

# LCFF Budget Overview for Parents

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

CDS Code: 54719850000000

School Year: 2023-24

LEA contact information:

Deanna Cardoza, Ed.D.

Superintendent

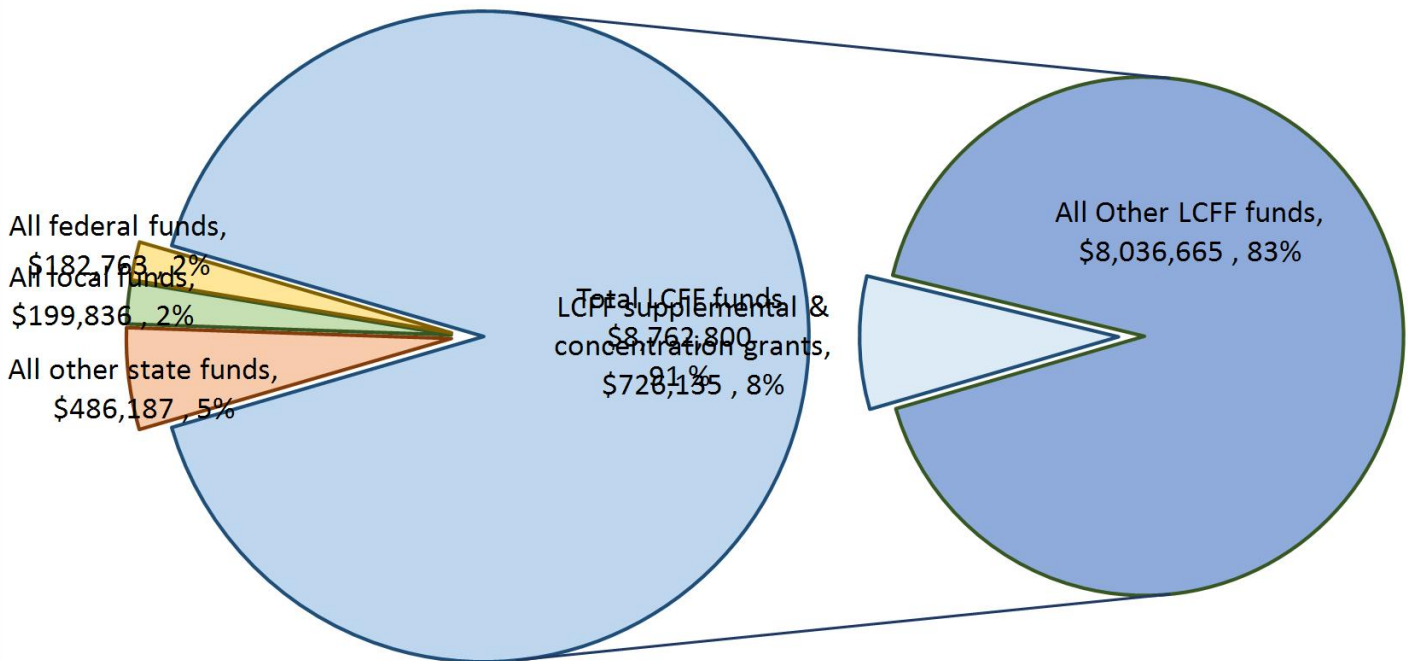
dcardoza@liberty.k12.ca.us

559-686-1675

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

## Budget Overview for the 2023-24 School Year

### Projected Revenue by Fund Source

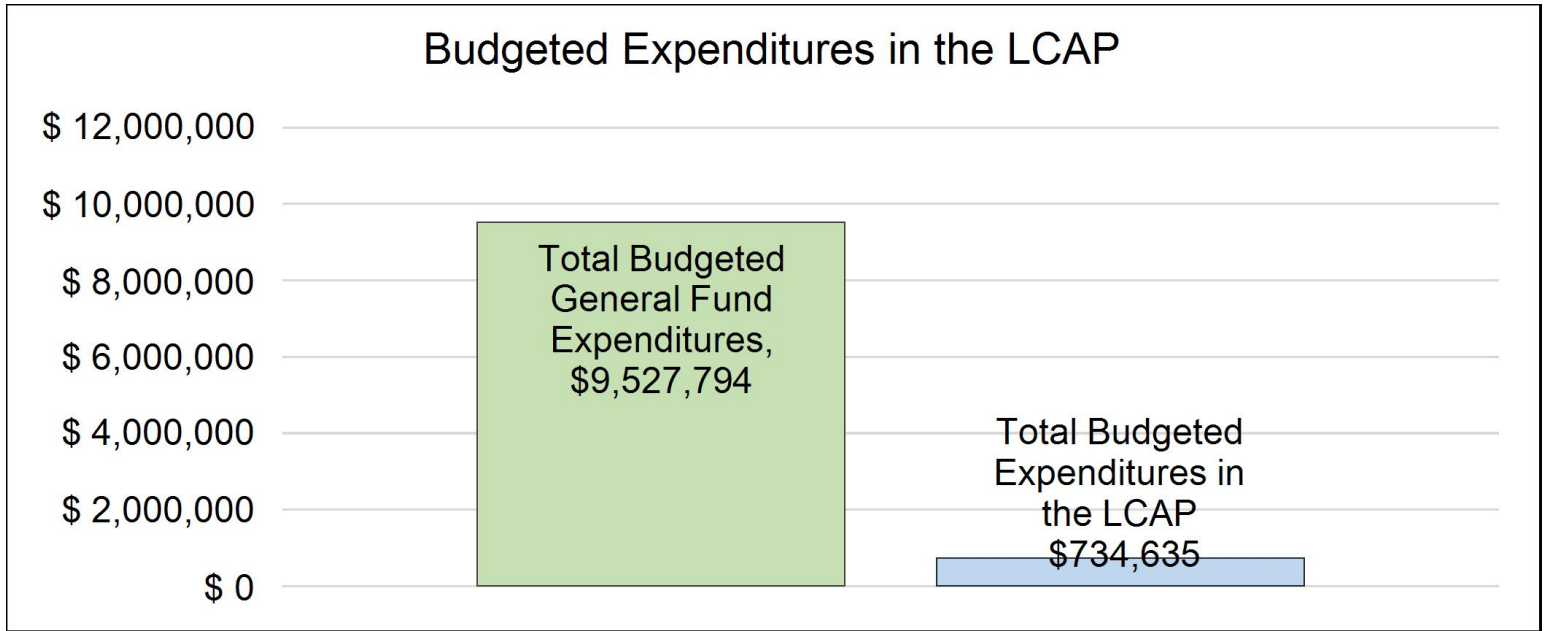


This chart shows the total general purpose revenue Liberty Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Liberty Elementary School District is \$9,631,586, of which \$8,762,800 is Local Control Funding Formula (LCFF), \$486,187 is other state funds, \$199,836 is local funds, and \$182,763 is federal funds. Of the \$8,762,800 in LCFF Funds, \$726,135 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Liberty Elementary School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Liberty Elementary School District plans to spend \$9,527,794 for the 2023-24 school year. Of that amount, \$734,635 is tied to actions/services in the LCAP and \$8,793,159 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

All students, including students with exceptional needs receive basic instructional programs, which include appropriately credentialed teachers, standards-aligned instructional materials, new technology, and access to extra-curricular activities such as sports, clubs, and elective classes. To support and continue effective educational programs, the budget also includes pupil services, instructional services and programs. The District's comprehensive educational program is dedicated to meeting the needs of all students and is incorporated within our LCAP goals and actions. The General Fund includes expenditures for school administration, technology services, campus services, utilities, and other select programs for the District and school that are not included in the LCAP.

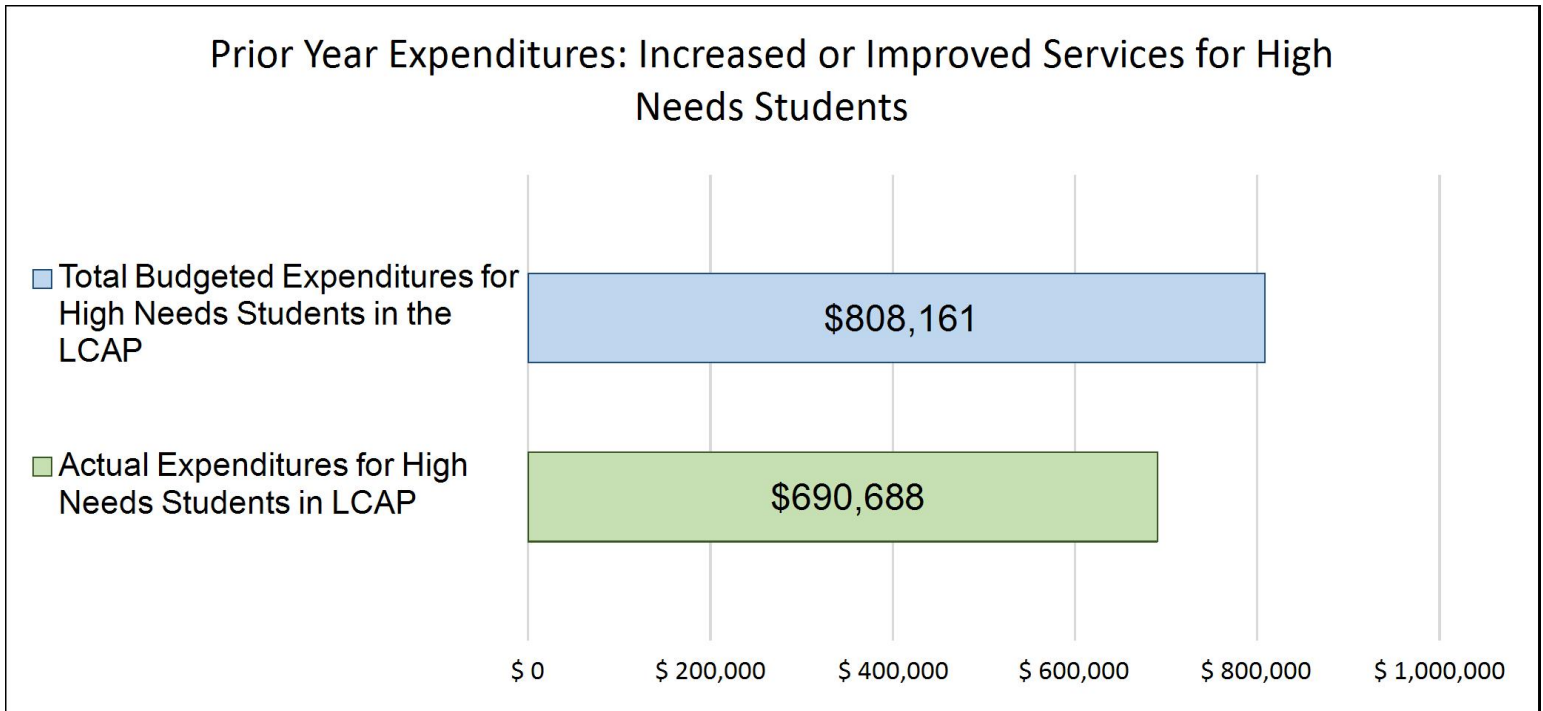
## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Liberty Elementary School District is projecting it will receive \$726,135 based on the enrollment of foster youth, English learner, and low-income students. Liberty Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Liberty Elementary School District plans to spend \$734,635 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 2022-23



This chart compares what Liberty 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 Liberty 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 2022-23, Liberty Elementary School District's LCAP budgeted \$808,161 for planned actions to increase or improve services for high needs students. Liberty Elementary School District actually spent \$690,688 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-117,473 had the following impact on Liberty Elementary School District's ability to increase or improve services for high needs students:

The impact was minimal. Liberty Elementary School District continued to provide supplemental services for high needs students. The unspent LCFF funds will be carried over into 2023-24. The carryover is a result of new one-time funding being provided to the district with a spending deadline, thus those funds were utilized in lieu of LCFF.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Liberty Elementary School District	Deanna Cardoza, Ed.D. Superintendent	dcardoza@liberty.k12.ca.us 559-686-1675

## Plan Summary [2023-24]

### General Information

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

**District:**  
The Liberty Elementary School District has a proud tradition of quality programs, excellent instruction, and superior support services. Liberty is located in Tulare County in California's Central Valley.

**School and Enrollment:**  
Liberty is comprised of one elementary school, which serves transitional kindergarten through eighth grade students. The district's enrollment in 2022-23 was approximately 790 students, up 41 students from 2021-22. The district's percentage of English learner students is 5.1%. The district's percentage of Socioeconomically Disadvantaged students is 37.4%. The district has the following student groups: African American, Asian, American Indian, Hispanic, White, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, and Homeless. The district participates in the National School Lunch Program (NSLP) through Fresh Start Healthy School Meals, a food service management company.

**Community:**  
Based on Tulare City population estimates (Census.gov; July 1, 2022), the community of Tulare had a population of 70,693. The population density was 3,378.7 people per square mile in 2020. The racial makeup of Tulare was 63.7% Hispanic, 28% White, 3.9% African American, 1.1% American Indian, 2.3% Asian, 0.2% Pacific Islander, and 13.8% from Two or more races. There were 19,332 households, with approximately 3.52 persons per household. Approximately 91.6% of Tulare households in Tulare have computers, and 86.8% have broadband internet subscriptions. Approximately 74.8% of the population aged 25 years+ are high school graduates or higher and 10.1% of persons aged 25+ have a Bachelor's degree or higher.

The median household income in 2021 is \$62,050 with 16.0% of individuals in the city of Tulare living below the poverty line.

The Districts Vision Statement, "We will prepare our students to assume responsibility to plan, design the future by providing a learning environment which is centered on students, directed by teachers and supported by home and community".

### Mission Statement

To Achieve Excellence we will:

- Challenge students academically by using current instructional practices and curriculum.
- Provide quality education through exemplary programs, services, and activities that empower, and meet the needs, of ALL students in a safe environment.
- Encourage all individuals to maximize their potential by creating a mindset for excellence.
- Create a community that is involved and supportive of the overall success of students.
- Foster an atmosphere of open and effective communication among students, staff, and families.

## Reflections: Successes

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

SB 98 and AB 130 suspended the reporting of performance indicators in the 2020 Dashboard and the 2021 Dashboard. Therefore, for the 2022 Dashboard, there is only one year of data available. This means only status is displayed on the 2022 Dashboard, but change is not. While the instructions for this section refer to colors on the Dashboard, there are no colors provided on the 2022 Dashboard. Instead, status will be reflected using status bars (look like cell phone bars) that range from "very low" to "very high".

Liberty ESD is exceptionally proud to announce there are no reported state indicators with a very low status.

### 2022 SUSPENSION RATE INDICATOR

Suspension rate is a "Very Low" status indicator but a very low suspension rate is a good outcome. In 2021-22 only 4 of 749 students were suspended. The following steps have been and will be taken to continue to reduce the number of students being suspended with a focus on student groups with high or increasing suspension rates:

- Implement a School Climate, Child Welfare, and Attendance Clerk. The Attendance Clerk will provide technical assistance to the school in the development of programs that improve school climate, reduce discipline incidents, and increase attendance; monitor the implementation of school climate actions at school; direct and deliver professional development to student support staff including the Administration, Counselors, Student Specialists, and Principal; monitor school climate related data across the district.
- The principal will coordinate services students receive including behavior interventions for at-risk students.
- The principal will lead the development, implementation, and monitoring of behavior support plans and behavior contracts at the school.

- The school counselor/social-worker provide counseling and guidance services that promote academic, career, personal, and social development.
- The school counselor/social-worker serve as an advocate for high academic achievement and social development for all students through the provision of individual and schoolwide intervention strategies and counseling services.
- The school counselor/social-worker provide personal and social counseling and interventions that promote positive interpersonal relationships and social skills.
- Provide each student with a specialist if needed.
- The primary purpose of the student specialist and principal is to provide students and their families with behavior and attendance support.
- Student specialists and principal work directly with students who have behavior challenges.
- Student specialists work with elementary and middle school students and their families. The principal works with students and their families.
- The student specialists and principal function as personal advocates and as intermediaries in seeking prevention of discipline incidents and in seeking solutions to problems that get in the way of learning and personal growth.

Liberty Elementary School District continues to observe levels of progress in most performance categories on the California Dashboard. A review of the districts last reported California School Dashboard data were analyzed along with our local data. Despite some students experiencing learning loss from school closure and distance learning, Liberty Elementary students continue to make progress toward achieving proficiency on the State academic standards. On the 2022 California School Dashboard, All Students averaged 5.4 points below standard on ELA and 39.3 points below standard on Math. Both scores are above the state average of 12.2 points below standard on ELA and 51.7 points below standard on Math. Liberty School local student achievement data demonstrates that the district continued to support and maintain academic achievement despite the difficulty some students experienced after returning from a hybrid learning model and/or long-term Independent Study. The district's ELA assessment scores for all students demonstrated similar achievement on district local assessments including the SBAC Interim Assessment Blocks (IABs) given in Trimester 2. Based on 2022-23 end of the year student i-Ready diagnostic data, 43% of 3-8 grade students are at or above grade level in ELA and 37% of 3-8 grade students are at or above grade level in Math.

To fulfill our educational partner's requests, and to maintain and continue to build upon our success, the district hired a band/music teacher, additional instructional support staff to provide extra academic assistance for students in the classroom, and academic fieldtrips for each grade level. Every classroom is equipped with a Smartboard, and is connected to the teachers laptop and connected to high-speed wireless internet. Students have access to a variety of educational apps and multimedia programs. Students in TK-K have iPads in the classroom. Students in grades 1-8 have access to a Chromebook, with our students in grades 5-8 assigned a laptop to take home to complete homework and research. An internet content filtering program is loaded on each device for students to safely and securely search the world-wide-web for appropriate content. The district will maintain and continue to build upon students' academic strengths and provide additional academic support, direct small group instruction, smaller class sizes, providing a vigorous summer school program and after-school instructional programs.



## 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.

SB 98 and AB 130 suspended the reporting of performance indicators in the 2020 Dashboard and the 2021 Dashboard. Therefore, the 2022 Dashboard reflects only one year of data available (2021-22). With these means, only status is displayed on the 2022 Dashboard, while change data is not available. The instructions for this section refer to colors on the Dashboard. Since there is no change data, no colors are provided on the 2022 Dashboard. Instead, status is being reflected with cell phone bars that range from "very low" to "very high". Liberty Elementary is pleased to report there were no state indicators in this "very low" category. There is one performance gap identified as defined by any student groups with a status level two or more levels below the all student group status, see Suspension rate below.

### ACADEMIC INDICATOR ENGLISH LANGUAGE ARTS (ELA)

Students with Disabilities are performing lower than the average of all students at 86.7 points below standard compared to 5.4 points below standard districtwide.

While not a performance gap as defined by the dashboard, English Learners are also performing lower than the average of all students (45.7 points below standard).

### ACADEMIC INDICATOR MATHEMATICS (MATH)

Students with Disabilities are performing lower than the average of all students at 111.6 points below standard compared to 39.3 points below standard districtwide.

While not a performance gap as defined by the dashboard, English Learners are also performing lower than the average of all students (77.3 points below standard).

The district will take the following steps to address this need:

- Teachers will be provided with professional development and training designed to build their content knowledge, further develop their pedagogy, and practice for integrating ELA and math support for EL students in learning content standards.
- Teachers will be provided with professional development and training designed to build their ability to support Students with Disabilities mainstreamed in General Education.
- Increase special education academic support in the General Education setting for students with disabilities (increase special education push-in services).
- Increase academic intervention support services for EL students.
- A robust summer instructional program will be implemented.

### SUSPENSION RATE INDICATOR

A review of the outcome data reported on the 2022 California School Dashboard indicate there is a performance gap with Suspension Rate. While all students reflect a Very Low suspension rate (0.5%), English Learners have a higher suspension rate (1.7%). While this is a performance gap as defined by the LCAP guidelines, due to a low student group size, the rate is high in comparison. In 2021-22, only 1

English Learner student was suspended compared to the 4 total students district wide.

While the district has maintained a very low suspension rate in prior years, the slight increase in suspensions during the 2021-22 school year was somewhat of a concern. The following steps have been and will be taken to continue to reduce the numbers of students being suspended with a focus on subgroups with high or increasing suspension rates:

- Implement a School Climate, Child Welfare, and Attendance Clerk. The Clerk will provide technical assistance to the school in the development of programs that improve school climate, reduce discipline incidents, and increase attendance; monitor the implementation of school climate actions at school; direct and deliver professional development to student support staff including the Administration, Counselors, Student Specialists, and Principal; monitor school climate related data across the district.
- The School Climate, Child Welfare, and Attendance Clerk will serve as the district's homeless and foster youth liaison.
- The principal will coordinate the services students receive including behavior interventions for at-risk students.
- The principal will lead the development, implementation, and monitoring of behavior support plans and behavior contracts at the school.
- The school counselor/social-worker provides counseling and guidance services that promote academic, career, personal, and social development.
- The school counselor/social-worker serves as an advocate for high academic achievement and social development for all students through the provision of individual and schoolwide intervention strategies and counseling services.
- The school counselor/social-worker provides personal and social counseling and interventions that promote positive interpersonal relationships and social skills.
- Provide each student with a specialist if needed.
- The primary purpose of the student specialist and principal is to provide students and their families with behavior and attendance support.
- Student specialists and principals work directly with students who have behavior challenges.
- Student specialists work with elementary and middle school students and their families. The principal works with students and their families.
- The student specialists and principal function as personal advocates and as intermediaries in seeking prevention of discipline incidents and in seeking solutions to problems that get in the way of learning and personal growth.

#### CHRONIC ABSENTEEISM INDICATOR

While not surprising, Liberty Elementary had a high Chronic Absenteeism Rate with 12% of the students chronically absent (missing more than 10% of the school year) in 2021-22. School year 2021-22 was the first full year back to in person learning and COVID quarantines were still in place. The increase in chronic absenteeism is due to the COVID quarantines forcing students to stay out of school for extended periods of time. The 2022-23 school year has been a good year with no school closures and reduced COVID exposure rates. In reviewing student group details, minority groups were more affected by this than all students combined: 17.2% Socioeconomically disadvantaged students were chronically absent, 17.6% of students with disabilities, and 15.3% of English Learners.

To monitor and reduce chronic absenteeism, the district will take the following steps:

- The Triage Social Worker, Child Welfare, and Attendance Clerk will provide technical assistance to the school in the development of programs that improve school attendance and reduce chronic absenteeism, focusing on the attendance of high needs student subgroups.
- The Triage Social Worker, Child Welfare, and Attendance Clerk will monitor the implementation of school attendance related actions at school; direct and deliver professional development to student support staff including a Principal, Social Workers, Counselors, School Psychologist, and Student Specialists; monitor school attendance related data across the district.
- Provide a school principal who coordinates the services students receive including services and activities that support school attendance.
- The principal will development, implement, and monitor attendance support activities at the school site.
- The principal works with elementary and junior high students and their families.
- Provide a school social worker. The school social worker provides direct services to students and their families, and connects families with resources in the community that are intended to reduce the barriers that prevent students from attending school every day.
- The school counselor/social-worker or school psychologist provide counseling and guidance services that promote academic, career, personal, and social development.
- The school counselor/social-worker or school psychologist advocate for high academic achievement and social development, for all students through the provision of individual and schoolwide intervention strategies and counseling services.
- The school counselor/social-worker provides personal and social counseling and interventions that promote positive interpersonal relationships and social skills including the importance of school attendance.
- The primary purpose of the student specialists and principal is to provide students and their families with behavior and attendance support.
- Student specialists and principal work directly with students who have attendance challenges.
- Student specialists work with elementary and junior high students and their families.
- The student specialists and the principal function as personal advocates and as intermediaries in seeking to reduce or eliminate barriers to school attendance.

## LCAP Highlights

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

Liberty Elementary School District's key LCAP features manifest from the district's research, experience, educational partner input, and disaggregated student performance data. Maximizing the vision dedicated to preparing our students to assume responsibility to plan, design, and build the future by providing a learning environment which is centered on students, directed by teachers, and supported by home and community.

The goal structure in the LCAP reflects the district's alignment to a framework dedicated to the capacity and training necessary to support an ongoing commitment to academics, and a need to improve and enhance our proficiency on the state adopted standards. They identify and communicate the content considered to be essential for all students, ensure that the essential content can be addressed in the amount of

time available for instruction, and sequence the content so that students have an opportunity to learn.

The goals and actions within this year's LCAP emphasize the following:

GOAL 1: All student will demonstrate academic progress toward proficiency on the state adopted standards and English learners will make progress learning the English language, using high quality instructional programs.

- Provide up-to-date instructional and curriculum materials
- Maintain Renaissance AR and i-Ready assessment and instruction to provide all students a path to proficiency and growth in reading and math
- Provide Intervention Instructional Aides
- Maintain Technology Programs

GOAL 2: Students will learn in a safe, positive learning environment, where they are supported, engaged, and feel connected to their school.

- Provide Coordination of Student Support Services
- Provide Intervention Resource Classroom
- Provide Health Professionals (Physical/Social-Emotional)
- Maintain Attendance and Behavior Rewards
- Maintain Parent Engagement

GOAL 3: The district will hire, support, and retain qualified teachers, which are appropriately assigned and fully credentialed.

- Provide Teacher Professional Development
- Maintain New Teacher Support and Assessment
- Provide Teacher Collaboration Opportunities

This LCAP represents the district's vision to continue its efforts to provide opportunities for all students to learn, grow, and reach their greatness potential. To monitor progress towards this vision we laid out and aligned to our core value and guiding principle—we are committed to continued complex work. The most important example of systems work is the continued implementation and growth of a cycle that measures continuous improvement. This cyclical process is featured prominently in this LCAP, and is intended to help our school district set goals, identify ways to improve, and evaluate change in a continuous feedback loop. The major components assist with transforming practices through the ability to have meaningful dialogue about data and make changes to address performance gaps among specific student groups. Implementing a cohesive, consistent approach to providing tiered systems of student supports based upon assessed needs, will allow the district to address the necessary learning needs and gains in the years following the COVID-19 pandemic and the time of school closures.

# 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.

Not Applicable

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

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

Not Applicable

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

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

Not Applicable

# Engaging Educational Partners

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

Data collection and educational partner engagement for the LCAP began in January 2023 with a comprehensive document review of instructional artifacts, policy documents, and interviews with staff. The collection process included check-in meetings with the County Office of Education (COE) to determine the Districts need for support. It was agreed to continue with a Systematic Instructional Review (SIR) process to inform the district's strategic instructional efforts and designate focus areas for the new LCAP.

Data collection resumed in February 2023 with interviews of individual educational partners, focus groups with educational partners, and classroom visits. The administration visited all grade levels and content areas. Additional observations were made during whole class social-emotional learning (SEL) sessions and in special education programs.

The information and feedback collected from educational partners was shared with district leaders, analyzed to determine if the recommended improvements aligned with student needs and budget allocations, and if appropriate, incorporated into the new LCAP.

## LIBERTY PARENT TEACHER ADVISORY COMMITTEE

The district's Liberty Parent Teacher Club (LPTC) assumes the role of the Parent Advisory Committee (PAC). The LPTC is comprised of a majority of parents and includes at least one parent representative from the Unduplicated Pupil group and representation for the families of students with disabilities. The LPTC functions as the PAC and met regularly throughout the school year. The LPTC met nine times during the school year (one training session and eight regular meetings). The principal and superintendent attended these meetings. The purpose of the LPTC is to engage parents in the LCAP review and planning process to elicit their input regarding student programs and services and with conducting a district needs assessment. LPTC meetings provide an opportunity to discuss LCAP goals, action items, and funding allocated for each goal and action item. Parents, teachers, and community members are provided with the opportunity to voice priorities for students. Information regarding the state priorities, the district's goals, the purpose(s) of supplemental and concentration funding, and programs and services for Unduplicated Pupils, were presented to parents. The LPTC reviewed information and/or data showing the district's performance relative to the metrics that are part of the state's priorities. The LPTC reviewed a draft of the LCAP throughout the school year as the plan was reviewed and developed. Parent, Teacher, Advisory Committee met on:

8/8/2022  
9/12/2022  
10/3/2022  
11/7/2022  
12/5/2022  
1/10/2023  
2/6/2023  
3/6/2023  
4/11/2023  
5/1/2023

### SCHOOL SITE COUNCIL ADVISORY COMMITTEE

(Note - the SSC is comprised of parents of all students to include English learners; Liberty ESD had a low number of EL students enrolled (6%), therefore, the SSC and DELAC Advisory Committee were combined into one advisory group). The LCAP is a standing item on the School Site Advisory Committee (SSC) agenda. During each SSC meeting, members receive information and provide recommendations regarding the development and implementation of the LCAP. The SSC review achievement and progress data for all student subgroups, to include EL students. The California School Dashboard English Learner Progress Indicator, the Academic Indicators in English language arts and math, the Suspension Rate and Chronic Absenteeism Indicators. The SSC receives information on the district's reclassification procedures and rates, along with other data including data relating to the metrics that are part of the state's priorities. Members receive information, ask questions and provide recommendations on programs and services for all students. SSC members review student achievement data for all subgroups and provide recommendations to improve district programs, including programs within the LCAP, that can be improved to increase the achievement for all students. The SSC met on:

11/29/2022

01/17/2023

03/21/2023

### TEACHERS, STAFF, AND SCHOOL COMMUNITY PARTNER SURVEY

The LESD LCAP staff survey was delivered to all SCHOOL staff members in the district in May 2023. The return rate for the staff survey was 38 percent. The survey provided teachers, support staff, and school community partners with the opportunity to express their opinion regarding topics related to the district's goals and the District's progress in meeting the eight (8) state priorities.

### PARENT AND FAMILY COMMUNITY PARTNER SURVEY

LESD delivered a survey to all parents and guardians in the district in May 2023. The completion rate was 42 percent. The survey provided parents, family, and community members with the opportunity to share their opinion on priorities related to districts goals. An open ended question at the end of the survey provided participants with the opportunity to write a short response outlining what the district is doing well and what needs to be addressed.

### PARENTS OF STUDENTS WITH DISABILITIES SURVEY

The district provided a survey to all families of students with disabilities at the end of each annual and/or triennial IEP meeting. The survey provided these families an opportunity to express their opinion on topics related to the district's goals and the District's efforts to meet the special needs of their students.

### PUPILS: LIBERTY MIDDLE SCHOOL STUDENT SURVEY

The LESD LCAP District safety survey was sent to all middle school students. 70 percent (161) of 5-8th grade students completed the survey administered in May 2023. The survey provided students with an opportunity to express their opinion(s) regarding school safety, school climate, and school programs and services. The District reported the results to its local governing board and through the local data selection option on the Dashboard.



### SELPA COMMUNITY PARTNER MEETINGS

The superintendent, school principal, special education teacher, school psychologist, IRC Teacher, and triage social worker met with the SELPA. During these meetings, the group conducted an analysis of student achievement and performance in absenteeism and suspension rates for students with disabilities. Utilizing this analysis to assess the needs of students with disabilities across the district, the SELPA provided input regarding the district's LCAP based on students with disabilities, and academic and social-emotional needs.

9/6/22

10/4/22

11/1/22

12/6/22

2/14/23

3/16/23

5/25/23

### BARGAINING UNIT

The LCTA group provided input regarding district services and programs, and made recommendations for how to prioritize these programs and services. Liberty Elementary Teachers Association (LCTA) meet and consult four (4) times or more per year. It was recommended that the district maintain the programs and services for all students to include unduplicated pupils under each of the districts three LCAP goals, with an emphasis on increasing services for student social-emotional well-being.

6/29/22

8/5/22

10/13/22

2/23/23

5/23/23

A summary of the feedback provided by specific educational partners.

### PARENTS, TEACHERS, ADVISORY COMMITTEE

The district's Liberty Parent Teacher Club (LPTC) provided specific recommendations (State Indicators) for the district's Expected Outcomes for all students, and for each student subgroup, in each of the State Indicators (ELA, math, chronic absenteeism, suspension rates).

Recommendations (Local Indicators)

- Continue to provide services and programs that support students' social-emotional health
- Maintain the programs and services outlined on the districts LCAP at their current level
- Ensure all students have access to a broad course of study in all subject areas

### SCHOOL SITE COUNCIL ADVISORY COMMITTEE



District School Site Council Advisory Committee provided recommendations for the district's Expected Outcomes regarding all student subgroups to include English learners for each of the State Indicators (ELA, math, chronic absenteeism, suspension rates).

- Provide professional learning for teaching the standards
- Identifying areas where staff need to improve instruction
- Provide instructional materials aligned to the standards
- Continue to provide services and programs that support students' social-emotional health
- Maintain the programs and services for Unduplicated Pupils under each of the districts LCAP goals
- Create conditions that foster a welcoming, inclusive, and academically challenging environment, why they feel cared for, valued, safe, and connected

#### PARENTS, COMMUNITY: LESD LCAP PARENT AND COMMUNITY SURVEY

Parents responded to a variety of questions related to their level of satisfaction with their students' education, parent communication and involvement, school safety, and instructional programs. Survey responses indicate that parents are overwhelmingly satisfied in all of these areas. Parents recommend that the district maintain the programs and services outlined in the districts three LCAP goals at their current level.

#### TEACHERS, STAFF, SCHOOL COMMUNITY: LESD LCAP TEACHER, STAFF AND SCHOOL COMMUNITY SURVEY

Teachers, support staff, and school community partners responded to a variety of questions related to their level of satisfaction with working in a supportive, collegial environment, feel they are provided with necessary tools and resources for their work, are able to both promote and assist in the creation of a healthy school environment. The district's teachers recommend that the district maintain the programs and services outlined on the districts LCAP at their current level. The district's support staff recommend that student programs supporting social-emotional health continue. If additional funding is available, the hiring of additional trained mental health staff are needed to support the overwhelming number of students who need these services.

#### PARENTS OF STUDENTS WITH DISABILITIES SURVEY

Parents responded to a variety of questions related to their level of satisfaction with their students' education, parent communication and involvement, school safety, and instructional programs. Survey responses indicate that parents are overwhelmingly satisfied in all of these areas.

#### PUPILS: LESD LCAP MIDDLE SCHOOL STUDENT SURVEY

Students responded to a variety of questions to measure their feelings about the quality of the school climate. All 5 - 8 grade students responded to a variety of questions asking if they believe they attend a school where they feel cared for, valued, safe, and connected. If they have access to proper facilities and resources at Liberty. The students recommended:

- Expanding art, music, physical education, and other enrichment activities as funding permits.
- Provide students with more Improved school lunches
- Provide students with programs, course work and opportunities that motivate them to include leadership groups, on-campus clubs, and extracurricular activities

### SELPA: SELPA Meeting

The SELPA provided specific recommendations for the district's Expected Outcomes for students with disabilities in each of the State Indicators (ELA, math, chronic absenteeism, suspension rates). The SELPA recommends continued collaboration between general and special education personnel. Frequently review progress and services to students with IEPs as a shared responsibility among all staff.

### BARGAINING UNITS, OTHER PERSONNEL

Bargaining units recommended that the district maintain the programs and services for Unduplicated Pupils under each of the districts LCAP goals at their current levels, with an emphasis on increasing services for student physical and social-emotional health as funding permits.

#### Recommendations (Local Indicators)

- Provide professional development, training in the area of positive behavior support and classroom management
- Provide professional training in creating a positive school climate
- Make available instructional materials aligned to the standards
- Continue to provide services and programs that support students' social-emotional health
- Maintain the programs and services for Unduplicated Pupils under each of the districts LCAP goals

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

In development of the update for the Local Control and Accountability Plan for the 2023-24 school year, district administrators reviewed the input provided from the educational partners survey, annual measurable outcomes, implementation of current actions and services, as well as expenditures to reflect the identified priorities. As a result of this review, the district is leaving the LCAP primarily the same as 2022-23. Through a review of the data, some desired outcome measures have been updated as current data indicates and need to advance or adjust to realistic expectations. One action will be added to the 2023-24 plan as described below.

Educational partners have expressed a strong desire for additional safety measures on campus to include a school resource officer (SRO) and electronic door. The district was able to fulfil the request for the electronic door during the 2022-23 school year, however, due to staffing shortage, we are unable to obtain a school resource officer. School administration will continue to work with the Tulare City PD to secure an SRO for the 2024-25 school year. Action 6 has been added to Goal 2 for various other safety measures or devices that will ensure the safety of the school community.

# Goals and Actions

## Goal

Goal #	Description
1	All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language, using high quality instructional programs.

An explanation of why the LEA has developed this goal.

Liberty ESD is committed to providing all students a high quality education in a welcoming environment with equitable expectations, and access to the California State Standards. The district developed this goal given our educational partners are committed to the academic achievement of all students, specifically, those students who are low income, English learners, and foster youth. A preview of performance data on the California School Dashboard Academic Indicators, local performance indicators included in the Dashboard, and educational partner input, indicate Liberty Elementary performance levels fell below standard in English Language Arts and Math for specific high needs subgroups on Dashboard Indicators (Priority 2).

The following reflects the district's Greatest Academic Need from the 2022 California School Dashboard:

### ACADEMIC INDICATOR ENGLISH LANGUAGE ARTS (ELA)

Since the release of the California School Dashboard was on hold for two years, there is no prior year published data to compare these results to, thus, there are no color indicators on this years Dashboard. On average, our students fell 5.4 point below standard on the CAASPP assessment for ELA.

The Students with Disabilities student group is the lowest performing student group averaging 86.7 points below standard indicated by Very Low status indicator.

The English Learners student group is the next lowest performing student group averaging 45.7 points below standard with a Low status indicator.

The Socioeconomically Disadvantaged student group also received a low indicator at 22.3 points below standard.

### ACADEMIC INDICATOR MATHEMATICS

On average, our students fell 39.3 point below standard on the CAASPP assessment for Math.

The Students with Disabilities student group is the lowest performing student group averaging 111.6 points below standard indicated by Very Low status indicator.

The English Learners student group is the next lowest performing student group averaging 77.3 points below standard with a Low status indicator.

The Socioeconomically Disadvantaged student group also received a low indicator at 57.1 points below standard.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(P 4) CAASPP 3 - 8 Grade Points above/below Level 3	ELA 4.7 points above Level 3 Math 18.5 points below Level 3 (2018-19)	CAASPP ELA 48% Met/Exceeded Math 34% Met/Exceeded  STAR Local Assessment 3rd-8th grade: <ul style="list-style-type: none"> <li>• ELA 51.3% performing at or above grade level</li> <li>• Math 34.3% performing at or above grade level</li> </ul> (2021-22)	CAASPP (2021-22) ELA 5.4 points below standard Math 39.3 points below standard  iReady Local Assessment 3rd-8th grade: <ul style="list-style-type: none"> <li>• ELA 42.2% performing at or above grade level</li> <li>• Math 36.2% performing at or above grade level</li> </ul> (2022-23)		ELA: 5 points above Level 3 Math: 20 points below Level 3  iReady Local Assessment 3rd-8th grade: <ul style="list-style-type: none"> <li>• ELA 50% performing at or above grade level</li> <li>• Math 38% performing at or above grade level</li> </ul>
(P 2) Implementation of State Standards for all pupils, including unduplicated, ELs and special needs students	District received score of "Met" Implementation of Academic Standards Local Indicator (2018-19)	District received score of "Met" Implementation of Academic Standards Local Indicator (2021-22)	District received score of "Met" Implementation of Academic Standards Local Indicator (2022-23)		District will receive score of "Met" on CA School Dashboard: Implementation of Academic Standards Local Indicator
(P 8) Reclassification Rate	16.7% (2018-19)	27% (2021-22)	39% (2022-23)		35% Reclassification Annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(P 4) Percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC	38.9% EL Students making Progress on ELPAC (2018-19)	No new dashboard data in 2020-21. New dashboard data will be released in December 2022	64.2% EL Students making Progress on ELPAC (2021-22)		50% EL Students will make progress on ELPAC
(P 1) Degree to which students have standards-aligned instructional materials according to Board adopted Textbook Sufficiency Report	100% of LESD Students to include unduplicated and students with special needs have access to standards aligned instructional materials (2020-21)	100% of LESD Students to include unduplicated and students with special needs have access to standards aligned instructional materials (2021-22)	100% of LESD Students to include unduplicated and students with special needs have access to standards aligned instructional materials (2022-23)		100% of LESD Students to include unduplicated and students with special needs will have access to standards aligned instructional materials
(P 7) A. All Students have access to a Broad Course of study	District received "Met" on Access to Broad Course of Study Indicator  District received "Met" Implementation of Access to Broad Course of Study Indicator	District received "Met" on Access to Broad Course of Study Indicator  District received "Met" Implementation of Access to Broad Course of Study Indicator (2021-22)	District received "Met" on Access to Broad Course of Study Indicator  District received "Met" Implementation of Access to Broad Course of Study Indicator (2021-22; New results not published to date)		District received "Met" of Access to Broad Course of Study Indicator  District received "Met" Implementation of Access to Broad Course of Study Indicator
(P 7) B. Programs and services developed	All Students (including unduplicated students) received instruction in art,	All Students (including unduplicated students) are currently receiving instruction in	All Students (including unduplicated students) are currently receiving instruction in		All Students (including unduplicated students) will receive instruction in art,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and provided to unduplicated students	<p>music, and physical education, and participated, as evidenced by the number of students enrolled in these classes (art, music, leadership, journalism, ag science, study skills, and computer skills) and PE, which includes the number of PE minutes received.</p> <p>Grades 6 - 8 Self-selected Elective Classes: Art: 24 students received art Band: 32 students Leadership: 21 students Journalism: 18 students Computer Skills: 18 Ag Science: 32 Study Skills: 16</p> <p>Grades TK-5 All TK-5 Students Receive: Music, Art, PE (2019-20)</p>	<p>art, music/band, and physical education, and participate, as evidenced by the number of students enrolled in these classes (art, music/band, leadership, journalism, ag science, study skills, and computer skills) and PE, which will include the number of PE minutes received.</p> <p>Grades 6 - 8 Self-selected Elective Classes: Art: 58 students received art Band: 25 students Leadership: 20 students Journalism: 29 students Computer Skills: 29 Ag Science: 29 Study Skills: 29</p> <p>Grades TK-5 All TK-5 Students Receive: Music, Art, PE (2021-22)</p>	<p>art, music/band, and physical education, and participate, as evidenced by the number of students enrolled in these classes (art, music/band, leadership, journalism, ag science, study skills, and computer skills) and PE, which will include the number of PE minutes received.</p> <p>Grades 6 - 8 Self-selected Elective Classes: Art: 53 students received art Music/Band: 27 students Leadership: 24 students Journalism: 21 students College &amp; Career: 27 Ag Science: 28 Drama: 25</p> <p>Grades TK-5 All TK-5 Students Receive: Music, Art, PE</p>		<p>music, and physical education, and participated, as evidenced by the number of students enrolled in these classes (art, music/band, leadership, journalism, ag science, college &amp; career, and drama) and PE, which include the state required number of PE minutes received.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			(2022-23)		
(P 7) C. Programs and services developed and provided to individuals with exceptional needs	<p>All Students (including students with exceptional needs) received instruction in art, music, and physical education, and participated, as evidenced by the number of students enrolled in these classes (art, music, leadership, journalism, ag science, study skills, and computer skills) and PE, which includes the number of PE minutes received.</p> <p>Grades 6 - 8 Self-selected Elective Courses: Art: 24 students received art Band: 32 students Leadership: 21 students Journalism: 18 students Computer Skills: 18 Ag Science: 32 Study Skills: 16</p>	<p>All Students (including students with exceptional needs) are currently receiving instruction in art, music/band, and physical education, and participate, as evidenced by the number of students enrolled in these classes (art, music/band, leadership, journalism, ag science, study skills, and computer skills) and PE, which will include the number of PE minutes received.</p> <p>Grades 6 - 8 Self-selected Elective Classes: Art: 58 students received art Band: 25 students Leadership: 20 students Journalism: 29 students Computer Skills: 29 Ag Science: 29</p>	<p>All Students (including students with exceptional needs) are currently receiving instruction in art, music/band, and physical education, and participate, as evidenced by the number of students enrolled in these classes (art, music/band, leadership, journalism, ag science, study skills, and computer skills) and PE, which will include the number of PE minutes received.</p> <p>Grades 6 - 8 Self-selected Elective Classes: Art: 53 students received art Music/Band: 27 students Leadership: 24 students Journalism: 21 students College &amp; Career: 27</p>		<p>All Students (including students with exceptional needs) will receive instruction in art, music, and physical education, and participated, as evidenced by the number of students enrolled in these classes (art, music/band, leadership, journalism, ag science, college &amp; career, and drama) and PE, which will include the state required number of PE minutes received.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grades TK-5 All TK-5 Students Receive: Music, Art, PE (2019-20)	Study Skills: 29  Grades TK-5 All TK-5 Students Receive: Music, Art, PE (2021-22)	Ag Science: 28 Drama: 25  Grades TK-5 All TK-5 Students Receive: Music, Art, PE (2022-23)		
(P 4) CAST 5th and 8th grade	33.7% Met or Exceeded Standard (2018-19)	CAST not administered in 2020- 21 New CAST data will be released June 2022	41.37% Met or Exceeded Standard on CAST assessment (2021-22)		43% will have Met/Exceeded Standard
(P 4) ELPAC Summative Assessment	16.67% EL Students scored proficient/level 4 (well developed) on ELPAC assessment (2018-19)	27.59% EL Students scored proficient/level 4 (well developed) on ELPAC assessment (2020-21)	33.93% EL Students scored proficient/level 4 well developed on ELPAC assessment (2021-22)		35% EL Students will score proficient/level 4 (well developed) on ELPAC assessment

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Standards-Aligned Instructional Materials	Provide students to include low income and English learner students with up-to-date instructional materials (print and digital) that provide specialized lessons, materials, and technology components that include increased support for English learners and students performing below grade level. Subject matter may include history and social studies, science, social-emotional curriculum, college and career readiness, art, STEM and physical education.	\$11,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
1.2	Instructional Programs and Assessments	Utilize data (including formative assessments, summative assessments, and student work) to identify what evidence based instructional practices would meet the needs of special populations. Engage in an annual curriculum audit to determine current practice and delivery of curriculum and support. In the audit, include a review of the school's cultural relevance and sensitivity. Based on the curriculum audit findings, prioritize the sequence of new content adoptions for content areas by grade level and need. Supplemental programs include: Lexia/Reading PLUS TK-8, IXL TK-8 (Math; ELA), Renaissance STAR Reading/Math Assessment in K-8, i-Ready, computer adapted Typing Club Program in grades TK-6, and supplemental elective class instructional materials. Structured English language instruction taught in the classroom to English language learner students.	\$36,389.00	Yes
1.3	Instructional Support Staff	Liberty ESD will hire, train, and maintain quality classified staff (Intervention Instructional Aides) to assist the school and teachers in instruction, supervision, and educating all students to include EL and students with special needs, and unduplicated students. Instructional assistants in the resource room ensure students are learning in a safe and supportive environment.	\$17,832.00	Yes
1.4	Technology Services	Provide technology devices, computer technician, standards aligned digital content/subscriptions, Chromebook licensing, GoGuardian teacher and classroom management software to manage devices, block inappropriate content, and minimize risk to keep students safer online. Students in grades 1-8 have Chromebooks and standards aligned digital content. Students in grades TK-1 have access to iPads and standards aligned digital content.	\$61,872.00	Yes
1.5	Staff Professional Development	Staff are supported with leadership, training, and professional learning opportunities relative to Designated and Integrated ELD, and	\$3,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Designated Language Acquisition Programs. Techniques for inclusion, UDL, and math tasks and performance practices. Tulare COE consultants will be consulted to provide a portion of this training.		

## Goal Analysis [2022-23]

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

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

All actions were implemented. Students, including low income and English Learner students, were provided up to date instructional materials including web-based programs to support student learning. The district maintained quality instructional support staff, classified and certificated, to facilitate and support student learning. Technology services were maintained to ensure all students have a device to learn with, devices are kept up to date, and the district has connectivity for all students and staff to access the internet and educational resources.

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.

This goal contained no actions with a planned percentage to improve services.  
 Action 1 has a material difference between budgeted and actual expenses for instructional materials purchased as the budget was overestimated. The budget is being reduced in the 2023-24 year.  
 Action 3 has a material difference between budgeted and actual expenses for the Intervention instructional staff. They were employed by the district but they were funded from other sources.

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

An analysis of student end of the year performance data, and a review of actual actions/services developed to increase or improve services for students, indicate the students are recovering from the COVID pandemic set back. CAASPP ELA scores are 10 points below pre-pandemic levels while math scores are 20.8 points below. ELPAC assessment data shows 64.2% of EL students are making progress. Additional instructional support staff provided individualized direct instruction to students performing below grade level in reading were pulled to the learning lab 30 minutes daily to receive additional support. All students receiving additional academic support from instructional support staff exhibited an increase in reading levels. The district will continue to implement currently planned actions to improve student proficiency on the state adopted academic standards.

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

- The goal remains unchanged.
- The district shifted from the STAR local assessment to iReady local assessment. The Year 2 outcome has included the current iReady assessment data and the desired outcome has been updated.
- Recent CAST assessment data shows students are performing better than expected. The desired outcome has been updated from 39% meeting or exceeding standards to 43%.
- Recent ELPAC assessment data shows students are performing lower than expected. The desired outcome has been updated from 40% meeting or exceeding standards to 35%.
- Actions have remained unchanged but budgeted expenditures have been updated for the 2023-24 budget.

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

# Goals and Actions

## Goal

Goal #	Description
2	Students will learn in a safe, positive learning environment, where they are supported, engaged, and feel connected to their school.

An explanation of why the LEA has developed this goal.

The district developed this goal given there are a significant numbers of high needs (unduplicated) students, which experience barriers to learning that require specialized staff to care for these students special circumstances. Much of these barriers include health and wellness as well as social and emotional challenges. High needs students, including those students from low income families and students who are foster youth, may lack the resources necessary to access the types of health and social/emotional supports that reduce barriers to learning.

Although suspension and expulsion rates remain very low (0.5%), English Learners continue to fall behind all students with 1.7% suspended at least once in 2021-22.

Following the COVID pandemic and return to in-person learning, Chronic Absenteeism is still recovering. In 2021-22, 11.8% of the students at LESD were chronically absent missing at least 10% of the school year. With an enrollment of 765, that is 90 students. This disproportionately impacted English Learners (15.3% chronically absent), Hispanic students (13.3%), Socioeconomically disadvantaged (17%) and Students with Disabilities (14.3%).

The metrics listed under Goal 2 measure school climate, pupil engagement and connectedness, parent involvement through monitoring the extent to which suspension, expulsion, and chronic absenteeism rates. There is a strong connection between school attendance measures, absenteeism rates and the percent of students and parents who feel their children are safe at school (2021, Parent/Teacher/Student Survey measure results).

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(P 5) Chronic Absenteeism	2.6% Chronically Absent Increased 2.6%	7.5% Chronically Absent (2020-21)	11.8% Chronically Absent (2021-22)		8% Chronically Absent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(2019 CA School Dashboard)				
(P 6) Student Suspension Rates Student Expulsion Rates	0.4% student suspensions; increased 0.0% student expulsions (2019 CA School Dashboard)	0.0% student suspensions 0.0% student expulsions (2020-21)	0.5% student suspensions 0.0% student expulsions (2021-22)		0.0% student suspensions 0.0% student expulsion
(P 5) School Attendance according to Aeries Attendance	94% Attendance Rate (2020-21)	94.7% Attendance Rate per P2 (2021-22)	96.2% Attendance Rate per P2 (2022-23)		96% Attendance Rate
(P 3) Parent Involvement School promotes parental participation in programs for unduplicated students  The school promotes parent participation in programs for individuals with exceptional needs	District "Met" indicator for Parent Engagement. (2021 CA School Dashboard)  2021 Parent/Teacher Conference Attendance Rate: Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely messages communicating their students' progress	District "Met" indicator for Parent Engagement. (2022 CA School Dashboard)  Parent/Teacher Conference Attendance Rate: Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely messages communicating their students' progress	District "Met" indicator for Parent Engagement. (2023 CA School Dashboard)  Parent/Teacher Conference Attendance Rate: Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely messages communicating their students' progress		District will have "Met" the indicator for Parent Engagement. (CA School Dashboard)  Parent/Teacher Conference Attendance Rate Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely messages communicating their students' progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>and/or achievement measured by the percentage of parents attending parent/teacher conferences.</p> <p>100% Parent Attendance at IEP Meetings.</p> <p>94% Parent attendance rate at virtual conferences (2020-21)</p>	<p>and/or achievement measured by the percentage of parents attending parent/teacher conferences.</p> <p>94% Parent Attendance at IEP Meetings</p> <p>79% Parent attendance rate at virtual conferences (2021-22)</p>	<p>and/or achievement measured by the percentage of parents attending parent/teacher conferences.</p> <p>100% Parent Attendance at IEP Meetings</p> <p>97% Parent attendance rate at Teacher conferences (2022-23)</p>		<p>and/or achievement measured by the percentage of parents attending parent/teacher conferences.</p> <p>100% Parent Attendance at IEP Meetings</p> <p>100% of Parents will attend Teacher Conferences</p>
<p>(P 6) Other local measures; School Climate Sense of Safety and School Connectedness surveys of pupils, parents, and teachers</p>	<p>89% of Parents agree/strongly with the statement, "My child is safe at school"</p> <p>97.8% of Teachers agree/strongly with the statement, "I feel safe while at work"</p> <p>91.2% of Students agree/strongly with the statement, "I feel safe at school" (2020-21 Survey)</p> <p>Parents, teachers, and students sense of school connectedness</p>	<p>93.4% of Parents agree/strongly with the statement, "My child is safe at school"</p> <p>95.6% of Teachers agree/strongly with the statement, "I feel safe while at work"</p> <p>86.2% of Students agree/strongly with the statement, "I feel safe at school" (2021-22 Survey)</p> <p>Parents, teachers, and students sense of school connectedness</p>	<p>82% of Parents agree/strongly with the statement, "My child is safe at school"</p> <p>100% of Teachers agree/strongly with the statement, "I feel safe while at work"</p> <p>78.5% of Students agree/strongly with the statement, "I feel safe at school"</p> <p>94% of Parents agree/strongly with the statement, "My</p>		<p>99% of Parents will agree/strongly with the statement, "My child is safe at school"</p> <p>100% of Teachers will agree/strongly with the statement, "I feel safe while at work"</p> <p>95% of Students will agree/strongly with the statement, "I feel safe at school"</p> <p>90% of Parents will agree/strongly with the statement, "My</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(will be measured during the 2022-23 school year)	child feels connected at school"  91% of Teachers agree/strongly with the statement, "I feel connected at work"  88% of Students agree/strongly with the statement, "I feel connected at school" (2022-23 Survey)		child feels connected at school"  95% of Teachers will agree/strongly with the statement, "I feel connected at work"  90% of Students will agree/strongly with the statement, "I feel connected at school"
(P 5) Middle school dropout rates	0.0% Middle school dropout rates (2021 Aeries Attendance)	0.0% Middle school dropout rates (2021-22)	0.0% Middle school dropout rates (2022-23)		0.0% Middle school dropout rate
(P 1) School Facilities are maintained	"Exemplary" score (2020-21) Facilities Inspection Tool (FIT))	"Exemplary" score (2021-22)	"Exemplary" score (2022-23)		"Exemplary" score will be received
(P 3) The effort the school makes to seek parent input for the school district and school.	School Maintained Regularly Scheduled Parent Advisory Meetings.  School Site Council meetings, District English Learner Advisory Committee meetings,	School Maintained Regularly Scheduled Parent Advisory Meetings.  School Site Council meetings, District English Learner Advisory Committee meetings,	School Maintained Regularly Scheduled Parent Advisory Meetings.  School Site Council meetings, District English Learner Advisory Committee meetings,		School Maintained Regularly Scheduled Parent Advisory Meetings.  School Site Council meetings, District English Learner Advisory Committee meetings,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Parent/Teacher Club Advisory Committee meetings, and response to parent surveys. 98% active member attendance LPTC meetings: 100% of scheduled meetings held</p> <p>SSC/ELAC Advisory Committees held quarterly meetings Parent Advisory Committee met monthly during the school year SSC meetings: 100% of scheduled meetings held</p> <p>Parent Survey: 95% Agree/Strongly Agree: I receive adequate information regarding parent meeting/activities to include School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and I receive adequate information regarding</p>	<p>Parent/Teacher Club Advisory Committee meetings, and response to parent surveys. 96% active member attendance LPTC meetings: 100% of scheduled meetings held (2021-22)</p> <p>SSC/ELAC Advisory Committees held quarterly meetings Parent Advisory Committee met monthly during the school year SSC meetings: 100% of scheduled meetings held (2021-22)</p> <p>Parent Survey: 91.2% Agree/Strongly Agree: I receive adequate information regarding parent meeting/activities to include School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and I</p>	<p>Parent/Teacher Club Advisory Committee meetings, and response to parent surveys. 99% active member attendance LPTC meetings: 100% of scheduled meetings held (2022-23)</p> <p>SSC/ELAC Advisory Committees held quarterly meetings Parent Advisory Committee met monthly during the school year SSC meetings: 100% of scheduled meetings held (2022-23)</p> <p>Parent Survey: 88.3% Agree/Strongly Agree: I receive adequate information regarding parent meeting/activities to include School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and I</p>		<p>Parent/Teacher Club Advisory Committee meetings, and response to parent surveys. 100% active member attendance LPTC meetings monthly.</p> <p>SSC/ELAC Advisory Committees held quarterly scheduled meetings.</p> <p>LESD Parent Survey: 98% Agree/Strongly Agree: I receive adequate information regarding parent meeting/activities to include School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and I receive adequate information regarding parent meeting/activities and parent workshops.</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	parent meeting/activities and parent workshops. (2020-21)	receive adequate information regarding parent meeting/activities and parent workshops. (2021-22)	receive adequate information regarding parent meeting/activities and parent workshops. (2022-23)		

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Coordination of Student Support	<p>Provide designated staff to connect families with community resources to support student health, wellness, attendance and education.</p> <p>Ensure that there is a continuum of social-emotional, behavioral and mental health supports/resources, and the process for accessing it is clear so that all schools and families, including those with students experiencing homelessness and foster youth, know how to access them.</p> <p>Principal to conduct home visits, phone calls, and support to students, parents, and families.</p> <p>Social Worker to support and assist with improving parent and family involvement.</p> <p>School Psychologist 10 days per month to conduct student special education assessments.</p> <p>School Climate, Child Welfare, and Attendance Clerk to provide to the school in the development of programs that improve school attendance and reduce chronic absenteeism.</p>	\$265,359.00	Yes
2.2	Intervention Resource Classroom	COE Special Education, Behavioral Health Services Classroom on Campus to support the academic, behavioral, and mental health of	\$180,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		high needs students. This action is principally directed to students of low income families that may not have access to supports outside of school, however all students will have access to academic, social-emotional, and behavioral support at school.		
<b>2.3</b>	Health Professionals (Physical/Social-Emotional)	School health professionals (Full-time School Nurse and Contracted COE nurse) provide direct services to students to promote health and well-being and intervene when actual and potential health problems occur. The school nurse communicates with parents and connects families with community resources. This action is principally directed to students of low income families that may not have access to supports outside of school, however, all students will have access to professional health services and support (physical/social-emotional) at school.	\$133,683.00	Yes
<b>2.4</b>	Attendance/Behavior Rewards	The district will improve student attendance and encourage positive behavior by offering rewards and incentives to those students with good monthly attendance and behavior. This action is to encourage low income and English learner student come to school every day.	\$4,000.00	Yes
<b>2.5</b>	Parent Engagement	The district will provide parents with information and educational resources to support students' success in school. The social worker will provide outreach to families to connect them to resources in the community, as a strategy to help support parents as academic partners. The district will increase parent engagement and involvement by offering student rewards and incentives for PBIS, Character Counts, English learner achievement recognition assemblies. The district will increase family engagement using the Remind and Parent Square communication applications linked to Aeries, the district's Student Information System. Outreach will target low-income and English learner families.	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Additional Safety Measures	The district will invest in additional safety measures and devices to ensure all students, staff, and families are and feel safe on campus.	\$5,000.00	Yes

## Goal Analysis [2022-23]

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

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

All actions were implemented. The district was able to improve attendance in 2022-23 with the addition of the attendance clerk. The attendance clerk monitored student attendance, followed up with absences, and made home visits when necessary. Educational partner feedback shows great appreciation for the intervention resource classroom, school psychologist, and health professionals on campus.

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.

This goal contained no actions with a planned percentage to improve services.

There was a material difference for Action 2.3 of approximately \$25,000. Our school nurse was out on maternity leave for half the school year. The replacement nurse was paid at a lesser rate and a portion of Title I funds were used to supplement school nurse/triage social worker salaries and/or services.

A cost savings reflected in actions 4 and 5 are due to other funding sources being available for these expenditures.

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

The data measuring school climate, suspensions and absenteeism, are significantly impacted by the COVID pandemic, and do not accurately measure the effectiveness of all the district's programs and services. District student programs and services have led to a slight decline in suspensions, but an increase in chronic absenteeism due to missed days of school to quarantine in 2021-22. The 2022-23 school year attendance data is lower than we expected as well but showing improvement with an attendance rate of 96.2%. The attendance clerk and teachers consistently contacted parents to check in with students that were absence and stressed the important of school attendance. Full-time in-person learning has been alleviating the negative effect COVID-19 and school closure inflicted on students social-emotional wellbeing. The need to continue, and if possible, expand services and programs that support students' social-emotional well-being and physical health.

The district improved attendance in 2022-23 with the addition of an attendance clerk. The attendance clerk monitored student attendance, followed up with absences, and made home visits when necessary. Educational partner feedback shows great appreciation for the intervention resource classroom, school psychologist, and health professionals on campus.

The FIT report indicate the district has maintained an exemplary score for school facilities. Middle School drop out rates remain at zero. Suspension and Expulsion rates are both 0%.

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

- The goal remains unchanged.
- Recent Chronic Absenteeism data shows students are still struggling with maintaining attendance thus the district will not meet it's desired outcome of 1.5%. The desired outcome has been updated from 8%.
- Action 2.6 has been added to allow the district to implement additional safety measures and purchase safety devices as they are presented.
- Budgeted expenditures have been updated for the 2023-24 budget.

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

# Goals and Actions

## Goal

Goal #	Description
3	The district will hire, support, and retain qualified teachers, which are appropriately assigned and fully credentialed.

An explanation of why the LEA has developed this goal.

The rationale stated here continues as a main driver in the development of the Actions within this Goal. Liberty remains committed to employing and supporting highly qualified and culturally proficient staff to improve outcomes for all students. After a comprehensive SIR analysis and multiple educational partner meetings, there are identified areas of need that will broaden school performance and improvement.

Teachers who are well-trained demonstrate comprehensive knowledge of the content areas for which they are responsible to teach, and are able to provide targeted individualized instruction (differentiated instruction) to struggling students (who are mostly unduplicated students). A well-trained teacher is able to deliver specialized instruction to students who are English learners. Data from the California School Dashboard indicate that low-income students, and English learners perform below other student subgroups.

Teachers who are provided with high quality professional development and training, are designed to build their content knowledge and further develop their pedagogy. Professional development and training designed to build the ability of teachers to support English learners and provide up-to-date instructional materials to students in all content areas.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(P 4) New Teacher Induction Program	100% of New Teachers completed the Induction Program (2020-21)	100% of New Teachers working toward completing the Induction Program (2021-22)	100% of New Teachers working toward completing the Induction Program (2022-23)		100% of New Teachers will complete the Induction Program
(P 1)	100% of teachers are appropriately	100% of teachers are appropriately	100% of teachers are appropriately		100% of teachers are appropriately

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are appropriately assigned and credentialed in the subject areas with authorization from CCTC, the Board, or COE	assigned in the subject areas with authorization from CCTC, the Board, or COE.  86% of teachers are fully credentialed (2020-21)	assigned in the subject areas with authorization from CCTC, the Board, or COE.  81% of teachers are fully credentialed (2021-22)	assigned in the subject areas with authorization from CCTC, the Board, or COE.  91% of teachers are fully credentialed (2022-23)		assigned in the subject areas with authorization from CCTC, the Board, or COE.  90% of teachers are fully credentialed
(P 4) Teacher Access to Professional Development	100% of Teachers Received Professional Development (2020-21)	100% of Teachers Received Professional Development (2021-22)	100% of Teachers Received Professional Development (2022-23)		100% of Teachers will receive Professional Development

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Teacher Professional Development	Teachers are supported with leadership, training, and professional development focusing on standards-based materials and instruction. Training will be focused on learning acceleration, designated and integrated ELD, Next Generation Science Standards (NGSS), foundational reading strategies, interactive writing, critical reading (specifically in the area of informational text), techniques for inclusion, UDL, and math tasks and performance practices. Tulare COE consultants will be consulted to provide this training as well as Aeries consultants.	\$5,000.00	Yes
3.2	New Teacher Support and Assessment	The district will contract with the COE (CTC) accredited new teacher induction program. New teachers will receive induction support for two years and will clear their credentials through the Induction program. Costs include program fees and supplies.	\$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Teacher Collaboration Opportunities	Provide weekly collaboration time for teachers. Administrators and teachers conduct detailed, sophisticated analysis of English learners and low income students' performance on formative and summative assessments, and use information gained from the analysis to plan instruction and intervention. Support staff will provide teacher coverage to allow teachers more release time for instructional rounds.	\$0.00	Yes

## Goal Analysis [2022-23]

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

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

All actions were implemented. Teachers were provided with professional development, new teachers participated in the Induction program, and teachers participated in collaboration time.

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.

This goal contained one action with a planned percentage to improve services. Due to increased salary and benefit costs, the actual percentage to improve was 1.39% versus the planned 1.3%. The only material difference between budget and actual was in Action 1. Professional development was offered but cost was less as other state and federal funds were also available for professional development.

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

Outcome data indicate 100% of new teachers are working towards completing the induction program, 100% of teachers are appropriately assigned, 91% of teachers are fully credentialed, and 100% of teachers received professional development. Providing resources for teachers to attend professional development was necessary to meet this goal and improve student outcomes.

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

- The goal, metrics, and desired outcomes remain unchanged.
- Budgeted expenditures have been updated for the 2023-24 budget.
- The planned percentage to improve services has been removed as the district will be meeting the MPP through expenditure of funds. The action remains in the plan and is funded with LCFF Base dollars.

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



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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
726,135	0

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

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.15%	0.33%	\$24,127.94	9.48%

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.

Liberty Elementary School District remains focused on the needs, conditions, and circumstances of our unduplicated students. The District identified actions necessary to increase and improve services for unduplicated student groups outlined in the plan Goals, Actions, and Services section. The contributing actions listed below, which include high quality standards aligned instructional materials, a continued Action item carried over from the 2022-23 LCAP to support and enhance the progress of our unduplicated students through targeted intervention and additional staff support. The contributing actions include:

- Goal 1, Action 1: Standards-Aligned Instructional Materials
- Goal 1, Action 2: Instructional Programs and Assessment
- Goal 1, Action 3: Instructional Support Staff
- Goal 1, Action 4: Technology Services
- Goal 1, Action 5: Staff Professional Development
- Goal 2, Action 1: Coordination of Student Support

Goal 2, Action 2: Intervention Resource Class

Goal 2, Action 3: Health Professionals

Goal 2, Action 4: Attendance/Behavior Rewards

Goal 2, Action 5: Parent Engagement

Goal 3, Action 1: Teacher Professional Development

Goal 3, Action 2: New Teacher Support and Assessment

Goal 3, Action 3: Teacher Collaboration Opportunities

All actions and expenditures marked as contributing to increased or improved services were developed with a primary focus on the needs and circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location, that best meets the identified need. All actions outlined were carefully developed using need-identifying survey data measures, State and local data analysis, and educational partner feedback. These contributing actions are directed toward our unduplicated student population to assist Liberty Elementary School District in effectively meeting the LEA LCAP goals and the identified needs of our unduplicated student groups. In the goals section of this plan, each action marked "yes" for contributing contains a detailed explanation regarding that action and how that action will assist unduplicated students effectively to close the equity and performance gaps and meet the goals of our LEA. Liberty incorporates language required by 5 CCR Section 15496 with regard to the description of each specific action the district maintains to provide instructional programs and assessments for monitoring unduplicated student progress.

Even though the district has an Unduplicated Pupil percentage under 55%, through 2022-23 analysis of the needs and circumstances of Unduplicated students, it was evidenced that many more others are in need and would greatly benefit from services targeted at Unduplicated Pupils. The district and its educational partners analyzed how best to meet the needs of Unduplicated Pupils and best effectively and efficiently deliver services to maximize the impact for these students. It was decided that all Actions within this section can be most effective if implemented school wide.

The actions provided under Goal 1 are designed to improve student academic achievement, principally directed at low income and English learner students. Per 2022 Dashboard, in ELA, the "All Students" group scored 5.4 points below Standard. In Math, the "All Students" group scored 39.3 points below Standard. In ELA, an achievement gap exists between the performance of English Learners (EL) and the "All Students" group, as well as Students with Disabilities. Per 2022 Dashboard, EL are 45.7 points below Standard and Students with Disabilities are 86.7 points below Standard. In Math, our English Learners are 77.3 below Standard, Students with Disabilities are 111.6 points below Standard, and Socioeconomically Disadvantaged students are 57.1 below Standard. The District implements an assessment continuum, which includes the use of student benchmarks, SBAC Summative and Interim ELA and math assessment results to indicate growth for

underperforming student groups. These metrics will identify lead and lag metrics and the impact of programs on student achievement. An assessment continuum model is utilized for monitoring the academic, behavioral, and social and emotional well-being of unduplicated students who are experiencing difficulty. The district will use student assessment information assessable from varied school software systems to include AERIES for attendance and behavior, iReady for ELA and math academics, and Illuminate for benchmark and chapter test scores to target acceleration and intervention support, materials, and opportunities for unduplicated students. Instructional programs are standards-aligned as outlined and monitored by designated student groups using school wide iReady ELA and math metrics, benchmarks, and IBAs. Diagnostic student data is gathered from student IXL math, ELA, and Science diagnostics to progress monitor Hispanic and English learner students.

In order to address this need, students will be provided with:

Goal 1, Action 1, up-to-date instructional materials that provide specialized lessons, materials, and technology components that include increased support for English learners and students performing below grade level. The District provides materials and supplies that support the programs and services in the LCAP including art, STEM, and physical education. Lexia reading and Standards PLUS supplemental curriculum are implemented school-wide as intervention for unduplicated K-8 students. The implementation of these supplemental instructional programs allow students resource support through both intervention and enrichment learning. Students are placed into support programs based on their baseline assessment scores. It is imperative for all students, but most importantly, unduplicated students. The school principal disaggregates academic data by student subgroup to develop a Tiered system for learning groups. The lowest performing students attend intervention pull-out sessions for small group and/or one-on-one direct teaching and instruction in ELA, reading, and math.

Goal 1, Action 2, Instructional Programs and Assessments to ensure quality programs of study in all content areas are provided to unduplicated students. Student supplemental reading and math programs and STAR assessment program will be utilized to improve student achievement. These programs are important to the development of a well-rounded education. Students will be assessed for progress and improvement from multiple sources of evidence - self-reflection, student feedback and standardized tests.

Goal 1 Action 3, hiring and maintaining highly trained classified staff to assist the school and teachers with instruction, supervision, and educating unduplicated students. Instructional assistants in the resource room ensure students are learning in a smaller learning environment that allows struggling students equal access to standards aligned instruction in a way that is equitable.

Goal 1, Action 4, Technology Services including devices, computer technician, digital content and subscriptions, Chromebook licensing ,and GoGuardian Student Safety Device and Classroom Management Software. Students in grades 1-8 have access to Chromebooks and standards aligned digital content. Students in grades TK-1 have access to an iPad and standards aligned digital content. Maintaining high

quality technology devices and curriculum will improve student achievement by ensuring a continued access to instructional materials in or away from the school.

Action items for Goal 2, Action 1 provide designated specialized staff to connect families with community resources to support the health, wellness, attendance, and education for unduplicated students. Weekly Aeries attendance data, parent/teacher conference attendance rate, CA School Dashboard ELA , math, and chronically absent data will be utilized to measure unduplicated pupil progress and improvement.

The actions provided for Goal 2, Action 2 are implemented in partnership with the COE to provide a special education, behavior health classroom to support the academic, behavior, and mental health of unduplicated students. Aeries attendance data, parent/teacher conference attendance and participation in other school activities rate, CA School Dashboard ELA , math, and chronically absent data are utilized to measure unduplicated pupil progress and improvement.

Goal 2, Action 3 delivers a coordinated approach to school health and improves unduplicated students' health and their capacity to learn through the support of families, schools, and the community working together as a team. This approach ensures the whole school campus shares the responsibility for student care. Aeries attendance data, parent/teacher conference attendance and participation in other school activities rate, CA School Dashboard ELA , math, and chronically absent data are utilized to measure unduplicated pupil progress.

Goal 2, Action 4 and Action 5 strives to increase student engagement and parental involvement by offering student rewards and incentives for PBIS, Character Counts, English learner achievement recognition, good attendance and behavior as well as parent training and informational events. The district will further increase family engagement with Remind and Parent Square communication applications and utilizing Aeries Student Information System. This action is primarily targeted for low income and English learner student to encourage school attendance and participation.

The actions provided for Goal 3, Action 1 and Action 2 deliver teachers support with leadership, training, and professional development focused on standards-based materials and instruction. Training is focused on learning acceleration, designated and integrated ELD, NGSS, foundational reading strategies, interactive writing, critical reading (specifically in the area of informational text,) techniques for inclusion, UDL, math tasks, and performance practices for unduplicated students. Standardized tests that include all the material presented over the

duration of the year, formative assessment, observation, and student feedback will measure student progress and improvement. Additional teacher training will also lead to improved student academic achievement outcomes.

Students who are from low-income families, that are English learners, exhibit needs that require individualized (differentiated) instruction that reaches beyond the needs of students who are more affluent and proficient in English. The needs of these students are considered first as services provided under Goal 3, Action 3 have been developed. The actions and services are designed to support these students by providing teachers with collaboration time to identify struggling students analyzing their work and assessment results), and to plan specialized and targeted instruction for these students (who are mostly unduplicated students). Providing teachers with consistent weekly collaboration opportunities allow teachers time to conduct detailed, sophisticated analysis of students' performance on formative and summative assessments, and use the information gained from their analysis to plan instruction and interventions. These efforts provide Foster Youth, English Learners, Low-income students with a qualitatively better (improved) education. The services provided for low income students with Goal 3, Action 3 are effective by allowing the district to hire, support, and retain qualified teachers, support staff and administrators. Test scores in math increased for English learners and increased for students from low-income families (2022 California School Dashboard).

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

Low-income students who are from low-income families, that are English learners exhibit needs that require individualized (differentiated) instruction that reaches beyond the needs of students who are more affluent and proficient in English. The needs of these students are considered first as services provided under Goal 3, Action 3 have been developed. The actions and services are designed to support these students by providing teachers with collaboration time to identify struggling students analyzing their work and assessment results), and to plan specialized and targeted instruction for these students (who are mostly unduplicated students). Providing teachers with consistent weekly collaboration opportunities allow teachers time to conduct detailed, sophisticated analysis of students' performance on formative and summative assessments, and use the information gained from their analysis to plan instruction and interventions. These efforts provide Foster Youth, English Learners, Low-income students with a qualitatively better (improved) education. The services provided for low income students with Goal 3, Action 3 are effective by allowing the district to hire, support, and retain qualified teachers, support staff and administrators. Test scores on ELPAC improved for English learners by 6.34% with 33.9% scoring proficient on the assessment. A planned improvement percentage of 1.3% has been calculated on this action by calculating an hourly rate for all teachers and administrators ( $\$4,746,000 / 185 \text{ days} / 7.5 \text{ hours per day} = \$3,420.54$ ), and applying that rate by 36 weeks ( $\$123,139$ ). This amount divided by the LCFF Base ( $\$7,934,170$ ) is 1.55%.

Goal 1, Action 5, staff will participate in Professional Development in ELD to build capacity to more effectively address the identified needs of English Learners (ELs). As the information in this Increased/Improved section reflects, an academic performance achievement gap exists between ELs and other student groups. Equipping staff with best knowledge and strategies to utilize in delivery of Integrated and Designated ELD will accelerate the English language acquisition of ELs. Thus, EL's will be more successful in accessing content area instruction leading to increased academic performance. Through this Action, staff will also demonstrate increased knowledge in how to best support the needs of ELs at differing levels of English language proficiency. Results of this Action will also be reflected in increased CAASPP ELA and Math results, as well as the percentage of ELs making progress toward English language proficiency per the ELPAC.

Utilizing the calculation tool provided by the state, our LEA has calculated it will receive \$726,135 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 9.15%. The total percent of enrollment for all Unduplicated students (foster youth, EL and low-income) eligible for improved or increased services through LCFF Supplemental and Concentration grant funding is 42.4%. Through analysis of LEA-wide student performance outcomes and through engagement and feedback provided by educational partner groups, the needs of Unduplicated Pupils were identified and Actions for addressing these needs were developed. All Contributing Actions and components within those Actions provide support for high needs students to the level that the district meets the Minimum Proportionality Requirement to Increase/Improve Services, including carryover (0.33%).

Although targeted funds are principally directed towards our low-income and English learner students, all students are served well with the use of these funds to increase academic achievement and preparation for college and career readiness. All students at all academic or language levels should have the opportunities to work together, collaborate, and be held accountable for one another's learning. All actions and services are proposed to ensure a positive outcome for student achievement and school connectedness for students, and our school ensures a high levels of student achievement through a school environment where all educational partners work together to guarantee student success.

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.

Liberty Elementary has an unduplicated pupil percentage below 55% and thus does not receive the additional concentration grant add-on funding.

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

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$734,635.00				\$734,635.00	\$416,874.00	\$317,761.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Standards-Aligned Instructional Materials	English Learners Foster Youth Low Income	\$11,000.00				\$11,000.00
1	1.2	Instructional Programs and Assessments	English Learners Foster Youth Low Income	\$36,389.00				\$36,389.00
1	1.3	Instructional Support Staff	English Learners Foster Youth Low Income	\$17,832.00				\$17,832.00
1	1.4	Technology Services	English Learners Foster Youth Low Income	\$61,872.00				\$61,872.00
1	1.5	Staff Professional Development	English Learners	\$3,500.00				\$3,500.00
2	2.1	Coordination of Student Support	English Learners Foster Youth Low Income	\$265,359.00				\$265,359.00
2	2.2	Intervention Resource Classroom	English Learners Foster Youth Low Income	\$180,000.00				\$180,000.00
2	2.3	Health Professionals (Physical/Social-Emotional)	English Learners Foster Youth Low Income	\$133,683.00				\$133,683.00
2	2.4	Attendance/Behavior Rewards	English Learners Foster Youth Low Income	\$4,000.00				\$4,000.00
2	2.5	Parent Engagement	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.6	Additional Safety Measures	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
3	3.1	Teacher Professional Development	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
3	3.2	New Teacher Support and Assessment	English Learners Foster Youth Low Income	\$6,000.00				\$6,000.00
3	3.3	Teacher Collaboration Opportunities	English Learners Foster Youth Low Income	\$0.00				\$0.00

**2023-24 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
7,934,170	726,135	9.15%	0.33%	9.48%	\$734,635.00	1.55%	10.81 %	<b>Total:</b>	\$734,635.00
								<b>LEA-wide Total:</b>	\$731,135.00
								<b>Limited Total:</b>	\$3,500.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Standards-Aligned Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,000.00	
1	1.2	Instructional Programs and Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,389.00	
1	1.3	Instructional Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,832.00	
1	1.4	Technology Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$61,872.00	
1	1.5	Staff Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$3,500.00	
2	2.1	Coordination of Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$265,359.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Intervention Resource Classroom	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$180,000.00	
2	2.3	Health Professionals (Physical/Social-Emotional)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$133,683.00	
2	2.4	Attendance/Behavior Rewards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	
2	2.5	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.6	Additional Safety Measures	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
3	3.1	Teacher Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
3	3.2	New Teacher Support and Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	
3	3.3	Teacher Collaboration Opportunities	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$0.00	1.55%

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$808,161.00	\$690,689.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Standards-Aligned Instructional Materials	Yes	\$50,000.00	26,552
1	1.2	Instructional Programs and Assessments	Yes	\$74,389.00	64,739
1	1.3	Instructional Support Staff	Yes	\$84,272.00	13,316
1	1.4	Technology Services	Yes	\$60,000.00	70,211
1	1.5	Staff Professional Development	Yes	\$3,500.00	3,000
2	2.1	Coordination of Student Support	Yes	\$300,000.00	285,416
2	2.2	Intervention Resource Classroom	Yes	\$96,000.00	102,250
2	2.3	Health Professionals (Physical/Social-Emotional)	Yes	\$90,000.00	115,005
2	2.4	Attendance/Behavior Rewards	Yes	\$20,000.00	0
2	2.5	Parent Engagement	Yes	\$5,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Teacher Professional Development	Yes	\$19,000.00	9,000
3	3.2	New Teacher Support and Assessment	Yes	\$6,000.00	1,200
3	3.3	Teacher Collaboration Opportunities	Yes	\$0.00	0

**2022-23 Contributing Actions Annual Update Table**

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
730,213	\$808,161.00	\$690,689.00	\$117,472.00	1.30%	1.39%	0.09%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Standards-Aligned Instructional Materials	Yes	\$50,000.00	26,552		
1	1.2	Instructional Programs and Assessments	Yes	\$74,389.00	64,739		
1	1.3	Instructional Support Staff	Yes	\$84,272.00	13,316		
1	1.4	Technology Services	Yes	\$60,000.00	70,211		
1	1.5	Staff Professional Development	Yes	\$3,500.00	3,000		
2	2.1	Coordination of Student Support	Yes	\$300,000.00	285,416		
2	2.2	Intervention Resource Classroom	Yes	\$96,000.00	102,250		
2	2.3	Health Professionals (Physical/Social-Emotional)	Yes	\$90,000.00	115,005		
2	2.4	Attendance/Behavior Rewards	Yes	\$20,000.00	0		
2	2.5	Parent Engagement	Yes	\$5,000.00	0		
3	3.1	Teacher Professional Development	Yes	\$19,000.00	9,000		
3	3.2	New Teacher Support and Assessment	Yes	\$6,000.00	1,200		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Teacher Collaboration Opportunities	Yes	\$0.00		1.3%	1.39%

**2022-23 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
7,331,457	730,213	1.18%	11.14%	\$690,689.00	1.39%	10.81%	\$24,127.94	0.33%



# Instructions

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

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

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

## **Focus Goal(s)**

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

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

## **Broad Goal**

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

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

## **Maintenance of Progress Goal**

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

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

## **Required Goals**

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

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

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

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

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

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

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

### **Measuring and Reporting Results:**

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



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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

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

## Data Entry Table

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

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

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

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



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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

**LCFF Carryover Table**

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

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

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

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