with transportation, backpacks, school supplies, hygiene kits, and emergency clothing/shoes
6. Provide medical, dental, and mental health referrals, in addition to other school/community services
7. Educate students and parents on their educational rights, and promote parent participation in school related activities
8. Assist unaccompanied youth with enrollment procedures, educational/vocational placement options, and linkage to community resources such as job placement services, post-secondary educational programs, and housing resources
9. Provide advocacy services for parents and students during school related educational meetings, such as Student Study Team (SST), Individualized Educational Program (IEP), and/or School Attendance Review Board (SARB) meetings
10. Participate in the mediation of school enrollment disputes
11. Provide assistance to specialized populations of homeless students, including preschoolers, homeless teen parents, children with special needs, and unaccompanied youth.
12. Conduct monthly preschool story times whereby all preschoolers are invited to attend pre-enrollment sessions at the school site. During these events, information is shared regarding accessing the school and school personnel, school programs, etc. and school tours are available.
13. The school also invites preschoolers to visit the kindergarten classrooms, so that preschoolers have an opportunity to become familiar with kindergarten classrooms and expectations.

**Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) coordination with institutions of higher education, employers, and other local partners; and

(B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**
Transition from Early Education Centers and California State Preschool Programs

The District’s early education programs maintain assessments of children’s learning strengths and needs. Articulation and a smooth transition from prekindergarten to kindergarten are critical to learners' continued educational success. Articulation and transition are the responsibility of both the sending early education program and the receiving elementary school.

Preschool children enrolled in Early Childhood programs including Early Education Centers (EECs), Expanded Transitional Kindergarten (ETK), and California State Preschools (CSPP) will maintain a preschool folder. The preschool folder will alert elementary schools that the entering student has attended an early education program prior to enrolling in the elementary school. The preschool folder will contain a copy of the Kindergarten Readiness snapshot and a developmental profile.

Each pupil transitioning from Special Education preschool services will have Special Education folder with the cumulative record folder. In addition, a transitional IEP will be held in the Spring that precedes the student's kindergarten year.

Eighth Grade Transition to High School

In the Fall, each 8th grade student takes the PSAT. This is used to assist students in goal setting for high school. In addition, each student is assigned a College Board account in which she/he can take the appropriate Kahn Academy tutorials to gain knowledge in areas of need.

Each Winter, high school counselors come to the school in order to enroll each 8th grade student into high school courses based on multiple assessments and teacher recommendations.

In the Spring of the 8th grade year, students take a tour of the feeder high school and participate in a pep rally. In addition, there are Fall and Spring Parent Nights during which parents learn about A-G requirements and the courses offered at the feeder school. The Fall Parent Night is done at a local middle school. The Spring Parent Night is done at the high school.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title 1 Part A funds will be used to support eligible students in accessing education through the allocation of resources in regard to academic, social emotional, transportation, and physical needs.
TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.
Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

Parent and Family Involvement
ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.
Probation Officer Coordination  
ESSA SECTION 1423(11)  
As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:
N/A

Individualized Education Program Awareness  
ESSA SECTION 1423(12)  
Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child’s or youth’s existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:
N/A

Alternative Placements  
ESSA SECTIONS 1423(13)  
As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:
N/A
TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA’s systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

**Induction for Teachers, Principals, and Other School Leaders**

**Beginning Teachers**
New teachers have the opportunity to receive training twice a month. Support is given that is aligned with current District initiatives and goals leading towards accelerating new teacher practice.

New teachers also participate in the Alliance for Teacher Excellence program. This is a program that supports new teachers in earning a clear credential from the Commission on Teacher Credentialing.

**Beginning Administrators**
New administrators have the opportunity to collaborate twice a month with colleagues in the area of curriculum and leadership. Support given is aligned with current District initiatives and goals leading towards accelerating new principal practice. Support is also provided through monthly site visits.

**Capacity Building for Teacher and Administrator Growth and Development**

**Salary Point Credit Program**
Shasta Union Elementary School District provides opportunities for teachers to engage in professional learning and growth sessions and workshops. Teachers may participate in a variety of trainings, which can be used to enhance their skills and knowledge as well as earn college unit credit that assists teachers in moving over in the pay scale.

Shasta Union Elementary School District (SUE) is located in a rural area. Due to this, SUE offers trainings to staff through the local county office and the local Special Education Local Plan Area (SELPA). Trainings are based on District aligned goals that are generated by student outcome data, such as attendance, suspensions, and academics. In addition to the offered trainings, SUE also holds three professional development training days a year. These training dates are aligned with the results of a needs based survey taken by staff and District aligned goals.

SUE supports the Title II Professional Growth and Improvement programs’ continuous improvement by sharing and consulting around outcome data from employee development and support evaluation system. Data represent all indicators of the multiple measures evaluation system, including for teachers and school leaders, evidence and ratings from classroom observations, artifacts and evidence of effective leadership, stakeholder feedback, data-based objectives of student and educator achievement and performance data as well as final overall evaluation ratings and comments.

Educational Services provide annual measures of outcomes of teacher and leader program participants along with non-program participants. These data are used to guide programmatic changes and professional development for program staff. In addition to evaluation data, Educational Services staff post session and end of program feedback surveys and outcome reporting (including all school leader and administrator induction programs). These data are used in consultation with program staff to ensure continuous improvement for present and future participants.

**Prioritizing Funding**
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).
THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. LEA is a single school district.

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Shasta Union Elementary School District (SUE) supports the Title II Professional Growth and Improvement programs’ continuous improvement by sharing and consulting around outcome data from employee development and support evaluation system. Data represent all indicators of the multiple measures evaluation system, including for teachers and school leaders, evidence and ratings from classroom observations, artifacts and evidence of effective leadership, instructional and professional growth objectives data, stakeholder feedback, data-based objectives of student and educator achievement and performance data as well as final overall evaluation ratings and comments.

The Shasta Union Elementary School District District Advisory Committee and the School Site Council are consulted to gain feedback in regard to increasing outcomes for students and the expenditures used to support increasing these.

SUE evaluation data of the Title II program consists of post session and end of program feedback surveys, walk through forms and outcome reporting. These data are used in consultation with program staff to ensure continuous improvement for present and future participants. This data is analyzed annually.

SUE meaningfully consults with stakeholders to update and improve Title II Part A funded activities through conducting annual surveys in order to gain input. In addition, a meeting is held at the site annually in order to gain input in regard to programs and outcomes. Also, there is a mid-year meeting in which all stakeholders (classified, certificated, families, and community providers) throughout the district come together in order to discuss Local Control Accountability Plan (LCAP) actions and progress made toward the stated goals. Discourse occurs in regard to whether additional actions need to occur.

Title II supports SUE in the achievement of the LCAP goals.
TITLE III, PART A

Title III Professional Development  
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Enhanced Instructional Opportunities  
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities  
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

English Proficiency and Academic Achievement  
ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(C) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A
TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students have the right to a well-rounded education. Shasta Union Elementary School District supports students in the areas of academics, social/emotional learning, and the arts. In order to offer targeted support, a needs assessment is conducted annually through parent, student and staff surveys. In addition, there are stakeholder meetings held multiple times during the year in which community input is solicited based on the outcomes of students. This input assists in the creation of the LCAP and the ESSA. Students in grades TK-8 have the opportunity to take part in computer science activities, such as coding. Students in grades third through eighth grade have the opportunity to participate in performing arts, such as recorder and strings instruction. In grades TK through eighth, students participate in visual art instruction within their classrooms. In addition, students in grades seven and eight can take part in online foreign language instruction.

Shasta Union Elementary School District fully supports safe and healthy students. The District conducts a climate survey annually in order to gauge the safety and health of its students. The District employs a part-time school psychologist to help in supporting the needs of students. In addition, the District offers parent engagement activities with the intent to increase the opportunity for families to better access their child’s school in order to increase equity. Positive Behavior Intervention and Supports, along with Restorative Practices are cornerstones in supporting a healthy climate for students. Character education is also embedded at our school site in order to further support the social/emotional well being of all students.

Shasta Union Elementary School District also emphasizes the effective use of technology. Professional development occurs in the area of technology in order to increase the use among students, families, faculty, and staff. Families are invited to attend training’s around programs and the student information system, Aeries. Students receive instruction around software programs and instructional tools. Teachers receive training in how to better access technological tools in order to personalize learning and to increase access and equity for students.

Chronic Absenteeism, Suspension, Local Indicators and Academic Indicator results are reviewed and discussed annually with stakeholders in order to effectively measure the actions taken to increase student outcomes with the ultimate objective of all students benefiting from a well-rounded education, improved school conditions for student learning, and improved use of technology that increases student achievement and digital literacy.