



LCFF Budget Overview for Parents

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

CDS Code: 10623236006993

School Year: 2022-23

LEA contact information:

Shelley Manser

Superintendent

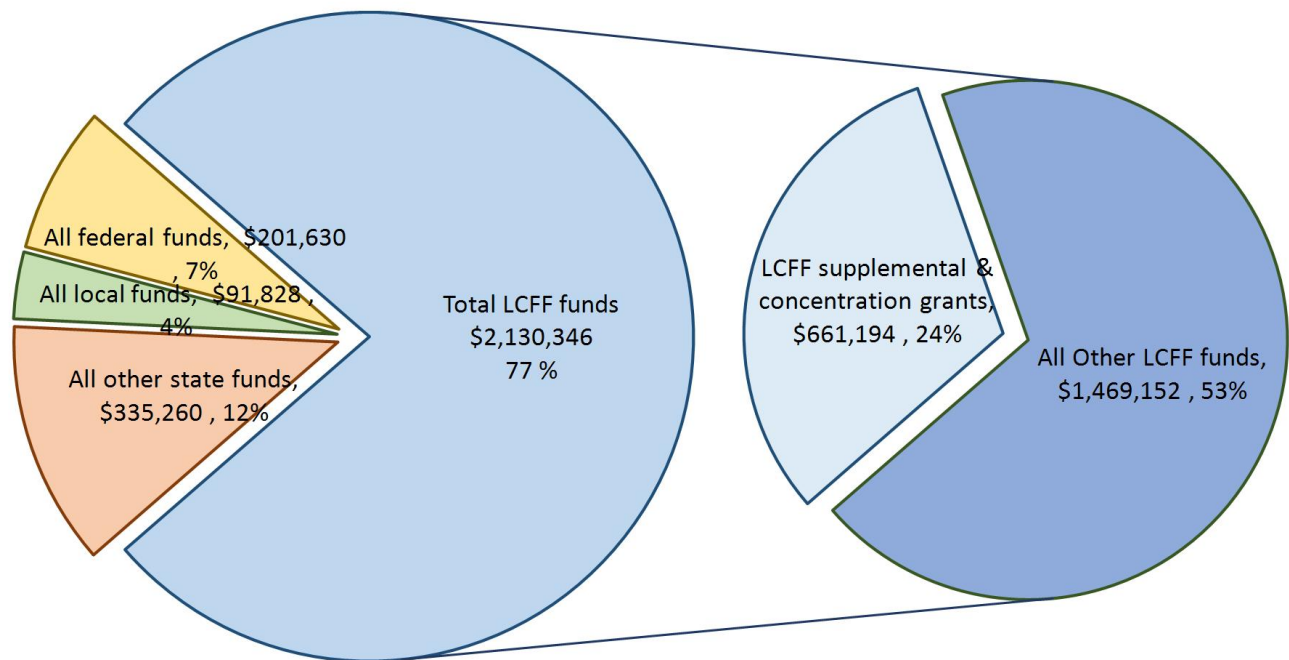
smanser@monroe.k12.ca.us

559-834-2895

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

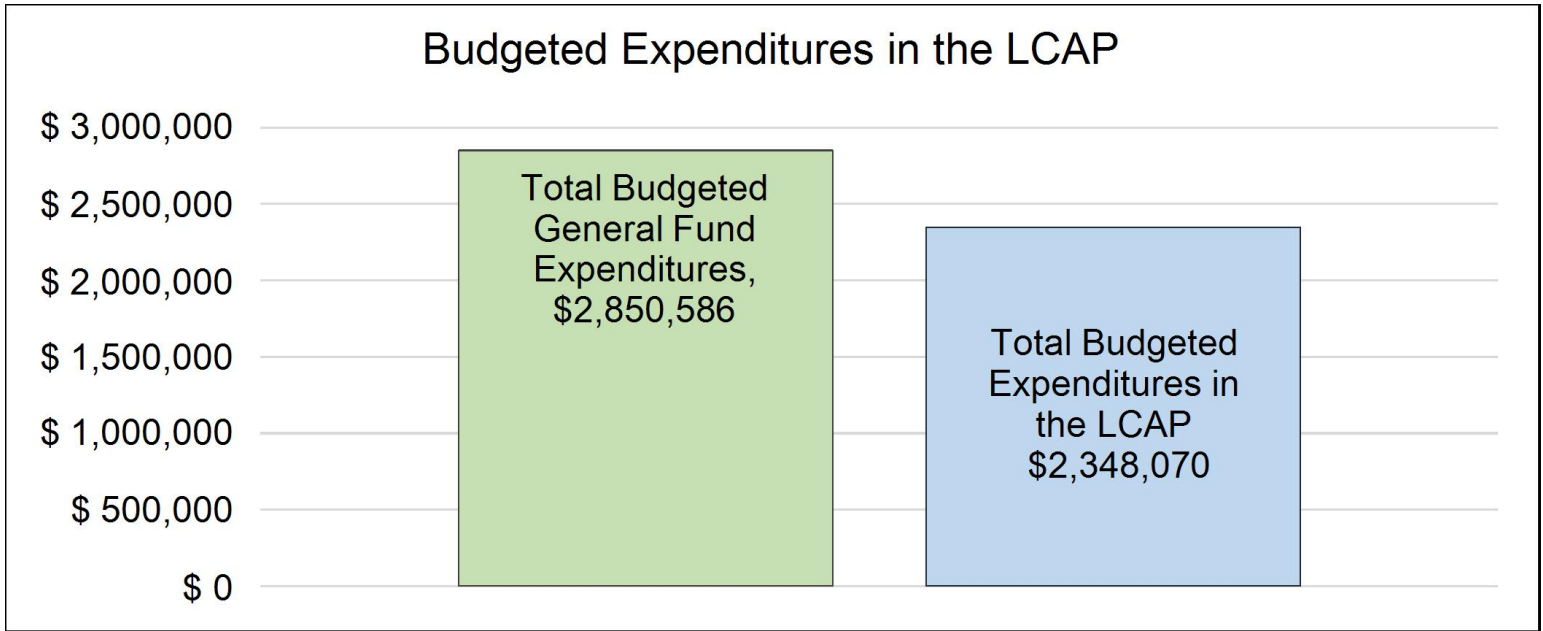


This chart shows the total general purpose revenue Monroe Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Monroe Elementary School District is \$2,759,064.00, of which \$2,130,346.00 is Local Control Funding Formula (LCFF), \$335,260.00 is other state funds, \$91,828.00 is local funds, and \$201,630.00 is federal funds. Of the \$2,130,346.00 in LCFF Funds, \$661,194.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Monroe Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Monroe Elementary School District plans to spend \$2,850,586.00 for the 2022-23 school year. Of that amount, \$2,348,070.00 is tied to actions/services in the LCAP and \$589,002.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

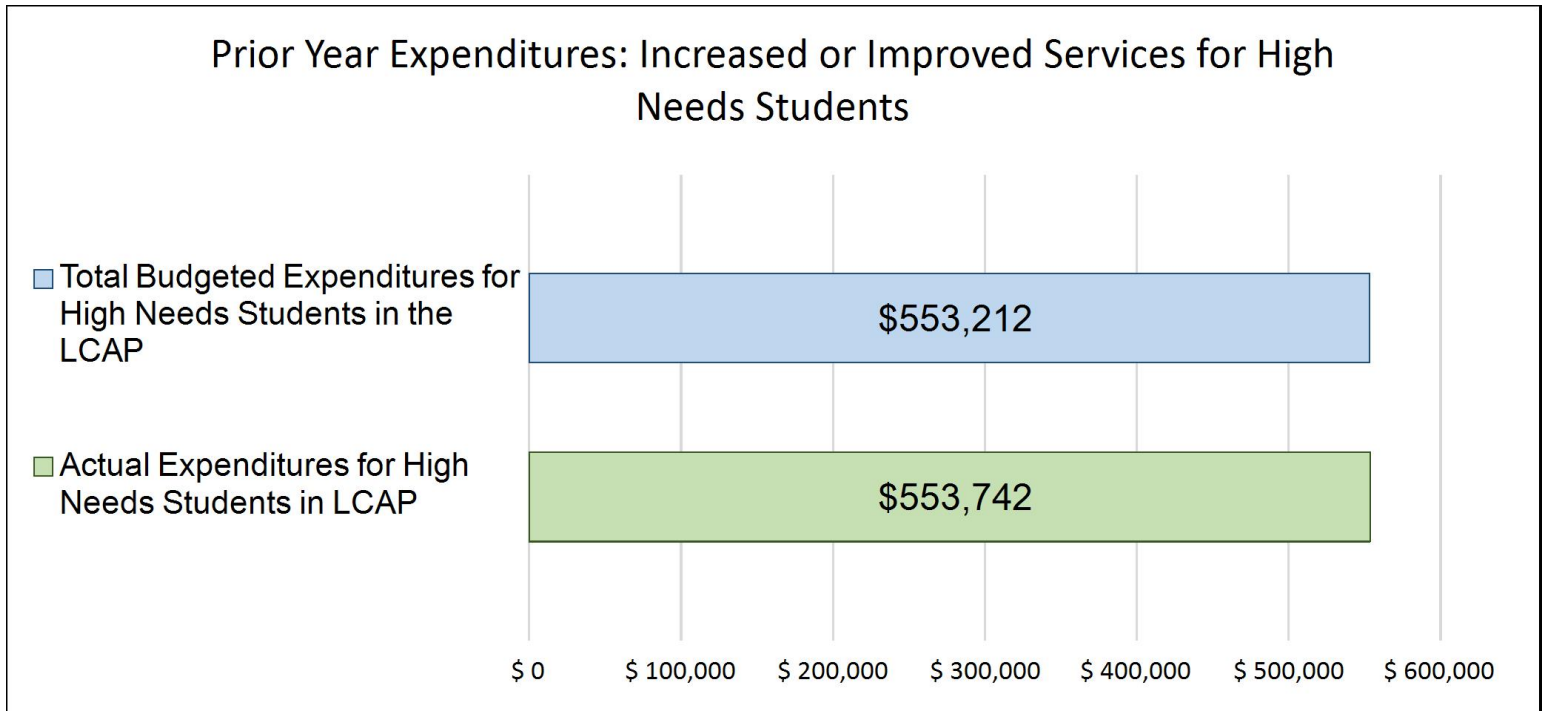
Federal and state restricted funds were not included in the LCAP. Only those ongoing actions at the District were included.

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

In 2022-23, Monroe Elementary School District is projecting it will receive \$661,194.00 based on the enrollment of foster youth, English learner, and low-income students. Monroe Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Monroe Elementary School District plans to spend \$747,679.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Monroe Elementary School District's LCAP budgeted \$553,212.00 for planned actions to increase or improve services for high needs students. Monroe Elementary School District actually spent \$553,742.00 for actions to increase or improve services for high needs students in 2021-22.



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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Monroe Elementary School District	Shelley Manser Superintendent	smanser@monroe.k12.ca.us 559-834-2895

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

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

Monroe Elementary School District has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. MESD will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners engagement opportunities in the first half of 2022. Proposed actions were shared with all families, including families that speak languages other than English, through school communications APA meetings on 9/21 was provided orally at these meetings.

A community input meeting was held on September 24, 2021 and individuals representing the interests of low-income students, students with exceptional needs, English learners, homeless students, Foster Youth, migratory students, and other underserved students were explicitly invited to attend and provide comments on the proposed actions through individual phone calls whereas translation is always provided. Translation was provided orally.

MESD Local Control and Accountability Plan 2021-2022 <https://www.monroe.k12.ca.us/District/2605-Untitled.html> (p. 8-10)

The District plans to hold additional input meeting in the Spring of 2022 to provide updates and gather additional input from these educational partners. We will gather input from parents, employees, community educational partners, administrators, state and local leaders, via surveys, committees, and a task force. Note that Monroe Elementary School District is not required and has no certificated or classified bargaining units due to district ADA under state threshold of 250 ADA.

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

1. School sites that have an enrollment of unduplicated student groups greater than 55% are: Monroe Elementary School
2. Monroe Elementary School District is a single school, elementary school district.
3. Staff positions that will be increased at each school include instructional paraeducators.
4. The direct increased/improved services that the additional positions will provide to students include to hire additional instructional paraeducators. These additional classified support staff will support students in core instruction as well as provide intervention services to improve student learning and academic achievement by monitoring and support for low socioeconomic students, Foster Youth, English Learners, and students with disabilities.

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

Monroe Elementary School District has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The district's practices have been further enhanced during the pandemic as Monroe Elementary School District sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP,

Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

Previous engagement opportunities include:

MESD Local Control and Accountability Plan 2021-2022 <https://www.monroe.k12.ca.us/District/2605-Untitled.html> (p. 8-10)

Additionally, all actions were shared with all families, including families that speak languages other than English, through school communications. All Parents Association meetings were held on 9/21 and information was provided orally at these meetings.

ESSER III Expenditure Plan:

A community input meeting was held on September 24, 2021 and individuals representing the interests of low-income students, students with exceptional needs, English learners, homeless students, Foster Youth, migratory students, and other underserved students were explicitly invited to attend and provide comments on the proposed actions through individual phone calls whereas translation is always provided. The All Parent's Association (APA) met on September 28, 2021 where a draft of ESSER III was shared along with the use of one-time federal funds to support recovery from covid and input was solicited. Translation was provided orally.

The plan was presented to and approved by the Monroe Elementary School District Governing Board on October 12, 2021. It was submitted to the Fresno County Superintendent of Schools on October 13, 2021.

The following links and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic.

- Learning Continuity and Attendance Plan

https://www.monroe.k12.ca.us/files/page/2605/UPDATED_2020_APPROVED_LCP_10_15_2020.pdf (p. 2-4)

- Expanded Learning Opportunities Grant Plan

https://www.monroe.k12.ca.us/files/user/43/file/2021_Expanded_Learning_Opportunities_Grant_Plan_Monroe_Elementary_School_District_202202021.pdf (p. 2)

- Local Control and Accountability Plan <https://www.monroe.k12.ca.us/District/2605-Untitled.html> (p. 8-10)

- ESSER III Expenditure Plan <https://www.monroe.k12.ca.us/District/2706-Untitled.html> (p. 3-5)

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

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan:

https://www.monroe.k12.ca.us/files/user/43/file/COVID_19_Safety_Plan_Toolkit_09012021.pdf

The unprecedented nature of the pandemic has caused our organization to rapidly develop new health and safety processes and procedures with the goal of protecting staff, students, parents, and members of the public. At this point in time, we must rely on mitigation strategies to decrease the spread of COVID-19. Together, we can contribute to the wellness of our schools and community as a whole and protect the most fragile and high-risk individuals around us.

Successes: PPE, Sanitizing system, testing, cleaning protocols, additional staffing for monitoring,

Challenges: contact tracing, deciphering covid symptoms vs cold/flu, parent request for independent study, updating state website with covid results, keeping staff working

ESSER III Expenditure Plan

https://www.monroe.k12.ca.us/files/page/2706/2021_ESSER_III_Expenditure_Plan_Monroe_Elementary_School_District_10222021_v3.pdf

Monroe Elementary School District has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. ABC Unified will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners engagement opportunities in the first half of 2022.

Previous engagement opportunities include:

Local Control and Accountability Plan 2021-2022

https://www.monroe.k12.ca.us/files/page/2605/2021_2024_Board_Approved_BOP_LCP_Annual_Update_LCAP_v.4.pdf (p. 8-10 of 54)

Upcoming engagement opportunities for these funds include:

Purchase and install playground equipment for outdoor education:

- Success: application and approval from state; equipment for kinder and upper grades is ordered with estimated install end of April, 2022
- Challenges - submitting application to state and providing appropriate documentation to meet requirements for use of funds; delays in ordering and delivery due to product and staffing shortages within playground equipment company

Secured, student drop off:

- Successes: application and approval from state; approval from state to use these funds in conjunction with Bond measure funds to construct

no-contact, secure, student drop-off; construction began December, 2021

- Challenge - submitting application to state and providing appropriate documentation to meet requirements for use of funds; ensuring use of funding was approved prior to start of construction project

Cafeteria/kitchen flooring :

- Successes: application and approval from state:
- Challenges: ensuring project met minimum requirements

District plans to purchase 3 - 4 additional storage units to house PPE supplies and educational supplies/furniture:

- Successes: We anticipate purchasing late spring 2022.
- Challenges: supply is low and cost has increased for each unit.

Upgrade internet infrastructure:

- Successes: internal wiring and access points installed Fall, 2021 (CHECK WITH TONJA)
- Challenges: coordinating the installation of wiring and access points so it didn't interfere with student learning or school operation during the day.

Note: Upgrade broadband connectivity action portion of action removed. Fresno County Office of Education technology support created alternative pathway to providing interim stable internet for the District. District will now develop an alternative plan to utilize some of these funds in accordance with ESSR III guidelines.

All other ESSR III actions to be addressed in future years.

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

Safe Return to In-Person Instruction and Continuity of Services Plan

Monroe Elementary School District used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by ensuring fiscal resources and expenditures supported all aspects of the Safe Return to In-Person Instruction and Continuity Plan necessary to maintain a safe work/learning environment and to continue to implement protocols and standards for the safety and well-being of our staff and students. Examples of actions taken are: Purchased plexiglass barriers for all district staff, PPE for all staff, students, and guests, OWL Devices for livestream instructional access, sanitizer for all rooms/offices, pop-up tent for those showing symptoms to isolate until family was able to pick up, etc.

The implementation of these actions is specifically aligned to the LCAP and expands the professional development, instructional resources, and technology resources needed to help students achieve learning goals in light of the ongoing negative impacts of the pandemic.

ESSER III Expenditure Plan Monroe Elementary School District used its fiscal resources to implement the requirements of the ESSER III Expenditure Plan by applying for and securing appropriate approval to construct the secured student drop-off, upgrades to internet infrastructure, and purchasing/installing playground equipment for outdoor education.

The implementation of the additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by planning upgrade to facilities through certification of portable buildings as outlined in LCAP, Goal 1, Action 2. The District plans to take this action after completion of the current grounds construction project.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code*

Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Monroe Elementary School District	Shelley Manser Superintendent	smanser@monroe.k12.ca.us 559-834-2895

Plan Summary [2022-23]

General Information

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

The Monroe Elementary School District was established in 1885 one hundred and twenty five years ago. It is located sixteen miles southeast of Fresno in a rural area of the San Joaquin Valley near the community of Monmouth. This single school school district serves students in grades kindergarten through eighth grade. Monroe Elementary has a culturally diverse population consisting of 81% Hispanic, 10% Caucasian, 7% Asian, and 4% African American. Eighty-seven percent of our students receive free or reduced breakfast and/or lunches. Thirty-nine percent of our students are English Language Learners. Eighty-seven percent of our students are classified at a low socioeconomic level. Monroe has no identified foster youth, therefore none will be specifically addressed in goals/actions. Enrollment varies year to year, averaging around 200, currently there are 149 students. There is one teacher per grade level with an average class size of 22. Grades kindergarten through third grade currently participate in the state Class Size Reduction Program.

Monroe experiences very little turnover overall. Our three member school board shares 74 years of experience on this board; with a dedication to student achievement being the primary focus. Among 15 credentialed educators there is an average of fourteen years experience, two of which have bilingual certification and six have have Master's degrees. Three out of five para-professionals are bilingual with an average longevity of ten years. We believe the consistency in longevity among all constituents speaks to our culture of success; we are an extended family holding the core belief that every child, our target population, can and will succeed at Monroe Elementary School. Parents and community members are very supportive of the educational programs in the Monroe Elementary School District. The All Parents Association brings together existing parents' groups: Parents Club, School Site Council, English Learner Advisory Committee (ELAC), and Migrant Advisory Committee. Together they assist the school through fundraising, special activities, volunteering in the classrooms, serving as chaperones, as well as providing input and oversight of state and federal program allocations, reports, and requirements. Monroe Elementary has several programs and practices that promote a positive learning environment coupled with an alignment of curriculum, instruction and materials to the California State Content Standards for all students. Teachers use the state standards to guide instructional practice.

The school wide goals include: to provide rigorous curriculum, exemplary programs, and effective instruction to ensure each student achieve grade level standards, to develop student social responsibility and citizenship skills, to maintain a safe, clean, and positive learning environment and to guide a home-school partnership through communication and parent involvement. Monroe Elementary School's instructional program emphasizes an academic focus with rigorous content. There is continual effort to maximize instructional time with a focus of no classroom interruptions during the morning hours. Students who are at risk as shown by regular classroom assessments are monitored at regular intervals throughout the year with plans created for intervention and remediation.

Additionally, a Student Study Team regularly supports students, teachers, and teachers refer students for regular education interventions related to academics, attendance, behavior and/or social-emotional development.

Monroe offers pull out reading intervention programs targeting students who are below proficient in reading. We also offer an After School Education and Safety (ACES) Program established in 2007. This program offers daily tutoring and homework assistance, an enrichment component, and a daily nutritional snack. Currently, every student who applied is enrolled in the program. Many of our parents take advantage of the program we call MAP (Monroe After School Program) because their children are able to receive individualized help with homework and have a safe place to be until 6:00 PM. MAP has transformed our school into a community center.

Reflections: Successes

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

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, educational partner input, and other relevant information, we have identified many successes this year. A sampling of these are as follows:

We did maintain our commitment to implementing PBIS and social emotional support during the 21-22 school year. We were able to shift our behavior guidelines back to in-person specific behavior expectations. Along with this, we continued individual/small group support sessions with students who were referred to the intervention team for behavior concerns. Staff development was conducted specific to identifying, addressing, and supporting social emotional concerns including shifting our psychological and counseling support to addressing the social-emotional and mental health impact of the Covid-19 pandemic on students, families, and staff. Our commitment to student attendance continued as we expanded our effort to reach out to students and families and included text messaging, ClassDojo, and individual phone calls from both teacher and the school office.

While many of our students show significant academic gaps in ELA and Math, our local assessment data demonstrates that as we returned to live instruction, student achievement outcomes have improved overall, however, specific results varied across grade levels. Data conclusions are as follows:

ELA (local iReady assessment data)

Students test completed: 81% of students completed the assessment.

In comparing three trimester's diagnostics, the results were as follows:

Diagnostic 1: 50% of all students were "at risk"

Diagnostic 3: 45% of all students were "at risk" indicating a 10% decrease in our overall, at risk student population.

Growth in ELA between Diagnostic 1 and Diagnostic 3 is broken down by grade level as follows:

Kindergarten: Diagnostic 1 to 3: at risk students remained at 0% (Diagnostic 1: 0%; Diagnostic 3: 0%; On/Above Grade level remained at 0%)

First Grade: Diagnostic 1 to 3: at risk students decreased by 0% (Diagnostic 1: 24%; Diagnostic 3: 6%; On/Above Grade level remained at 6%)

Second Grade: Diagnostic 1 to 3: at risk students remained at 25% (Diagnostic 1: 25%; Diagnostic 3: 25%; On/Above Grade level increased from 0% to 25%)

Third Grade: Diagnostic 1 to 3: at risk students increased by 8% (Diagnostic 1: 75%; Diagnostic 3: 83%; On/Above Grade level remained at 8%)

Fourth Grade: Diagnostic 1 to 3: at risk students decreased by 0% (Diagnostic 1: 47%; Diagnostic 3: 47%; On/Above Grade level remained at 16%)

Fifth Grade: Diagnostic 1 to 3: at risk students decreased by 20% (Diagnostic 1: 40%; Diagnostic 3: 20%; On/Above Grade level increased 20%)

Sixth Grade: Diagnostic 1 to 3: at risk students decreased by 23% (Diagnostic 1: 92%; Diagnostic 3: 69%; On/Above Grade level remained at 8%)

Seventh Grade: Diagnostic 1 to 3: at risk students increased by 6% (Diagnostic 1: 44%; Diagnostic 3: 50%; On/Above Grade level remained at 22%)

Eighth Grade: Diagnostic 1 to 3: at risk students decreased by 18% (Diagnostic 1: 91%; Diagnostic 3: 73%; On/Above Grade level increased 18%)

Math (local iReady assessment data)

Students test completed: 91% of students completed the assessment.

In comparing three trimester's diagnostics, the results were as follows:

Diagnostic 1: 55% of all students were "at risk"

Diagnostic 3: 35% of all students were "at risk" indicating a 15% decrease in our overall, at risk student population.

Growth in MATH Between our 2nd and 3rd diagnostics we saw significant growth among grade levels, in the following ways:

Kindergarten: Diagnostic 1 to 3: at risk students decreased by 11% (Diagnostic 1: 89%; Diagnostic 3: 78%; On/Above Grade level increased 11%)

First Grade: Diagnostic 1 to 3: at risk students increased by 6% (Diagnostic 1: 12%; Diagnostic 3: 18%; On/Above Grade level increased 6%)

Second Grade: Diagnostic 1 to 3: at risk students remained at 0% (Diagnostic 1: 0%; Diagnostic 3: 0%; On/Above Grade level remained at 0%)

Third Grade: Diagnostic 1 to 3: at risk students decreased by 7% (Diagnostic 1: 69%; Diagnostic 3: 62%; On/Above Grade level increased 8%)

Fourth Grade: Diagnostic to 3: at risk students decreased by 4% (Diagnostic 1: 50%; Diagnostic 3: 46%; On/Above Grade level increased by 1%)

Fifth Grade: Diagnostic 1 to 3: at risk students decreased 60% (Diagnostic 1: 60%; Diagnostic 3: 0%; On/Above Grade level increased 20%)

Sixth Grade: Diagnostic 1 to 3: at risk students decreased 7% (Diagnostic 1: 64%; Diagnostic 3: 57%; On/Above Grade level remained at 0%)

Seventh Grade: Diagnostic 1 to 3: at risk students increased by 11% (Diagnostic 1: 3%; Diagnostic 3: 44%; On/Above Grade level increased by 12%)

Eighth Grade: Diagnostic 1 to 3: at risk students decreased 36% (Diagnostic 1: 93%; Diagnostic 3: 57%; On/Above Grade level remained at 0%)

To continue the growth in both ELA and Math the District plans to continue live instruction and follow current state guidelines for the 22-23 school year and have every student on campus with no students participating in distance learning. 3rd - 5th Grade teachers will continue Math Network Improvement Community training and 6-8 math teachers will join this training. To address schoolwide ELA performance, staff development will be provided regularly throughout the year in ELA instruction, including specific writing program development/improvement.

Additionally, the District has specific plans in place for the upcoming year to continue to provide reading and math intervention during the regular school day as well as additional instructional tutoring/learning loss mitigation after school school throughout the year. Classroom teachers and paraeducators will provide the additional instructional support.

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.

After reviewing the California Accountability and School Dashboard, Monroe was yellow in the overall performance category of Math. Locally we have identified Math and writing as our greatest need. Writing is our another noted due to 30% of our students are "not met" in locally administered writing exams.

Monroe intends to address these concerns by continuing to utilize our staff in more effective ways. We have created specialized plans that are implemented both in the classroom, as well as during intervention or RSP services. We have utilized the effectiveness of additional para-professional support in multiple classrooms, who work with students on ELA/Math content in individual/small group settings throughout the day. This school adult not only monitors learning alongside the teacher, but checks in with school leaders to improve or maintain good learning models and practices. We pride ourselves in identifying all of the needs a child may have to place them on a path to success. We are continuing to target, and add to, our intervention programs by maintaining an intra-curricular model to meet the needs of more students within the confines of the school day. Our goal continues to be to meet the struggling student at their level and move them forward from there. With the addition of staff members focused on those students and classrooms that need support. We work closely with students and sometimes families of those students who are not being reached as successfully as the average student. Academics are very important, however, understanding the child and helping them develop emotionally is the path to success. We have identified two staff members that we hold positions that directly target student plan and overall improvement. These will be designed with our RSP teacher, Director of Curriculum, and intervention teachers. Additionally, we provided stipends for certificated teachers to conduct up to 72 hours of individual/small group tutoring throughout the school year. The District plans to continue this through the 22-23 school year.

The way in which we will address the greatest need in math, is to continue our partnership with Fresno County Superintendent of Schools (FCSS), and the professional development they have provided to us for individual math coaching for our teachers. FCSS will provide Math PLC/coaching for 1st through 5th grade teachers, who will then share best practices with the remaining teachers at school. We plan to add 6-8 math teachers into this training for the 22-23 school year. We have a coach who will be focusing on new teacher development, as well as work closely with each teacher in assisting the aligning Common Core State Standards (CCSS), utilization of EngageNY Math, lesson planning, lesson delivery, and student engagement for these lessons.

According to the Dashboard metric of suspension rate, Monroe is Orange for 2019. Monroe plans to continue to address this area by sending our PBIS implementation team to additional trainings to further develop our positive behavior student support system. This team includes

certificated, classified, SPED, and administration. The training will allow the team to identify areas needing improvement and support developing/improving processes used for earlier identification of behavior concerns and allow for development of more refined intervention process through both our RTI and PBIS systems. This will allow us to identify and intervene even earlier in the discipline process and lead to suspension prevention.

LCAP Highlights

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

Monroe Elementary School utilizes powerful rigorous instructors along with professional development and a collaborative culture where instructors meet regularly in small professional learning communities to analyze data to inform our instruction. During Covid 19 pandemic, the district was very transparent with plans and option for learning. Full Distance Learning Plan- All students would participate in the learning of new material, continued standard pacing, interactive lessons, graded assignments, and assessments. This has been enacted by the Governor's Mandate due to health concerns. Social Distancing/Hybrid Plan- Hybrid would be a combination of distance and face-to-face instruction (alternating days of live instruction) with increased safety and disinfecting measures as listed above, which could be done in a variety of configurations. This will only be enacted when Fresno County is removed from the COVID-19 Watchlist after COVID cases in Fresno County decrease for 14 consecutive days and clearance from Fresno County Department of Public Health. We will continue to follow mandated social distancing guidelines and health/safety measures during this transition. Enhanced Traditional Plan- We would continue school as normal with enhanced safety precautions in place such as increased hand sanitizer availability, increased frequency of cleaning of high touch areas, smaller class sizes, limited visitation to campuses, etc., as we transition from a hybrid or full distance learning option. With the implementation of CCSS, the 4 C's, and 21st century learning, it was very important for Monroe to have two directions: training and support. Our PLC provided the team with both of those items in an environment that provided tools to support both staff learning, and student learning. As Monroe's vision advances, our teachers engage in continuous improvement to promote and accelerate student learning through the implementation of LCAP goals. District and site resources to further support in the implementation of LCAP included: academic coaches for all grade levels, a Director of Curriculum, Instruction, and Assessment that collaborates and consults with teachers on effective instructional strategies including the integration of 21st century learning. The English Learner (EL) Coordinator monitors and tracks the academic achievement and developing language fluency of students not yet reclassified as FEP and assists in the development of Academic Improvement Plans. MES utilizes Read 180/System 44 for 4th-8th grade students taught by a credentialed staff member. In primary grade levels, our site employs a Reading Specialist to help support early reading practices. Monroe employs five bilingual instructional assistants that service all students. Monroe also provides after-school tutoring through credentialed teaching staff to support struggling students. The after school program (ASES) also provides a quiet place for students to complete homework and participate in enrichment activities.

Our site has created a safe space in which two goals can be met. One of those goals is to train our staff in a professional space that is both technology-centered as well as a welcoming, comfortable place to work alongside a colleague. This space provides teachers a place for discussing ideas, planning rigorous lessons, and learning new technology. This space has provided endless opportunities for PBIS staff to have confidential conversations with students on topics affecting them in a place in which they feel safe. The goal of the social-emotional climate at MES is for students to understand that the adults on campus will support them and work through issues with them.

We have built a team for our Positive Behavior Intervention and Supports (PBIS) team to work alongside administration: a lead teacher from our primary, intermediate, and upper grades, our school psychologist, ASES coordinator, EL liaison, one classroom tutor, and parent leaders. We meet once a month to discuss data collected through School Wise to analyze data and track progress.

We utilize a Check-in/Check-out policy with students and their (peer) counselor. Monroe has an all-parents association that meets monthly, and consists of all of our stakeholder groups: PTC, ELAC, DELAC, Migrant, School Site Council, all staff including certificated, classified staff, and a student council representative. Stakeholders surveys illustrated a positive response to the transparency around funding, academic planning and safety precautions, procedures and protocols around the pandemic.

All this lead us to identify the following key goals for increasing and improving services to students in our current LCAP:

1. Maintaining high quality staff and providing facilities that are conducive to student learning are essential to the success of any instructional program.
2. Monroe will continue to ensure that we meet or exceed standards set forth by local and state agencies in both areas by continuing high quality staff development and facility repairs/upgrades. Addressing the achievement gap among identified subgroups of students will be a focal point of our time and effort this year. It is incumbent upon us to implement plans and support strategies to increase the learning of some of our most needy students. Improved student achievement will inevitably lead to students feeling confident and comfortable being at school, which in turn continues to impact our attendance rates, which have historically been high.
3. We believe our overall student support plan will help us continue our high attendance rate and zero middle school dropout rate this year.
4. Additionally, continuing our efforts to increase parent participation in school activities will prove to be a key factor in all of the above. We know that when parents get more involved in school activities and their children's education, attendance, grade, self esteem, and motivation increases as well.
5. Lastly, with our continued focus on expanding our network of social emotional support for students, we believe that we can move closer to having a vast web of support for every student so all feel they belong and find a safe space on our campus.

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.

Monroe Elementary School has not been identified for CSI.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

We have gathered input from parents, employees, community educational partners, administrators, and state and local leaders, via surveys, committees, and a task force. Note that Monroe Elementary School District is not required and has no certificated or classified bargaining units due to district ADA under the state threshold of 250 ADA.

November 2021 and March 2022: Digital LCAP-specific survey. 23% of our parent groups, 43% of student groups, and 47% of our staff participated in completing these surveys. Included educational partners: parents/guardians, EL parent representatives, low-income parent representatives, and representatives from our All Parents Association (Migrant; ELAC/DELAC; School Site Council; PTC; SPED, PAC, Community Members), Certificated/Classified employees, Special Education staff members, local SELPA representatives, students.

- provided valuable input into the final development of the 22-23 LCAP. This input was compiled into a spreadsheet which was analyzed to identify key areas of focus for final LCAP development.

Identified needs: Better access to technology, increasing extracurricular activities, increasing counseling/social-emotional support, and parent resources/education were a few key points from this feedback. A comprehensive list of aspects from feedback and input gathered during each survey were brought forward in developing the 22-23 LCAP. This input from educational partners influenced the following: Goal/Action 1.4; Goal/Action 2.3; Goal/Action 4.1; and Goal/Action 5.1.

March 2022: Parent Partner Workshop #1: 3 parents representing English Learners, low income, special education, certificated/classified, administration, and APA, attended. In addition to substance abuse and mental health support information provided to the group, valuable input was gathered that helped inform the development of the 22-23 LCAP.

Identified needs: Positive school culture program, volunteer opportunities for parents. All were included in the comprehensive list from feedback in developing the 22-23 LCAP. This input from educational partners influenced the following: Goal/Action 4.1; and Goal/Action 5.1.

April 2022: Parent Partner Workshop #2: 4 (not same group as workshop #1) parents attended representing English Learners, low income, certificated/classified, administration, and APA, attended. In addition to substance abuse and mental health support information provided to the group, valuable input was gathered that helped inform the development of the 22-23 LCAP.

Identified needs: Clean school buildings, increased parent involvement opportunities, increased academic support for struggling students, additional training, and support for parents. All were included in the comprehensive list from feedback in developing the 22-23 LCAP. This input from educational partners influenced the following: Goal/Action 1.2; Goal/Action 2.1; Goal/Action 2.5; and Goal/Action 4.1.

May 2022: All Parents Association. Included educational partners: Migrant; ELAC/DELAC; Low Income; School Site Council; PTC; SPED, PAC. Members provided valuable input into the final development of the 22-23 LCAP. This input was compiled and considered to identify key areas of focus for the final LCAP development. This input from educational partners influenced the following: Goal/Action 1.2; Goal/Action 2.1; Goal/Action 2.5; and Goal/Action 4.1.

April-June 2022: Ongoing feedback from administration (principals, cabinet, etc.). The input was provided through ongoing administrator

meetings and input opportunities. This input from educational partners influenced the following: Goal/Action 1.2; Goal/Action 2.1; Goal/Action 2.5; and Goal/Action 4.1.

June 2022: Draft LCAP made available for review/input made available to all educational partners including unduplicated students and students with disabilities, All Parents Association (Migrant; ELAC/DELAC; School Site Council; PTC; SPED, PAC) - Questions/Input- no questions submitted or follow up requested from any group, therefore no written response from superintendent - local SELPA representatives, students.

- June 14, Governing Board meeting during a public hearing to seek input on the LCAP with opportunity for all educational partners to ask questions and provide feedback for final development and adoption.
- Any questions that were submitted in writing or follow-up requests from any group, a response was provided from the superintendent.

June 15-21, 2022: Public comment period with draft LCAP available to all educational partner groups for review and input. Any questions that were submitted in writing or follow-up requests from any group, a response was provided from the superintendent.

June 22, 2022: Final LCAP presented to Board for review and adoption at the Governing Board meeting. Local indicators were presented in conjunction with LCAP Adoption as per Ed Code 52064.5(e)(2). Board adopts the LEA budget at the same meeting of the LCAP Adoption 52062(b)(2).

During the above timeframes, administrators and department leaders planned for maintaining a safe environment for staff, students, and visitors to ensure students and staff were allowed to be involved in in-person learning. The focus then became on addressing learning gaps created during the pandemic and the ultimate distance learning environment. Time, training, and energy was put toward clearly identifying learning gaps and creating lessons, academic supports, and additional opportunities during and after the school day to begin to fill the void. An example of this is the district staff took advantage of 72 hours offered for each teacher to conduct targeted, small group tutoring throughout the 22-23 school year. During this time as well, it became clear that the district and staff needed to devote more time and resources to the social-emotional impact of the pandemic and distance learning. Additional training, conversation, and support were provided to staff, students, and parents throughout the year. Outreach opportunities were planned by our school psychologist and All-4-Youth staff (partnership with FCSS and Fresno County Department of Behavioral Health) to reach out to parents and offer additional social-emotional/mental health support. All this took place in the midst of a \$1.5 million grounds construction project to update/improve our entire school grounds. Staff, students, and parents handled this additional challenge with great focus and flexibility. We believe that the students seeing this project in action has built a better sense of security and pride in their school that will ultimately lead to their feeling safer at school and increases their ability to focus on the academic needs each has.

A summary of the feedback provided by specific educational partners.

November 2021 and March 2022: Digital LCAP-specific survey. 23% of our parent groups, 43% of student groups, and 47% of our staff participated in completing these surveys. Included educational partners: parents/guardians, EL parent representatives, low-income parent

representatives, and representatives from our All Parents Association (Migrant; ELAC/DELAC; School Site Council; PTC; SPED, PAC, Community Members), Certificated/Classified employees, Special Education staff members, local SELPA representatives, students. All groups provided valuable input into the final development of the 22-23 LCAP. This input was compiled into a spreadsheet which was analyzed to identify key areas of focus for final LCAP development.

Educational Partner input was categorized into the areas of Conditions of Learning, Pupil Outcomes, and Engagement. This data was analyzed to identify themes for suggested updates to the LCAP. The following general themes were identified for consideration by the District, most all of which were all congruent among all educational partner groups:

Identified needs: Better access to technology, increasing extracurricular activities, increasing counseling/social-emotional support, and parent resources/education were a few key points from this feedback. A comprehensive list of aspects from feedback and input gathered during each survey were brought forward in developing the 22-23 LCAP. This input from educational partners influenced the following: Goal/Action 1.4; Goal/Action 2.3; Goal/Action 4.1; and Goal/Action 5.1.

1. Social-emotional Learning Support: maintain psychological support, increase counseling support for students, families, and staff as needed, continue to train staff in SEL strategies to use in everyday instruction, search for additional community/mental health resources
2. Instruction/Addressing achievement/learning gap: Increase access to technology and learning materials, increase academic support for struggling students (intervention classes), increase instructional planning time for staff
3. Extracurricular/enrichment: provide additional opportunities during/outside of the school day for enrichment and extracurricular opportunities (band, music, art, athletics, etc.)
4. Social-emotional support: search for ways to increase support opportunities for students, parents, and staff; seek additional community partners to provide resources to educational partner groups
5. Parent involvement: plan for increased volunteer opportunities, parent resources/educational opportunities (training, parent classes, academic support);

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

As indicated by educational partner feedback, social-emotional support and learning continue to be a priority for all educational partners. This highlights the importance of continuing to include SEL goals, including further developing our PBIS system, in our 22-23 LCAP.

Also included in educational partner feedback is the need for additional professional development for staff members to address learning/achievement gaps and to help support students and parents in strategies to address some gaps. This provides clear direction for the district to seek additional PD opportunities and make this a key aspect of this LCAP.

To address the achievement/learning gap and support strong student attendance noted by multiple educational partners groups, the district will continue it's focus on building pathways for stronger parent/school connections and involvement, as well as increasing outreach opportunities for both students/parents to promote school connectedness and parent involvement.

Additionally, educational partner feedback strongly indicates the desire for the district to provide extended learning and extracurricular opportunities for students. To address this, the district has included goal/action items that include multiple opportunities for students to engage in learning opportunities within and beyond the regular school day.

Specific rationale for the development of each goal can be found in it's corresponding section within the LCAP.

Goal and Action Number List:

- 1.4: School Counseling and Social-Emotional Support
- 2:2 ELD Student Support & Professional Development
- 2:3 Broad Course of Study
- 2:4 Extended Instructional Minutes
- 2:5 Extended Learning and Academic Support
- 2:6 Paraeducator Support
- 2:7 Supplemental Instruction
- 4:1 Provide Parent Participation Opportunities
- 5:1 Proceed with PBIS Implementation

Goals and Actions

Goal

Goal #	Description
1	High quality and Properly Credentialed Staff, maintaining school facilities in good repair, and providing state/locally approved curriculum for all grades are critical determinants of improvement in the schools.

An explanation of why the LEA has developed this goal.

Goal 1 has been developed for the purpose of addressing state priorities: 1 (Basic Services) and 2 (Implementation of State Standards). Providing high quality and properly credentialed staff, maintaining school facilities in good repair, and providing state/locally approved curriculum for all grades are critical determinants of improvement in the schools and student achievement. Based on a review of student assessment data from 3 local diagnostic assessments and the state Dashboard, which show growth in student ELA/Math performance and that student achievement improved when they returned to live instruction on campus in Spring of 2021, maintaining our focus on the following is prudent:

High quality, caring and committed staff members are essential for District continuous improvement efforts.

The Williams case requires the District to maintain appropriately assigned and properly credentialed staff.

Maintain competitive total compensation package in order to recruit and retain the highest quality staff.

Continue robust professional development and teacher support, assessment system, best grading practices, technology integration, social-emotional learning, targeted intervention and equity, restorative practices and new learning opportunities in the classroom.

Develop capacity for Multi-Tiered Systems of Support practices and targeted intervention to underachieving students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams compliance: Teachers are appropriately	0% Misassignments 0% Vacancies Data Year: 2020-21 Data Source:	0% Misassignments 0% Vacancies Data Year: 2021-22 Data Source:			0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assigned and fully credentialed	Dashboard Fall 2021	Dashboard Fall 2022			Dashboard Fall 2024
Recruit and retain quality employees (qualitative measure)	Recruit and hire quality classified, certificated and administrative employees at 100% Retain 100% of employees. Data source: internal audit	Recruit and hire quality classified, certificated and administrative employees at 100% Retain 100% of employees. Data source: internal audit			Recruit and hire quality classified, certificated and administrative employees at 100% Retain 100% of employees Data Source: internal audit
Williams compliance: All grade levels have access to standards aligned instructional materials in core academic subjects	100% Data Year: 2020-21 Data Source: Dashboard Fall 2021	100% Data Year: 2021-22 Data Source: Dashboard Fall 2022			Maintain 100% Data Year: 2023-24 Data Source: Dashboard Fall 2024
Maintain school facilities in good repair as measured by the FIT	2020-21: Facilities in "good" repair Data source: FIT report	2021-22: Facilities in "good" repair Data source: FIT report			Maintain 100% "good" repair status Data Source: FIT report
Implementation of Standards for all students and enable ELS access to CCSS and ELD standards	100% Data Year: 2020-2021, Data Source: SARC	100% Data Year: 2021-22, Data Source: SARC			Maintain 100% Data Year: 2023-2024, Data Source: Dashboard Fall 2024/SARC

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Basic Instruction and Administration	MESD will retain and hire Properly Credentialed Teachers as positions become available along with providing Administration costs, and will ensure that students and teachers have access to standards aligned materials. Recruitment will include participation in county-wide job fairs, partnerships with local universities, and student-teacher coordination and placement. Retention of teachers will be measured by coordinated professional development and ongoing support from school site instructional leaders and administrators.	\$934,201.00	No
1.2	Safe and Healthy School Environments	Maintain school facilities in good repair and will update or enhance facilities as needed to improve the student learning environment, and staff, student, and parent safety and security.	\$259,745.56	No
1.3	District/Site Support	Maintain support for District/Site operations through classified support staff, including bilingual staff to support English Learner students, and contracted services. Classified support staff will support students in core instruction as well as provide intervention services to improve student learning and academic achievement by monitoring and support for low socioeconomic students, Foster Youth, English Learners, and students with disabilities.	\$287,935.00	No
1.4	School Counseling and Social-Emotional Support	English learners and low-income students are in need of additional academic support in comparison to all students as indicated in state and local ELA and math assessments in the metric section. Based on a needs assessment additional levels of academics supports are needed. To meet this need the LEA will retain and maintain Highly Qualified Support Staff to provide MTSS (Multi Tiered System of Support) intervention classroom small group and individual support during the school day for English learners and low-income students. The identified students will be provided with targeted support and equipped with tools and resources to support their learning and help	\$76,419.00	Yes

Action #	Title	Description	Total Funds	Contributing
		them deal with environmental triggers. The additional intervention opportunities are designed to meet the needs most associated with English learners and low-income students, however, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to reduce the achievement gap for English learners and low-income youth on state and local ELA and math assessments.		

Goal Analysis [2021-22]

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

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

Goal 1: High quality and Properly Credentialed Staff, maintaining school facilities in good repair, and providing state/locally approved curricula for all grades are critical determinants of improvement in the schools.

1.1 Basic Instruction and Administration: This action was implemented as designed. The overall implementation of this action to achieve the articulated goal was done by MESD retaining and hiring Properly Credentialed Teachers as positions become available and ensuring that students and teachers had access to standards-aligned materials.

1.2 Safe and Healthy School Environments: This action was implemented as designed. The overall implementation of this action to achieve the articulated goal was done by MESD by maintaining school facilities in good repair and updating or enhancing facilities as needed to improve the student learning environment, and staff, student, and parent safety and security.

1.3 District/Site Support: This action was implemented as designed. The overall implementation of this action to achieve the articulated goal was done by MESD maintaining classified support staff, including bilingual staff to support English Learner students, and contracted services. Learning and academic support was offered during core academic instruction as well as intervention throughout the day.

1.4 School Counseling and Social-Emotional Support: This action was implemented as designed. The overall implementation of this action to achieve the articulated goal was done by MESD maintaining staff to provide MTSS services during the school day and by maintaining contracted mental health/psychological services.

Overall Success: Overall, we were able to implement each action and provide students with a solid, well rounded, academic and social/emotional support system and structure. The additional staff we hired all assimilated quickly and effectively into our support system to provide students the academic and social-emotional support they needed.

Overall Challenges: Re-opening school full time after having been on Distance Learning and hybrid format for 1.5 years was very challenging. With many restrictive guidelines still in place, we had to adjust a number of our systems and processes to ensure students safety while reviving live instruction in our district. We also experienced a lot of initial turnover in staff the first few months of school. Many of

our initial new hires resigned quickly for a variety of reasons beyond our control. Once we got through this initial period of time, all settled down and we maintained consistent staff members.

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

There were not any material differences between budgeted expenditures and estimated actual.

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

Goal 1: High quality and Properly Credentialed Staff, maintaining school facilities in good repair, and providing state/locally approved curriculum for all grades are critical determinants of improvement in the schools.

1.1 Basic Instruction and Administration: Based on Williams compliance: Teachers are appropriately assigned and fully credentialed data shows that MESD had 0% Misassignments and 0% Vacancies. Williams compliance: All grade levels had 100% access to standards-aligned instructional materials in core academic subjects. This action allowed us to provide high-quality instruction and support to students by having appropriately assigned teachers, administration, and all core curriculum which allowed us to make progress toward our desired Goal 1 outcomes.

1.2 Safe and Healthy School Environments: Based on the 21-22 Facilities Inspection Tool (FIT), MESD remained 100% "good" repair status. This allowed us to provide an safe and appropriate educational environment for learning for all our students.

1.3 District/Site Support: Based on an internal audit, MESD was able to provide classified support staff to support students in core instruction as well as provide intervention services to improve student learning and academic achievement by monitoring and support for low socioeconomic students. iReady data (Goal 2) students' performance levels in ELA and Math remained consistent with the trends we saw in the previous school year. From iready diagnostic 1 to iready diagnostic 3, we saw an overall 10% decrease of at risk students in ELA, and an overall 15% decrease of at risk students in math on iReady scores, in conjunction with other LCAP actions, indicates this was effective in impacting student academic achievement.

1.4 School Counseling and Social-Emotional Support: MESD was able to retain MTSS staff, provide small group and individual support during the school day for English learners and low-income students, provide the necessary training for district staff, and continue to provide dedicated space for support services on a daily basis throughout the 21-22 school year. 24.5% (24/164) of students accessed MTSS services throughout the year. This allowed the district to connect struggling students to resources and support on a regular basis to limit the negative impact on academic improvement. From iready diagnostic 1 to iready diagnostic 3, we saw an overall 10% decrease of at risk students in ELA, and an overall 15% decrease of at risk students in math on iReady scores, in conjunction with other LCAP actions, indicates this was effective in impacting student academic achievement.

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.

Metric Section: MESD added disaggregated data in the metric section for our English learners and Low-income students to ensure we are progress monitoring student groups and closing achievement gaps. MESD does not have a significant amount of Foster Youth students, therefore their data will not be disaggregated in the LCAP, but MESD continues to monitor their progress.

There were no changes to the planned goal or actions for the 22-23 LCAP year.

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	Data suggests an achievement gap exists in the district. The subgroups English Learners, students with a disability, socioeconomically disadvantaged students, and African-American and Latino students achieve at lower levels than “all students” in many measurements of achievement according to CAASPP and local assessment data. All students will increase achievement proficiency levels in the areas of ELA, ELD, and Mathematics as measured by state and local assessments and enrollment in broad course of study. ELL subgroup will increase in proficiency and move toward growth goal in overall ELPAC at one level per year and increase redesignation and reclassification of ELL students annually. Structures and systems must be developed to promote access and provide equity.

An explanation of why the LEA has developed this goal.

Goal 2 has been developed for the purpose of addressing state priorities: 4 (Pupil Achievement) and 7 (Course Access). Our stakeholder groups indicated the importance of the following areas when considering learning and language development of our students. Reviews and analysis of the following also indicate a need for continuing our focus on addressing the achievement gaps identified in our district:

- Review of 2017-18 CAASPP achievement data reveals an achievement gap between EL, Migrant, and Male subgroups and all others.
- Review of special education data demonstrates a broad achievement gap between students with disabilities and other subgroups.
- Review of 2017-18 and local achievement data reveals an achievement gap between white/Asian and Latino/black subgroups.
- Review of ELPAC results and English fluency reclassification rates indicates a need for further development of support for English Learners.
- Review of parent participation data with the All Parents Association (Migrant; ELAC/DELAC; School Site Council; PTC; SPED, PAC) indicates a need to continue efforts to enlist more parent participation in school activities.
- Review of phone survey data and LCAP survey suggesting parents, students, and staff are concerned about learning loss during the Covid-19 pandemic and the need to continue efforts to address the achievement gap.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of EL students who are making progress toward language proficiency from one year to the next.	Data Year: 2018 & 2019 30.8% made progress Data Source: Fall 2019 ELPI	Data Year: 2021 Refer to data below in lieu of no ELPI per suspended 2020 ELPAC Level 4- 1.72% Level 3- 20.69% Level 2- 55.17% Level 1- 22.41% Data Source: Summative ELPAC			Data Year: 2019, 32% made progress Data Source: Summative ELPAC Data Source: ELPAC Summative
English Learner Reclassification Rate.	Data Year: Spring 2019 (0%) & 2020 (2.8%) Data Source: Dataquest	Data Year: Spring 2020 (2.8%) & 2021 (0%) Data Source: Dataquest			2% increase Data Source: Dataquest
Parent/ guardian involvement in the District All Parents Association.	Data Year: 20-21 30% overall participation during year Data Source: Internal Data Review	Data Year: 21-22 39% overall participation during year Data Source: Internal Data Review			50% of all parents attend or participate in school based activity and all subgroups of students are represented during at minimum one meeting during the year. Data Source: Internal Data Review
Site Instructional Intervention Teams	Further implement and train staff for site-based early intervention	Data Year: 21-22 Number of Trainings: 3			One early intervention training will be conducted for staff once each trimester

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>programs including Student Study Team/Student Review Team/Intervention and 504 program support. Specific data has not been documented. Develop internal system to track and establish a baseline number of trainings and student referrals during 2021-22 school year.</p>	<p>Student Referrals: 24 (17 of which are 4th-8th Grade) Data Source: Internal Audit</p>			<p>and the number of student referrals for students in grades 4 - 8 will decrease by 10% each year.</p> <p>Data Source: Internal Data Review</p>
<p>Percent of students making progress toward met or exceeded on ELA CAASPP one year to the next.</p>	<p>Data Year: 17-18 to 18-19 ELA (15.96%) movement from Level 4 to Level 3, and Level 3 to Level 2. (CAASPP data)</p> <p>Data Source: Dashboard 2019</p> <p>iready: Diagnostic 1 - 55% of students "at risk", Diagnostic 3 - 39% of students at risk = 16% growth.</p> <p>Data Source: 20-21 iready assessment</p>	<p>Diagnostic 1</p> <ul style="list-style-type: none"> • 55% of all students "at risk" • 56% of low-income students "at risk" • 54% of English Learner students "at risk" • 59% of SWD students "at risk" • FY (number not significant) 			<p>Percent of students making progress toward met or exceeded on the ELA CAASPP will increase to 25% respectively from L4 - L3 (5/30), and L3 - L2 (4/14). Combined total: 46% of students in these levels made progress toward met/exceeded.</p> <p>iready: Decrease number of all students "at risk" to <25%. iready: Decrease number of EL students "at risk" to <40%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Amended to provide clarity	Diagnostic 3 <ul style="list-style-type: none"> • 45% of all students "at risk" • 48% of low-income students "at risk" • 48% of English Learner students "at risk" • 59% of SWD students "at risk" • FY (number not significant) All students- 11% growth Low-Income Students- 8% growth EL Students- 6% growth SWD Students- 0% growth FY (number not significant) CAASPP Data: N/A Data Source: iready			iready: Decrease number of Low-Income students "at risk" to <40%. Data Source: Dashboard 2024, 23-24 iready assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Year: 2021-22			
Percent of students making progress toward met or exceeded on Math CAASPP one year to the next and irready.	<p>Data Year: 17-18 to 18-19 (18.53%) movement from Level 4 to Level 3, and Level 3 to Level 2.</p> <p>Data Source: Dashboard 2019</p> <p>irready: Diagnostic 1 - 48% of students "at risk", Diagnostic 3 - 34% of students "at risk" = 14% growth.</p> <p>Data Source: 20-21 irready assessment</p> <p>*Amended to provide clarity</p>	<p>Diagnostic 1</p> <ul style="list-style-type: none"> • 50% of all students "at risk", • 51% of low-income students "at risk" • 46% of English Learner students "at risk" • 58% of SWD students "at risk" • FY (number not significant) <p>Diagnostic 3</p> <ul style="list-style-type: none"> • 35% of all students "at risk", • 36% of low-income students "at risk" • 36% of English Learner students "at risk" 			<p>Percent of students making progress toward met or exceeded on the Math CAASPP will increase to 25% respectively from L4 - L3 (1/15), and L3 - L2 (11/24). Combined total: 53% of all students in these levels made progress toward met/exceeded.</p> <p>irready: Decrease number of all students "at risk" to <20%.</p> <p>irready: Decrease number of EL students "at risk" to <25%.</p> <p>irready: Decrease number of Low-Income students "at risk" to <25%.</p> <p>Data Source: Dashboard 2024</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> 58% of SWD students "at risk" FY (number not significant) <p>All students- 15% growth Low-Income Students- 16% growth EL Students- 10% growth SWD Students- 0% growth FY (number not significant)</p> <p>CAASPP Data: N/A Data Source: iready Data Year: 2021-22</p>			
Broad Course of Study	<p>Elective Courses: All 100% (6th - 8th Grade) EL 100% (6th - 8th Grade) Low-income 100% (6th - 8th Grade) Data Year: 2020-21 Data Source: CALPADS Fall 2</p>	<p>Elective Courses: All 100% (6th - 8th Grade) EL 100% (6th - 8th Grade) Low-income 100% (6th - 8th Grade) Data Year: 2021-22 Data Source: CALPADS Fall 2</p>			<p>Elective Courses: All 100% (6th - 8th Grade) EL 100% (6th - 8th Grade) Low-income 100% (6th - 8th Grade) Data Year: 2023-24 Data Source: CALPADS Fall 2</p>

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	ELD Student Support, Students With Disabilities support, & Professional Development	<p>The unduplicated student population, including students with disabilities) is some of the lowest performing on state and local assessments. To meet this need the LEA will increase achievement proficiency for unduplicated students by contracting for professional development in the area math. This action will increase student performance for these students on state and local assessments. The district will also provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to this specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity and access to district programming and a free appropriate public education. Services provided will be aligned with other district offerings in order to best support each student's academic and social-emotional needs.</p> <p>Additionally, staff noted their desire for additional instructional strategies and methods to address the achievement gap. The professional development will connect staff with staff from other districts who may have higher results as well as staff from County Office trained in best instructional strategies. This action will increase instruction and learning, thereby increasing student performance for these students on state and local assessments.</p>	\$57,375.00	No
2.2	ELD Student Support & Professional Development	<p>As identified in the metric section, English language Learners students are some of the lowest performing students on math state and local assessments as compared to all students. Staff feedback indicated their desire for additional instructional strategies and methods to address the achievement gap. To meet this need the LEA will increase achievement proficiency for English learner students by contracting for professional development in the area of math and English acquisition programs. The professional development will connect staff with staff from other districts who may have higher results as well as staff from the County Office trained in the best instructional strategies to support English learner students through the use of language strategies,</p>	\$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>differentiation, and scaffolding support. The professional development opportunities are designed to meet the needs most associated with English Learners. However, because we expect that all students struggling in math will benefit, this action is provided on an LEA-wide basis. This action will increase instruction and learning, thereby increasing student performance for English learners on math state and local assessments.</p> <p>Monroe will provide comprehensive language acquisition programs and support for teachers in order to help students acquire proficiency in English. English Language Learners will receive high-quality integrated and designated ELD to support vocabulary and language development. Instruction and the corresponding materials for EL students consider all levels of language proficiency, but special attention to Emerging, Expanding, and Bridging levels.</p>		
2.3	Broad Course of Study	<p>Teacher feedback indicated a need for providing English learners and low-income students with elective opportunities that enhance their knowledge of content standards through various opportunities to practice 21st Century learning. State and local benchmark data for English learners and low-income students indicate a need to practice real-world experiences that enhance their readiness for the modern workplace as compared to all students. Enrichment electives such as journalism, STEAM, art, Read 180, and computer coding will be offered in order to help increase proficiency achievement for our English learners, low-income, and foster youth students by offering a broad course of student and hands-on learning experiences. By providing additional project-based elective courses students will have greater access to interacting with content standards through real-world experiences. The additional enrichment opportunities are designed to meet the needs most associated with English learners and low-income students. However, because we expect that all students struggling in math and ELA will benefit, this action is provided on an LEA-wide basis. As a result of implementing these actions, we anticipate</p>	\$88,871.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increased scores on Math and ELA, CAASPP, and district benchmarks for English learners and low-income students.		
2.4	Extended Instructional Minutes	Teacher and parent feedback, and student data, indicate the need for providing English learners, and low-income students with academic intervention during the school day. State and local benchmark data for English learners, low-income students, and low-income students who are also identified as having a disability demonstrate that there are additional needs to support ELA and Math instruction as compared to all students. To meet these needs the LEA will offer math intervention/RTI and additional Tier 2 support during the school day that is above and beyond the core instructional minutes for English learners and low-income students. RTI aims to identify kids who are struggling in school. It uses targeted teaching to help them catch up. Academic intervention will allow teachers to target the skill gaps for students as well as provide additional opportunities to practice and support in classroom instruction. By providing these supports students will have the prerequisite skills necessary to be successful in core academic subjects. The additional opportunities are designed to meet the needs most associated with English learners and low-income students. However, because we expect that all students struggling in math and ELA will benefit, this action is provided on an LEA-wide basis. As a result of implementing these actions, we anticipate increased scores in academic subjects, on the CAASPP and district benchmarks for English learners and low-income students.	\$177,526.00	Yes
2.5	Extended Learning and Academic Support	As noted in the metric section, English learners, low-income, and low-income students with disabilities populations underperform on state and local assessments as compared to all students. Local needs assessment shows that English learners and low-income students would benefit from increased time to learn in a small group setting. To meet this need the LEA will offer after-school tutoring, as well as summer school, at all grades, in all subject matters. These additional learning opportunities will be provided to recover learning loss as well	\$58,833.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>as support student achievement in core subjects (Math, ELA) through after-school intervention and summer school. These opportunities allow for small group and individualized learning time for the identified student groups. The additional opportunities are designed to meet the needs most associated with English learners, low-income students with disabilities. However, because we expect that all students struggling in math and ELA will benefit, this action is provided on an LEA-wide basis. As a result of implementing these actions, we anticipate increased scores in academic subjects, on the CAASPP and local benchmarks for English learners, low-income, foster youth, and students with disabilities.</p>		
2.6	Paraeducator Support	<p>As identified in the metric section, English learners and low-income students are some of the lowest performing on state and local assessments as compared to the all-student group. To meet this need the LEA will offer bilingual paraprofessionals and other paraprofessionals in grades TK--4. The additional personnel supports the identified need for increased comprehension skills in ELA and Math. Local feedback indicates that connections with trained paraprofessionals with similar cultural backgrounds and who speak their language can support language acquisition and other barriers to learning. It is our expectation that by providing paraprofessionals to support language and provide scaffold support our identified students will be more successful in the classroom. The additional opportunities are designed to meet the needs most associated with English learners and low-income students. However, because we expect that all students struggling in math and ELA will benefit, this action is provided on an LEA-wide basis. As a result of implementing these actions, we anticipate increased scores in academic subjects, on the CAASPP, and local benchmarks for English learners and low-income students.</p>	\$235,616.00	Yes
2.7	Supplemental Instruction	<p>The English Learner, low-income student population are underperforming on state and local assessments as compared to all students. The LEA will continue to provide supplemental classroom</p>	\$86,485.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>instruction for English Learners and low income by purchasing supplemental books, materials and supplies to help support their learning. These additional resources will provide teachers with supplemental instructional materials to better differentiate support for these specific student groups. By providing additional materials to support their learning, the identified students will be able to have additional access and opportunities to master grade level content standards. In addition, students' education will be enhanced and supported by field trips to supplement the learning that is taking place in the classroom. The additional supplemental resources are designed to meet the needs most associated with English learners and low-income students. However, because we expect that all students struggling in math and ELA will benefit, this action is provided on an LEA-wide basis. As a result of implementing these actions, we anticipate increased scores in academic subjects, on the CAASPP, and local benchmarks for English learners and low-income students.</p>		

Goal Analysis [2021-22]

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

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

Goal 2: Data suggests an achievement gap exists in the district. The subgroups of English Learners, students with a disability, socioeconomically disadvantaged students, and African-American and Latino students achieve at lower levels than “all students” in many measurements of achievement according to CAASPP and local assessment data. All students will increase achievement proficiency levels in the areas of ELA, ELD, and Mathematics as measured by state and local assessments and enrollment in broad course of study. ELL subgroup will increase in proficiency and move toward growth goal in overall ELPAC at one level per year and increase redesignation and reclassification of ELL students annually. Structures and systems must be developed to promote access and provide equity.

2.1 ELD Student Support & Professional Development: This action was implemented as designed. The overall implementation of this action to achieve the articulated goal was done by MESD for professional development in the area math.

2.2 ELD Student Support & Professional Development: This action was implemented as designed. The overall implementation of this action to achieve the articulated goal was done by MESD contracting with County Office for Math Networked Improvement Community (NIC) training for 3rd - 5th Grade teachers.

2.3 Broad Course of Study: This action was implemented as designed. The overall implementation of this action to achieve the articulated goal was done by MESD by including enrichment opportunities for students throughout the school year. Students had opportunities to be involved in enrichment opportunities such as yearbook, STEAM, journalism.

2.4 Extended Instructional Minutes: This action was implemented as designed. The overall implementation of this action to achieve the articulated goal was done by MESD implementing math intervention/RTI and additional Tier 2 support during the school day throughout the school year. Staff members identified at risk and struggling students, referred them to support staff, and students were provided additional support during the day throughout the year.

2.5 Extended Learning and Academic Support: This action was implemented as designed. The overall implementation of this action to achieve the articulated goal was done by MESD designating funding for certificated staff to provide up to 72 hrs of after school tutoring for at risk students.

2:6 Paraeducator Support: This action was implemented as designed. The overall implementation of this action to achieve the articulated goal was done by MESD by hiring 4 additional para educators, 2 of whom are bilingual, for direct academic support in our K-4 classrooms.

2.7 Supplemental Instruction: This action was implemented as designed. The overall implementation of this action to achieve the articulated goal was done by MESD purchasing and utilizing during instruction the following: Read 180, MyAccess, iReady

Overall Success: All 3rd through 5th grade teachers participated in the County Office Math Networked Improvement Community (NIC) and worked with the math coaches on site multiple times throughout the year. Instructional practice in classrooms began to shift as a result leading to increased mathematical thinking in these grade levels with all 3 participating grades decreasing numbers of at risk students and increasing numbers of on/above grade level students. Small groups of students in all grades participated in after school tutoring provided by certificated staff. Adding 4 additional para-educators proved to be extremely valuable.

Overall Challenges: Covid continued to be a challenge during the year. During 2 different school closures, math coaching support had to be postponed/canceled which impacted professional development time for staff members. Students staying for after school tutoring was inconsistent due to parents picking up early, appointments, school closures, etc. Multiple times throughout the year, we ran short staffed due to quarantine challenges which impacted daily schedules and para educators duties being shifted to cover other duties, thereby impacting normal instructional support in their assigned classrooms.

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.

2.1 - 2.5 - There were not any material differences between budgeted expenditures and estimated actual expenditures.

2:6 - An additional para educator was needed to support student learning.

2.7 - Less supplemental resources and curriculum were needed.

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

Goal 2: Data suggests an achievement gap exists in the district. The subgroups of English Learners, students with a disability, socioeconomically disadvantaged students, and African-American and Latino students achieve at lower levels than “all students” in many measurements of achievement according to CAASPP and local assessment data. All students will increase achievement proficiency levels in the areas of ELA, ELD, and Mathematics as measured by state and local assessments and enrollment in a broad course of study. ELL subgroup will increase in proficiency and move toward growth goal in overall ELPAC at one level per year and increase redesignation and reclassification of ELL students annually. Structures and systems must be developed to promote access and provide equity.

2.1 ELD Student Support & Professional Development: Based on the 21-22 iReady assessment data, 3rd - 5th-grade MESD students increased an average of 10% in their math scores. This Math Networked Improvement Community (NIC) training allowed us to provide improved math instructional practices in these three grade levels translating to improved student achievement.

2.2 ELD Student Support & Professional Development (Math): Based on the 21-22 iReady assessment data, 3rd - 5th-grade MESD students increased an average of 10% in their math scores. This Math Networked Improvement Community (NIC) training allowed us to provide improved math instructional practices in these three grade levels translating to improved student achievement.

2.3 Broad Course of Study: Based on a schoolwide schedule audit, all 5th - 8th-grade students participated in elective classes throughout the year.

2.4 Extended Instructional Minutes: Throughout the year, students were referred to RTI to receive additional individual/small group math and Tier 2 intervention during the regular school day. This was offered an average of 4 days per week with para-educators providing the additional academic support. From iReady diagnostic 1 to iReady diagnostic 3, we saw an overall 10% decrease of at-risk students in ELA, and an overall 15% decrease of at-risk students in math on iReady scores, in conjunction with other LCAP actions, which indicates this was effective in impacting student academic achievement.

2.5 Extended Learning and Academic Support: Based on an internal review, 28% of our students stayed after school for individual/small group tutoring in ELA and Math. iReady data shows an overall 10% decrease of at-risk students in ELA, and an overall 15% decrease of at-risk students in math strongly indicating after school tutoring, in conjunction with other LCAP actions, had a positive impact on student achievement, because students have additional time to work on foundational skills, and basic concepts.

2:6 Paraeducator Support: Based on a review of 21-22, ELA and Math data, increasing para educator support staffing, including bilingual staff, to support K - 4 had a positive impact on student achievement. 50% of classrooms with additional para educators decreased the number of at-risk students, while 50% also increased the number of students at/above grade level in ELA/Math.

2.7 Supplemental Instruction: Based on a review of purchases and instructional planning, purchasing materials such as iReady, Read 180, and MyAccess, in conjunction with other LCAP actions, positively impacted student achievement in many grade levels. Internal data indicates an overall 10% decrease of at-risk students in ELA and an overall 15% decrease of at-risk students in math.

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.

Metric Section: MESD added disaggregated data in the metric section for our English learners and Low-income students to ensure we are progress monitoring student groups and closing achievement gaps. In lieu of no ELPI per suspended 2020 ELPAC, MESD used ELPAC data

from 2021 results. MESD does not have a significant amount of Foster Youth students, therefore their data will not be disaggregated in the LCAP, but MESD continues to monitor their progress.

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	Student attendance is critical to academic success and overall growth and development. All students will increase attendance rates to address chronic absenteeism as measured through SchoolWise with the continuation of transportation; students will maintain current drop out rate of Zero.

An explanation of why the LEA has developed this goal.

Goal 3 has been developed for the purpose of addressing state priorities: 5 (Pupil Engagement) and 6 (School Climate). Our educational partner groups indicated the importance of the following areas when considering student attendance and suspension/expulsion rates. Reviews and analysis of the following also indicate a need for continuing our focus on addressing the positive attendance rates identified in our district:

There has been an increase in stakeholder interest in school connectedness and inclusion. School connectedness and sense of inclusion promotes attendance, academic engagement, motivation, and achievement, among other benefits.

School attendance is essential for academic achievement and college/career readiness. While District data on attendance are relatively high, improvement can lead to improved success for chronically absent student.

While data shows percentages to be relatively low, the district desires to maintain low school suspension and expulsion rates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School attendance rate using three year average P2ADA/Enrollment	Based on previous years Dashboard data, MESD has maintained a 95+% overall attendance rate.	Based on previous years Dashboard data, MESD has maintained a 94.86% overall attendance rate.			The school attendance rate using three year average P2ADA/Enrollment for 2023-24 will be 96%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Local Audit, SIS	Data Source: Local Audit, SIS			Data Source: Local Audit, SIS
Student chronic absenteeism rates	Based on 3 previous years Dashboard data, MESD has maintained a chronic absenteeism rate of approximately 6.41%, we are continuing this action. Data Source: CALPADS EOY 3	Based on 3 previous years Dashboard data, MESD has maintained a chronic absenteeism rate of approximately 7.1%, we are continuing this action. Data Source: CALPADS EOY 3			The student chronic absenteeism rates for 2023-2024 will be <1% Data Source: CALPADS EOY 3
Student suspension rate	Based on previous 3 year average of .73% suspension rate, we are continuing this action. Data Source: DataQuest	2021-2022: .01% of all students have been suspended Data Year: 21-22 .01% of EL students have been suspended Data Year: 21-22 .01% of low income students have been suspended Data Year: 21-22 Data Source: SIS *Updated so the LEA can look at the most current data			The suspension rate will be: <1% for all students by 2023-24 <1% for EL students by 2023-24 <1% for low income students by 2023-24 Data Source: SIS *Updated so the LEA can look at the most current data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student expulsion rate	Based on previous 3 year average of 0% expulsion rate, we are continuing this action. Data Source: DataQuest	0% of all students have been expelled Data Year: 21-22 0% of EL students have been expelled Data Year: 21-22 0% of low income students have been expelled Data Year: 21-22 Data Source: SIS *Updated so the LEA can look at the most current data			The expulsion rate for 2023-2024 will be: 0.0% for all students 0.0% for EL students 0/0% for low income students Data Source: SIS *Updated so the LEA can look at the most current data
For Middle School Students: maintain a low to zero drop out rate	Based on previous 3 year average of 0% middle school drop out rate, we are continuing this action. Data Source: Local Audit, SIS	0% Dropout Rate Data Year: 21-22 Data Source: Local Audit, SIS			For Middle School students; Monroe maintained a zero drop out rate in 2023-24. Data Source: Local Audit, SIS

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Home to School Transportation	Based on a review of recent years data showing greater than 60% of students riding the bus to school, we believe continuing this providing home to school transportation will support our positive student	\$61,134.00	No

Action #	Title	Description	Total Funds	Contributing
		attendance rate and low suspension/expulsion rates. When students are at school, data strongly indicates our programs and staff clearly have a positive impact on their behavior, academics, and social well-being.		

Goal Analysis [2021-22]

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

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

Goal 3: Student attendance is critical to academic success and overall growth and development. All students will increase attendance rates to address chronic absenteeism as measured through SchoolWise with the continuation of transportation; students will maintain current drop out rate of Zero.

3.1 Home to School Transportation: This action was implemented designed. The overall implementation of this action to achieve the articulated goal was done by MESD providing transportation to and from school every day school was in session.

Overall Success: MESD was able to provide transportation to all students in our district on a daily basis, every day school was in session. This ensured that students had a reliable way to attend school to access the academic instruction/support offered.

Overall Challenges: We experienced a few challenges with some students not making it out to the bus stop in the morning at the correct time for pick-up and, therefore, missed the bus. When possible, a district employee drove the school van to pick these students up and bring to school. At times, parents would bring these students in their own vehicles, but parent/family was not always available to do this.

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

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

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

Goal 3: Student attendance is critical to academic success and overall growth and development. All students will increase attendance rates to address chronic absenteeism as measured through SchoolWise with the continuation of transportation; students will maintain current drop out rate of Zero.

3.1 Home to School Transportation: Based on an internal transportation audit. 70+% of all students utilized bus transportation throughout the year. Again, this ensured that these students had a reliable way to attend school to access the academic instruction/support offered.

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.

There were no changes to the planned goal or actions for the 22-23 LCAP year. Metric section and data sources were updated to allow the LEA to provide the most current data available.

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

Goals and Actions

Goal

Goal #	Description
4	Data suggests interest in improved/increased parent/guardian/community participation in school activities and parent education/support opportunities.

An explanation of why the LEA has developed this goal.

Goal 4 has been developed for the purpose of addressing state priorities: 3 (Parental Involvement). Our parent and staff stakeholder groups indicated the importance of the following areas when considering parent involvement. Reviews and analysis of the following also indicate a need for continuing our focus on providing additional opportunities for parents to participate in school wide, and parent support, activities in our district:

Review of parent surveys indicates families want educational and family support opportunities.

Review of attendance records at All Parents Association meetings indicates low parent participation rates.

Review of participation in community and schoolwide events indicates a need to increase parent participation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Meeting sign in sheets and parents directly called to attend all meetings to increase participation	<p>Baseline established in 17-18: 20/163 = 12%</p> <p>Participation in All Parents Association (APA) 20-21: 30%</p> <p>Data Source: Local Audit</p>	<p>All Parent Participation: 39%</p> <p>EL Parent Participation: 38%</p> <p>Low-Income Parent Participation: 38%</p> <p>Data Source: Local Audit</p>			<p>Increase participation in APA to 50% (all parents)</p> <p>Increase participation in APA to 50% (low-income parents)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>Increase participation in APA to 50% (EL parents)</p> <p>Increase direct calls to parents inviting to meetings/events to 50%</p> <p>Data Source: Local Audit</p> <p>*Updated to provide disaggregated data</p>

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Provide Parent Participation Opportunities	Based on local data, families of English Learners and low-income students participate less than all families. Local needs assessment shows that parent involvement increases student attendance, learning, promotion rates, and student overall self efficacy. In order to increase the involvement of the families of English learners and low-income students, the LEA will provide funding for increased outreach. Monroe will expand community events and funding for staffing and supplies for these events. Some examples of these activities include, but are not limited to: facilitating community and parent events (i.e. family math/reading nights); calling individual families to ensure increased attendance at functions; preparation and facilitation of All-parent meetings, assemblies, and family nights. The additional parent opportunities are designed to meet the needs most associated with English learners and low-income families. However, because we expect that all students and families will benefit, this action is provided on an LEA-wide basis this action will result in increased	\$21,429.00	Yes

Action #	Title	Description	Total Funds	Contributing
		communication by identifying low income and English learner families and tracking numbers and types of contacts and will increase parent participation of low income and English learner families.		

Goal Analysis [2021-22]

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

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

Goal 4: Data suggests interest in improved/increased parent/guardian/community participation in school activities and parent education/support opportunities.

4.1 Provide Parent Participation Opportunities: This action was implemented as designed. This action contributed the meeting the over all goal by MESD providing opportunities for parents to attend activities such as field trips, parent connect meetings, LCAP input meetings, and promotion ceremonies.

Overall Successes: While we were not able to hold the desired number of in person APA meetings throughout the year, we were able to specifically reach out to partners from each representative group to share information and gather input. This was done by phone, ClassDojo, automated phone calls, notes home, and electronic surveys. Many of the All Parents Association groups were represented during the Parent Connect meetings and LCAP informational and input meetings throughout the year.

Overall Challenges: Covid restrictions, social distancing requirements for part of the year, and multiple school closures during the year limited our ability to hold as many in person meetings as desired for the majority of the year.

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

There were not any material differences between budgeted expenditures and estimated actual expenditures.

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

Goal 4: Data suggests interest in improved/increased parent/guardian/community participation in school activities and parent education/support opportunities.

4.1 Provide Parent Participation Opportunities: Based on an internal audit, MESD was able to provide a variety of ways for parents to participate and engage in school related activities and parent education/support opportunities. An overall increase in participation suggests we are headed in the right direction: All Parent Participation: 39% (increase from overall 30% participation in 20/21), EL Parent Participation: 38%, Low-Income Parent Participation: 38%. These increases indicate this was effective in improving/increasing parent participation in school activities and education/support opportunities.

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.

MESD added disaggregated data in the metric section for our English learners and Low-income students to ensure we are progress monitoring student groups and closing achievement gaps. MESD does not have a significant amount of Foster Youth students, therefore their data will not be disaggregated in the LCAP, but MESD continues to monitor their progress. There were no other changes to the planned goal or actions for the 22-23 LCAP year.

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

Goals and Actions

Goal

Goal #	Description
5	Improve and/or increase services to support a safe, engaging, and inclusive school environment that address the social-emotional and physical well-being needs of all students.

An explanation of why the LEA has developed this goal.

Goal 5 has been developed for the purpose of addressing state priorities: 5 (Pupil Engagement) and 6 (School Climate). Our stakeholder groups indicate the importance of the following areas when considering overall positive school climate and social-emotional need of students. Reviews and analysis of the following also indicate a need for continuing our focus on continuing to provide a variety of support and interventions.

The has been an increase in stakeholder interest in school connectedness and inclusion. School connectedness and sense of inclusion promotes academic engagement, motivation, and achievement, among other benefits such as lower health-risk behaviors.

While District data are relatively high, the District will strive to increase school connectedness and sense of inclusion.

Stakeholders report an interest in improving student mental health and reducing unhealthy academic stress.

Addressing the increased rates of student mental health challenges and providing additional support has become critical in our schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Positive School Climate and Sense of Safety	92.9% Safety: Strongly Agree/Agree (survey response collectively compiled results for parents, students, and staff)	91.3% Safety: Strongly Agree/Agree (survey response collectively compiled results for parents, students, and staff): Parents: 88% Students: 93%			95% Safety: Strongly Agree/Agree (further develop survey to identify percent of parent, student, staff responses)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>92.9% School Climate: Strongly Agree/Agree (survey response collectively compiled results for parents, students, and staff)</p> <p>Data Source: Local LCAP Survey 2021</p>	<p>Staff: 93%</p> <p>91.3% School Climate: Strongly Agree/Agree (survey response collectively compiled results for parents, students, and staff)</p> <p>Parents: 88%</p> <p>Students: 93%</p> <p>Staff: 93%</p> <p>Data Source: Local LCAP Survey 2022</p>			<p>95% School Climate: Strongly Agree/Agree (survey response collectively compiled results for parents, students, and staff)</p> <p>Data Source: Local LCAP Survey 2023-24</p>
Continue implementation of positive behavior interventions, the cornerstone to PBIS	<p>No current baseline data. Investigate and create a system to track student contact and support data.</p> <p>Data Source: Internal Audit</p>	<p>PBIS Support:</p> <ul style="list-style-type: none"> • 16% of all students received additional PBIS support (Tier 2) • 14% of all EL Students received additional PBIS support (Tier 2) • 16% of all Low-Income Students received additional 			<p>2023-24 Data: decrease in contact and support instances year to year.</p> <p>Data Source: Internal Audit</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		PBIS support (Tier 2) Baseline: Internal Audit			
Other Pupil Outcomes: All students attend a refresher course on "CHARGE" behavior as described in PBIS guidance	2019-20: 100% student attendance Data Source: Local Audit	2021-22: 100% student attendance Data Source: Local Audit			Maintain 100% attendance in refresher course Data Source: Internal Audit

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Proceed with PBIS Implementation	A review of local suspension data shows that low-income and English learner students make up the majority of the suspensions. To address this, the LEA will continue to provide on-going training and support for the PBIS team and school staff. As a result, school staff will increase their knowledge and resources to support positive student behaviors to use in classrooms and around campus. PBIS will support students in the development of social skills, social and emotional development, as well as give them resources to self regulate. The additional PBIS supports are designed to meet the needs most associated with English learners, and low-income. However, because we expect that all students struggling with behavioral support benefit, this action is provided on an LEA-wide basis. It is our expectation that this will help low-income and English learner students increase their behavioral awareness and ability to make more positive choices, thereby decreasing their involvement in the discipline process.	\$1,000.00	Yes

Goal Analysis [2021-22]

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

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

Goal 5: Improve and/or increase services to support a safe, engaging, and inclusive school environment that address the social-emotional and physical well-being needs of all students.

5.1 Proceed with PBIS Implementation: This action was implemented as designed. The overall implementation of this action to achieve the articulated goal was done by MESD providing all school assemblies and resources to support positive student behaviors to use in classrooms and around campus throughout the school year.

Overall Success: During the on-going pandemic and Covid-19 restrictions, MESD was able to continue to provide resources and support for students on a limited basis. This ensured that students had resources and support to address behavioral, social-emotional, and physical needs throughout the year. MESD also created an internal tracking method to document the numbers of students accessing PBIS resources/support throughout the year. It is our belief that this will only improve as we experience a full year without major pandemic and Covid-19 restrictions during the 22-23 school year.

Overall Challenges: Due to on-going pandemic and Covid-19 restrictions during the majority of the 21-22 school year, MESD was not able to provide the depth and breadth of school-wide support that we normally would. Assemblies (awards, positive behavior, etc), rallies (sports, seasonal, etc.), and large group activities (fieldtrips, carnivals, trunk-or-treat, etc.) were restricted, thereby limiting opportunities to build on our positive school-wide culture between students, families, and staff.

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

There were not any material differences between budgeted expenditures and estimated actual expenditures.

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

Goal 5: Improve and/or increase services to support a safe, engaging, and inclusive school environment that address the social-emotional and physical well-being needs of all students.

5.1 Proceed with PBIS Implementation: Based on an internal audit, we noted a slight .9% (92.9% to 92%) decrease in our Positive School Climate and Sense of Safety survey. We documented 16% of all students receiving additional PBIS support, 14% of all EL students receiving additional PBIS support, and 16% of all Low-Income students received additional PBIS support. Again, we believe this will improve as we experience a full year without major pandemic and Covid-19 restrictions during the 22-23 school year.

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.

MESD added disaggregated data in the metric section for our English learners and Low-income students to ensure we are progress monitoring student groups and closing achievement gaps. MESD does not have a significant amount of Foster Youth students, therefore their data will not be disaggregated in the LCAP, but MESD continues to monitor their progress. There were no other changes to the planned goal or actions for the 22-23 LCAP year.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$661,194.00	\$89,372.00

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
47.00%	6.34%	\$86,485.00	53.33%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

The actions listed below are being provided on a “wide” basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learners, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes targeted to meet each identified student group’s stated need(s).

The required justification for how the district is increasing and improving services for the specified unduplicated student group(s) are contained in the action described in the Goals and Actions section of this plan. In the Goals and Actions section of this plan, each action marked as “wide” contains a detailed explanation of how that action is principally directed toward the English learner, foster youth, and/or low-income student population and is effective in helping close equity and performance gaps. Each “wide” action in this plan will meet this requirement by: (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and/or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. This unique approach was taken after consultation and input from our educational partners and other interested partners. Our intention in doing this was

to increase transparency for our educational partners so they can better understand the rationale behind each “wide” action. We find this approach to be very transparent and well received by our community.

The contributing “wide” actions in this plan are:

Goal and Action Number List:

1.4: School Counseling and Social-Emotional Support

2:2 ELD Student Support & Professional Development

2:3 Broad Course of Study

2:4 Extended Instructional Minutes

2:5 Extended Learning and Academic Support

2:6 Paraeducator Support

2:7 Supplemental Instruction

4:1 Provide Parent Participation Opportunities

5:1 Proceed with PBIS Implementation

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

Monroe Unified has demonstrated it has at meet the 53.33% proportionality percentage by providing increased/improved services to our English learners, foster youth, and/or low-income students equivalent to a 53.33% proportionality percentage based on the contributing actions/services in this plan, which expended all supplemental and concentration funds calculated for the LEA as demonstrated in the action tables. We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and explained and justified in detail in each contributing limited action description within this plan. It is our intent that this approach of justifying how each applicable action is principally directed and effective in the action’s description meets requirements for the “principally directed and effective threshold” as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for English learners, foster youth, and/or low-income students by the percentage indicated above as explained in the language of each unique actions. We are using the increased funding to increase and improve services as described for our LEA-wide and school-wide services in prompt one.

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.

Based on educational partner feedback, Monroe added additional para educators staff who provide direct services to students. These additional para educators are outlined in action 2:6 in the LCAP. Monroe Elementary is a single school district and para educators will work with students in grades TK -8. The methodology used to determine the best use of the additional funds with a needs assessment, state and local metrics, as well as educational partner feedback.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:16
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:12

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,333,082.63	\$14,986.93			\$2,348,069.56	\$1,876,460.56	\$471,609.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Basic Instruction and Administration	All	\$934,201.00				\$934,201.00
1	1.2	Safe and Healthy School Environments	All	\$244,758.63	\$14,986.93			\$259,745.56
1	1.3	District/Site Support	All	\$287,935.00				\$287,935.00
1	1.4	School Counseling and Social-Emotional Support	English Learners Low Income	\$76,419.00				\$76,419.00
2	2.1	ELD Student Support, Students With Disabilities support, & Professional Development	All	\$57,375.00				\$57,375.00
2	2.2	ELD Student Support & Professional Development	English Learners	\$1,500.00				\$1,500.00
2	2.3	Broad Course of Study	English Learners Low Income	\$88,871.00				\$88,871.00
2	2.4	Extended Instructional Minutes	English Learners Low Income	\$177,526.00				\$177,526.00
2	2.5	Extended Learning and Academic Support	English Learners Foster Youth Low Income	\$58,833.00				\$58,833.00
2	2.6	Paraeducator Support	English Learners Low Income	\$235,616.00				\$235,616.00
2	2.7	Supplemental Instruction	English Learners Low Income	\$86,485.00				\$86,485.00
3	3.1	Home to School Transportation	All	\$61,134.00				\$61,134.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.1	Provide Parent Participation Opportunities	English Learners Foster Youth Low Income	\$21,429.00				\$21,429.00
5	5.1	Proceed with PBIS Implementation	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,406,869.00	\$661,194.00	47.00%	6.34%	53.33%	\$747,679.00	0.00%	53.14 %	Total:	\$747,679.00
								LEA-wide Total:	\$747,679.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	School Counseling and Social-Emotional Support	Yes	LEA-wide	English Learners Low Income	All Schools	\$76,419.00	0%
2	2.2	ELD Student Support & Professional Development	Yes	LEA-wide	English Learners	All Schools	\$1,500.00	0%
2	2.3	Broad Course of Study	Yes	LEA-wide	English Learners Low Income	All Schools	\$88,871.00	0%
2	2.4	Extended Instructional Minutes	Yes	LEA-wide	English Learners Low Income	All Schools	\$177,526.00	0%
2	2.5	Extended Learning and Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$58,833.00	0%
2	2.6	Paraeducator Support	Yes	LEA-wide	English Learners Low Income	All Schools	\$235,616.00	0%
2	2.7	Supplemental Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	\$86,485.00	0%
4	4.1	Provide Parent Participation Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,429.00	0%

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 (%)
5	5.1	Proceed with PBIS Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	0%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,037,513.00	\$2,033,732.15

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	Basic Instruction and Administration	No	\$868,527.00	839,105.00
1	1.2	Safe and Healthy School Environments	No	\$207,678.00	217,449.15
1	1.3	District/Site Support	No	\$290,665.00	306,993.00
1	1.4	School Counseling and Social-Emotional Support	Yes	\$64,490.00	84,899.00
2	2.1	ELD Student Support & Professional Development	No	\$52,431.00	56,443.00
2	2.2	ELD Student Support & Professional Development	Yes	\$1,500.00	1,397.00
2	2.3	Broad Course of Study	Yes	\$22,872.00	25,446.00
2	2.4	Extended Instructional Minutes	Yes	\$161,932.00	160,227.00
2	2.5	Extended Learning and Academic Support	Yes	\$43,834.00	45,251.00
2	2.6	Paraeducator Support	Yes	\$120,573.00	152,932.00

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)
2	2.7	Supplemental Instruction	Yes	\$115,264.00	61,941.00
3	3.1	Home to School Transportation	No	\$65,000.00	60,000.00
4	4.1	Provide Parent Participation Opportunities	Yes	\$21,747.00	20,649.00
5	5.1	Proceed with PBIS Implementation	Yes	\$1,000.00	1,000.00

2021-22 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)
640,227.00	\$553,212.00	\$553,742.00	(\$530.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	School Counseling and Social-Emotional Support	Yes	\$64,490.00	84,899.00	0%	0%
2	2.2	ELD Student Support & Professional Development	Yes	\$1,500.00	1,397.00	0%	0%
2	2.3	Broad Course of Study	Yes	\$22,872.00	25,446.00	0%	0%
2	2.4	Extended Instructional Minutes	Yes	\$161,932.00	160,227.00	0%	0%
2	2.5	Extended Learning and Academic Support	Yes	\$43,834.00	45,251.00	0%	0%
2	2.6	Paraeducator Support	Yes	\$120,573.00	152,932.00	0%	0%
2	2.7	Supplemental Instruction	Yes	\$115,264.00	61,941.00	0%	0%
4	4.1	Provide Parent Participation Opportunities	Yes	\$21,747.00	20,649.00	0%	0%
5	5.1	Proceed with PBIS Implementation	Yes	\$1,000.00	1,000.00	0%	0%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,364,975.00	640,227.00	0.00%	46.90%	\$553,742.00	0.00%	40.57%	\$86,485.00	6.34%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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