LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Capistrano Unified School District
CDS Code: 30664640000000
School Year: 2023-24
LEA contact information:
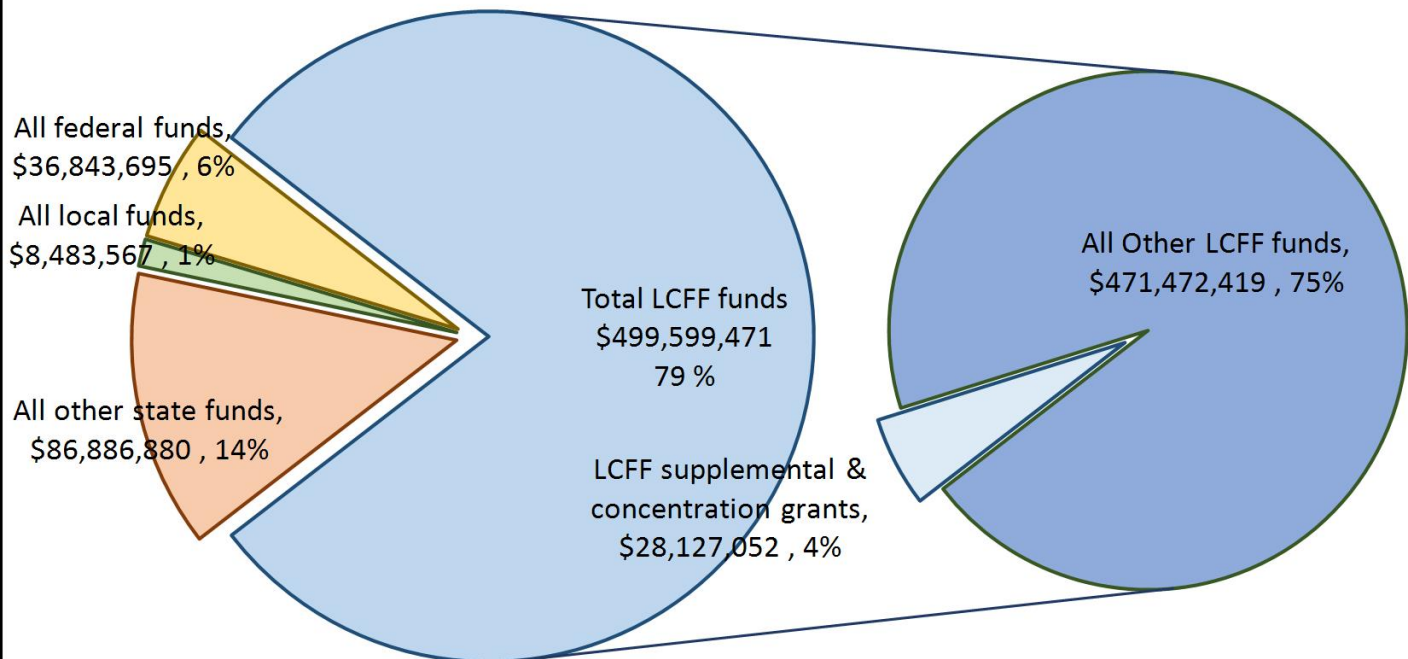Clark Hampton
Interim Superintendent
superintendent@capousd.org
(949) 234-9203

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $36,843,695 , 6%
All local funds, $8,483,567 , 1%
All other state funds, $86,886,880 , 14%
Total LCFF funds $499,599,471 79 %
LCFF supplemental & concentration grants, $28,127,052 , 4%
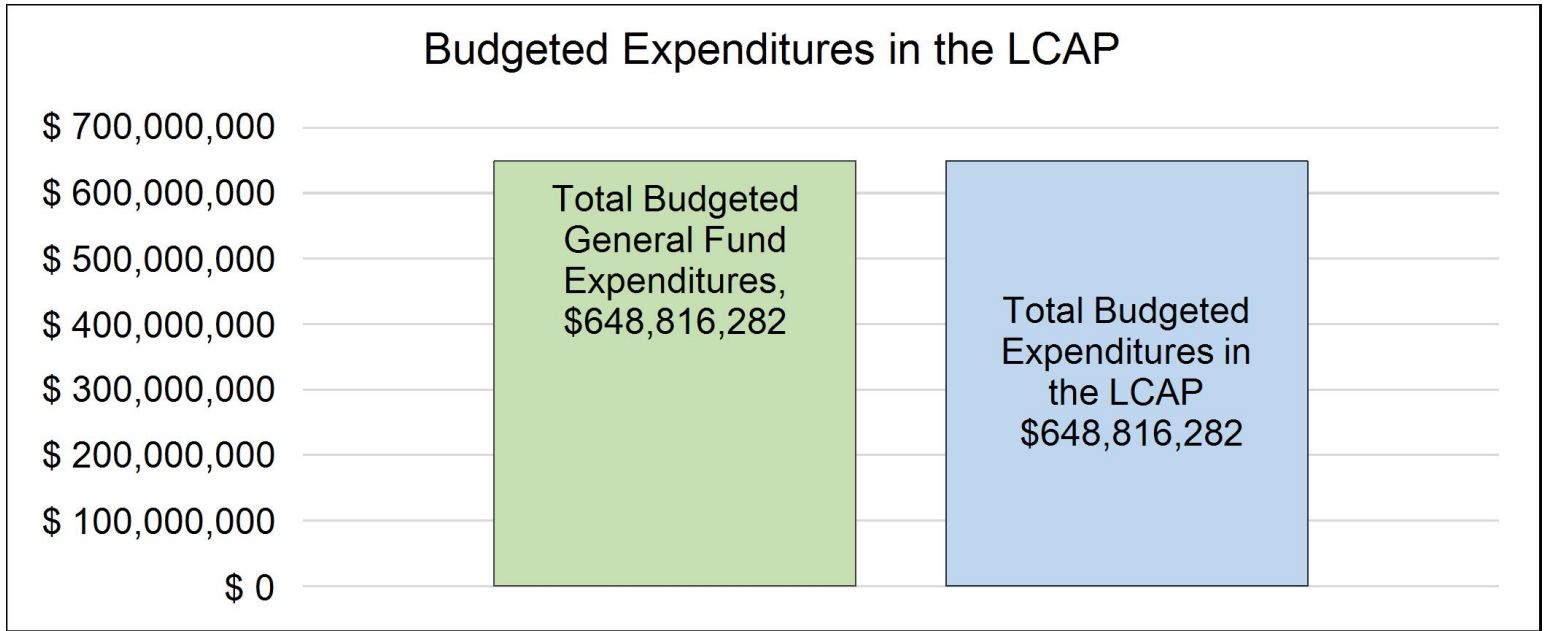All Other LCFF funds, $471,472,419 , 75%

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

The text description for the above chart is as follows: The total revenue projected for Capistrano Unified School District is $631,813,613, of which $499,599,471 is Local Control Funding Formula (LCFF), $86,886,880 is other state funds, $8,483,567 is local funds, and $36,843,695 is federal funds. Of the $499,599,471 in LCFF Funds, $28,127,052 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $648,816,282

Total Budgeted Expenditures in the LCAP $648,816,282

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

The text description of the above chart is as follows: Capistrano Unified School District plans to spend $648,816,282.00 for the 2023-24 school year. Of that amount, $648,816,282.00 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

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

In 2023-24, Capistrano Unified School District is projecting it will receive $28,127,052 based on the enrollment of foster youth, English learner, and low-income students. Capistrano Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Capistrano Unified School District plans to spend $29,380,668 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the LCAP: $23,063,097
- Actual Expenditures for High Needs Students in LCAP: $25,957,156
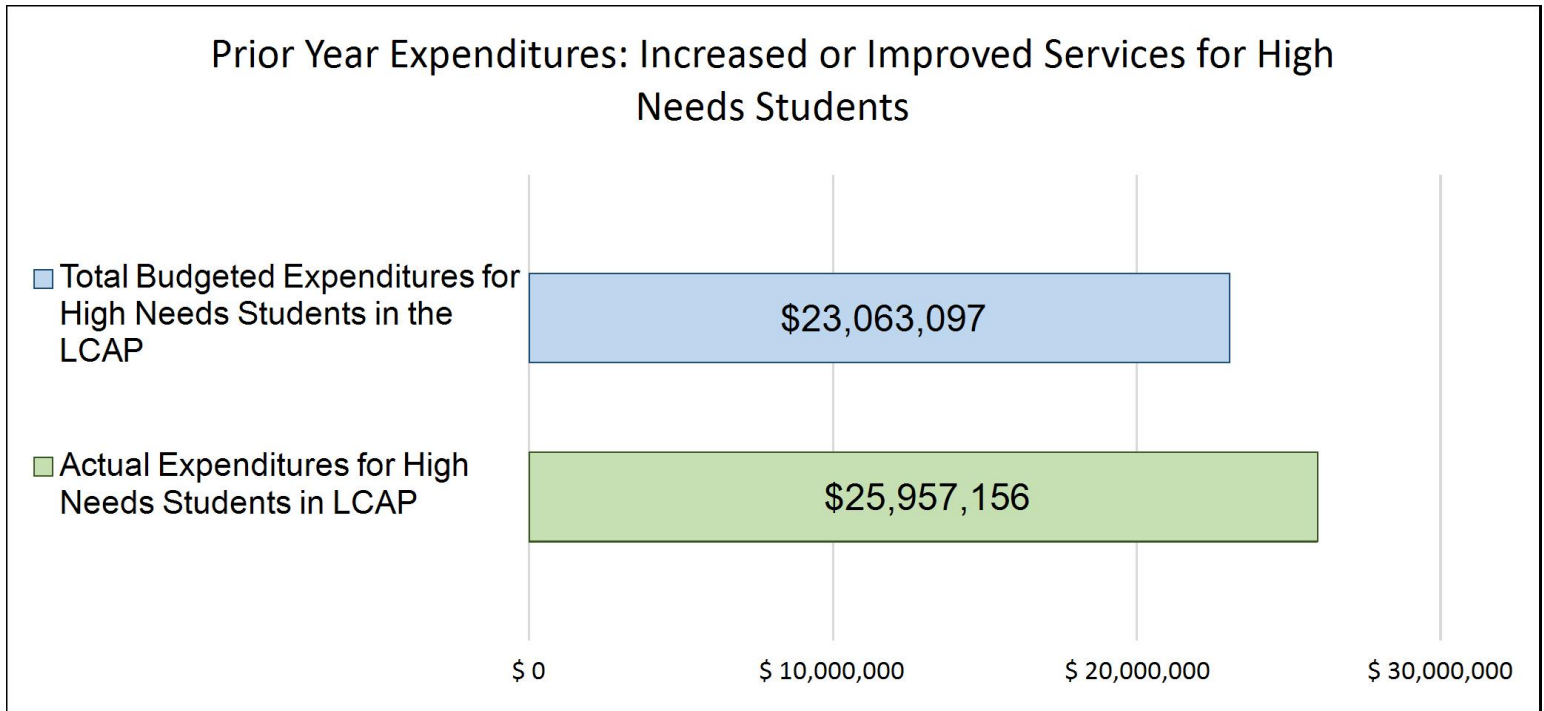
This chart compares what Capistrano Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Capistrano Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Capistrano Unified School District's LCAP budgeted $23,063,097 for planned actions to increase or improve services for high needs students. Capistrano Unified School District actually spent $25,957,156 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $2,894,059 had the following impact on Capistrano Unified School District's ability to increase or improve services for high needs students:

The District was able to implement actions and services to support English learners, foster youth and students who are socioeconomically disadvantaged and actions and services principally directed to these student groups but may benefit all students. These actions and services have supported increased student outcomes.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Capistrano Unified School District	Clark Hampton Interim Superintendent	superintendent@capousd.org (949) 234-9203

Plan Summary [2023-24]

General Information

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

The vision of Capistrano Unified School District is An Unwavering Commitment to Student Success and the mission is To prepare our students to meet the challenges of a rapidly changing world. All staff are committed to the belief that children will learn, that children will learn more today than yesterday and that they will learn more tomorrow than today. The District's commitment to the more than 42,000 preschool and transitional kindergarten through grade 12 and adult transition students entrusted to its care remains steadfast. Our commitment to instructional excellence drives the mission of our nearly 4,000 employees.

Founded in 1965, Capistrano Unified encompasses 200 square miles in seven cities and a portion of the unincorporated area of Orange County. With 59 campuses, it is the largest employer in south Orange County. The District includes all or part of the cities of San Clemente, Dana Point, San Juan Capistrano, Laguna Niguel, Aliso Viejo, Mission Viejo and Rancho Santa Margarita, and the communities of Las Flores, Coto de Caza, Dove Canyon, Ladera Ranch, Sendero/Rancho Mission Viejo, and Wagon Wheel. The District has 33 elementary schools, 3 K-8 schools, 10 middle schools, 6 comprehensive high schools and 7 alternative programs. The student demographics (non-charter) are as follows: 53% White, 27% Hispanic, 6% Asian, 2% Filipino, 7% Two or More Races, 1% Pacific Islander, <1% African American, and <1% American Indian or Alaska Native. 9% of students are English learners, 34% are socioeconomically disadvantaged, 7% are homeless, <1% are foster youth, and 13% are students with special needs.

Some of the programs the District offers include a K-8 home and virtual school, online high school, career technical education, school counseling, Gifted and Talented Education (GATE), Spanish and Mandarin immersion, full-day kindergarten, transitional kindergarten through grade 12 music, and teacher and administrator induction. Like many other districts in the State, Capistrano Unified is suffering from a moderate decline in enrollment which is expected to continue indefinitely. A challenge for the District will be to continue to make reductions in expenditures in alignment with the reduced revenue.

The District is governed by a seven-member Board of Trustees, which generally meets monthly at the Capistrano Unified School District (CUSD) Education Center, 33122 Valle Road, San Juan Capistrano.

Reflections: Successes

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

Based on the most recent data, the District has showed consistent success in the areas of Graduation Rate and English Learner Reclassification rate. The Graduation Rate continued to be in the CA School Dashboard Very High performance band at 95.9% in the 2021-2022 school year despite declining 0.9% from 96.8% in 2020-2021 for the All Students group. African American students increased 1.7% from 91.8% to 93.5%, Hispanic students increased 0.3% from 95.5% to 95.8%, and Filipino students increased 0.6% from 97.1% to 97.7%. The other student groups decreased slightly, however, they were all in the CA School Dashboard Medium, High or Very High performance groups. The English Learner Reclassification Rate continues to be above county and state percentages. The English Learner Reclassification Rate for 2020-2021 was 10.1% which is above county (7.9%) and state (6.9%) percentages.

Another area of success is A-G completion. Over the past three years, progress has continued and the All Students rate increased 1.8% from 62.3% in 2019-2020 to 63.4% in 2020-2021, and 64.1% in 2021-2022. English learners have increased 3.6% from 11.9% to 15.5%, Students with disabilities increased 5.0% from 11.8% to 16.8%, Homeless students increased 2.0% from 29.6% to 31.6%, and Socio-economically Disadvantaged students increased 1.4% from 40.6% to 42%.

One other area that has shown consistent success is English Language Arts. On the Fall 2019 CA School Dashboard, the performance for the All Student group was very high in the Blue category and the average was 45.5 points above standard. Due to the pandemic, there weren't scores for 2020 and 2021, but the Fall 2022 CA School Dashboard performance is Very High with the average increasing 1 point to 46.5 points above standard.

Also, the Standard was Met for all Local Indicators due to the completion of the State Board of Education (SBE) requirements and self-reflection tools. Staff reports the progress on the local indicators annually at the June Board meeting and information from self-reflection tools is posted on the CA School Dashboard the following fall.
Local Indicators include:
Basic Services and Conditions: Data on appropriately assigned teachers, student access to standards-aligned instructional materials, and clean, safe, and functional school facilities
Implementation of State Academic Standards: SBE adopted self-reflection tool on the progress on the implementation of the SBE adopted state academic standards
Parent and Family Engagement: SBE adopted self-reflection tool on the progress on parent and family engagement
School Climate Survey: SBE adopted self-reflection tool using data from the CA Healthy Kids Survey
Access to a Broad Course of Study: SBE adopted self-reflection tool using A-G data

The District will maintain and build on these successes by aligning all plans, including the LCAP to a Theory of Action focused on systematic schoolwide intervention and extension, developing and sharing school leadership, cultural proficiency and social and emotional learning, and standardized instructional technology equipment and infrastructure.

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.

Based on the most recent CA School Dashboard and CDE Dataquest data, the District has showed consistent need in the area of chronic absenteeism. For the 2021-2022 school year, the District's (non-charter schools) CDE Dataquest chronic absenteeism rate was 21.4% which is slightly above the county average of 21.3%, but less than the state average of 30.8%. Several student groups have very high rates including American Indian (38.5%), Foster Youth (33%), Students with disabilities (32.1%), Homeless Youth (32%), and Socioeconomically disadvantaged (30.7%), English learners (28.1%), Hispanic (27.5%), and African American (22.5%). Some of the steps the District has taken to address this is to review attendance data and discuss supports and resources at principal group and individual meetings, support principals with the development of school site attendance plans, discuss the importance of attendance at the District English Learner Advisory Committee meeting and establish school site homeless liaisons to deploy resources such as gas cards and mileage reimbursement programs for families in homeless situations. Also, to continue to support students with attendance and engagement, staff continue to focus on great first instruction, progress monitoring, and intervention and supports for students in need. Counselors continue to provide social emotional support and meetings and School Resource Officers continue to assist with home visits. The Independent Study and School Attendance Review Board (SARB) processes also continue to be utilized.

In English Language Arts, the District overall performance is Very High on the CA School Dashboard with the average being 46.5 points above standard. There are 7 student groups that are two or more levels below the All Students group. In the Medium performance group is the Hispanic student group with an average of 4.2 points below standard. In the Low performance band are American Indian (21.2 points below standard), English Learners (36.6 points below standard), Foster Youth (53 points below standard), Homeless (44.7 points below standard), Students with Disabilities (51.6 points below standard), and Socioeconomically Disadvantaged (8.5 points below standard). Some of the steps the District has taken to address this is to have teachers on special assignment at each school to support teachers with data analysis and targeted intervention in a multi-tiered system of supports and professional learning community environment as well as Paper tutoring, summer intervention and credit recovery programs, and after school homework support in the Expanded Learning Opportunities Program.

In Mathematics, the District overall performance is High on the CA School Dashboard with the average being 12.2 points above standard. There are 8 student groups that are two levels below the All Students group. In the Low performance band are African American (28.4 points below standard), American Indian (90.6 points below standard), English Learners (65.7 points below standard), Foster Youth (74.7 points below standard), Hispanic (47.2 points below standard), Homeless (84.2 points below standard), Students with Disabilities (81.5 points below standard), and Socioeconomically Disadvantaged (49.2 points below standard). Some of the steps the District has taken to address this is to have teachers on special assignment at each school to support teachers with data analysis and targeted intervention in a multi-tiered system

of supports and professional learning community environment as well as Paper tutoring, summer intervention and credit recovery programs, and after school homework support in the Expanded Learning Opportunities Program. Additionally, kindergarten through 8th grade students take an adaptive math diagnostic three times per year. The diagnostic then creates an individualized pathway of independent lessons specific to each students' data.

In Graduation Rate, the District overall performance is Very High on the CA School Dashboard with 95.9% graduating. There is one student group two levels below the All Students group which is the Students with Disabilities student group with 81.5% students graduating. Some of the steps the District has taken to address this is to focus on implementing changes to Education Code section 51225.31 by developing an Alternate Pathway to Diploma for students with cognitive disabilities. In addition, the District has implemented monthly job-alike meetings for regular professional development, implemented a Reading Resource section at all Middle Schools to allow students to access all content areas, and implemented the use of new assessment tools to monitor student progress and set goals throughout the year.

In Suspension Rate, the District overall performance is Low on the CA School Dashboard with 2.2% of students suspended at least one day. There are 3 student groups that are two levels below the All Students group. In the High performance band are African American (5% suspended at least one day), Foster Youth (5.2% suspended at least one day), and Students with Disabilities (5.1% suspended at least one day). Based on this information, the District has taken steps to address these rates. The District's use of Positive Behavior Interventions and Supports (PBIS) and a Restorative Practice approach aligns with current best practices in addressing student behavior and reducing suspensions. By providing teacher and counselor training and implementing these strategies, the District may be able to improve outcomes for all students and reduce disparities in suspension rates among different groups. Additionally, a Responding to Incidents section has also been added to the Discipline Handbook with information on restorative and progressive discipline, training on restorative conversations is provided for Assistant Principals, and Fuerte training is being provided for counselors on a restorative process with a cultural focus.

Local Indicator Broad Course of Study: Although A-G completion rates have been slowly increasing over the years, there are still large gaps in the student group data. Compared to the All Students average, the socioeconomically disadvantaged student group has a gap of 22.1%, the students with disabilities group has a gap of 47.3%, and the English learner group has a gap of 48.6%. The foster youth group is still too small to qualify for a group percentage.

To provide additional support for A-G completion, funding from the A-G Completion Improvement Grant will be used to increase access:
1) Counselors-The Futurology College and Career Counselors will assist and support the implementation of the CA College Guidance Initiative (CCGI) roll-out beginning in October, 2022. They will support outreach and education efforts for specific populations based on needs identified in the data.
2) English Language Development (ELD)-English learners will receive additional outreach and information in their native language so that families and students have targeted support while selecting and completing high school coursework.
3) Foster Youth Support-Counselors will work with existing staff to specifically provide support around A-G completion.
4) College guidance and test prep-The Education Opportunity Program model currently in place in colleges and universities will provide a basis of the type of targeted support and guidance needed to support our first-in-the-family future college students and other underrepresented student populations.

5) Advanced Placement (AP)/ International Baccalaureate (IB)-Expansion of course offerings and bridge courses to prepare students for the rigor of an AP class.
6) Credit Recovery-Support a designated Credit Recovery position not currently in the LCAP for the duration of the grant through 2025/26 with the goal of increasing the number of students who remediate and A-G course with an A-G class.

With the A-G Completion Improvement Grant, the Education and Support Services guidance team, including the Contractor for Credit Recovery will monitor students every step of the way using the California College Guidance Initiative (CCGI) software. In collaboration with the Futurology staff, they will lead the training and implementation of the new CCGI which allows staff, students and families access to user-friendly data on A-G progression. When a student needs to remediate a class, outreach and support will be provided so that they will be more likely to enroll and succeed in an A-G credit recovery course. The team will also monitor progress to identify students prior to needing credit recovery and work in collaboration with guidance departments to provide data and support. This will include a Summer Bridge program focused on the feedback received from students during focus group conversations, including providing summer support for college applications and essays, as well as support for college-accepted students with any additional paperwork or application processes. This is particularly critical for first-generation college students. CCGI will assist staff, students and families with tracking progress, and also for applying to UC/CSU campuses and completing Financial Aid applications.

Progress:
CCGI: With the CCGI rollout starting in October 2022, 47% of high school students have created an account. College & career counselors (Futureology) use CaliforniaColleges.edu during their tutorial lessons to teach students where they can check their A-G status, apply to post-secondary options, and learn the steps for financial aid. A CCGI Implementation team has been put into with goals in 2023-24 for 9th and 12th grade students to create accounts and begin using the platform.Futureology have also used CCGI in tier 1 lessons/1:1 appointments with EL and first generation students in their College Prep Academy program, ensuring students have access to the platform.
EL students at specific sites received tutorial lessons on A-G.
With Futureology being on campus in the College & Career Centers during the school day first generation students have access to college and career information: First Generation 1:1 Futureology Appointments: 2021-22 School Year: 228; 2022-23 to date: 347
Futureology has presented A-G information at ELAC, DELAC, and Native American parent nights (CCGI information was also shared)
Financial Aid Completion Data: All comprehensive high schools have increased the percentage of students completing the FAFSA for the Class of 2023 compared to the Class of 2022.

LCAP Highlights

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

The District's LCAP is designed to meet the needs of all students and in particular, students who are low-income, English learners, and foster youth. The plan seeks to increase outcomes for students with actions and expenditures aligned to three District goals: (1) Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students; (2) Communicate with,

and engage students, parents, employees, and community members in Districtwide and community-specific decisions; (3) Optimize facilities and learning environments for all students. The District's Vision of a CUSD Graduate is one with the following competencies: Innovative Problem Solver, Inspired Leader, Skilled Communicator, Engaged Citizen, and Continuous Learner. Students, staff, and parent groups participated in educational partner engagement activities and their input is reflected in the plan.

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.

Capistrano Union High School located in San Juan Capistrano was identified for Comprehensive Support and Improvement (CSI) in February, 2023 based on the Fall 2022 CA School Dashboard indicator results. The All Students group had Very High suspension rate, Very Low English Language Arts academic performance, and Very Low Math academic performance causing the CSI designation, despite a Very High Graduation rate.

Support for Identified Schools

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

On February 6, 2023, the Principal on Special Assignment for Assessment/Testing summarized the 2022 CA School Dashboard data for all state indicators and shared the data with the Principal of Capistrano Union HS regarding the CSI status.
On February 14, 2023, the Principal on Special Assignment for Assessment/Testing and the Principal, Capistrano Union HS participated in the CA Department of Education's (CDE) CSI webinar.
On February 14, 2023 the Principal, Capistrano Union HS, Principal on Special Assignment for Assessment/Testing, and the Executive Director, State and Federal Programs met to discuss needs and evidence-based practices to promote student achievement including trauma informed practices.
On February 27, 2023, the 2022-2023 Every Student Succeeds Act (ESSA) CSI Application for Funding was submitted and consequently approved by CDE. The preliminary amount of $165,090 was awarded to support Capistrano Union HS.
On March 1, 2023, the Principal, Capistrano Union HS, Executive Director, State and Federal Programs, and a contracted Licensed Counselor met to discuss school data, needs, and strategies to support increased student outcomes, and selection of evidence-based interventions, and identification of any resource inequities to be addressed in the SPSA.
On March 15, 2023, OCDE information about the CSI requirements for the School Plan for Student Achievement were shared with the Principal, Capistrano Union HS by the Executive Director, State and Federal Programs.
Between March and May, the Executive Director, State and Federal Programs, Director, Language Acquisition, and Coordinator, Title I provided technical assistance to the Principal of Capistrano Union HS on the development of the 2023-2024 SPSA.
On May 17, 2023 the Capistrano Union SPSA was approved by the Board of Trustees.

Monitoring and Evaluating Effectiveness

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

Assistant Superintendent, School Leadership and Instruction Secondary conducts four site visits per year with the Principal at Capistrano Union HS. The Principal will have the opportunity at each of the visits to report out on the progress of the implementation of the actions and strategies. In addition, the Capistrano Union Principal will participate in nine Principal Professional Learning Community (PLC) meetings where best practices are shared and further monitoring of goals can be achieved.

The Executive Director, State and Federal Programs and Coordinator, Title I meet with the Principal at Capistrano Union HS monthly at Title I school collaboration meetings and once per year for an individual Title I meeting. Technical assistance and support with CSI and Title I plan implementation will be provided during that time.

The SPSA goals, actions, and strategies will be annually evaluated by the Principal and educational partners such as the staff and School Site Council and revisions will be made as necessary.

Engaging Educational Partners

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

The District website has a LCAP Goals and Documents link on the homepage which provides educational partners with information regarding the process for the LCAP development, relevant data, related events and activities, and schedule of associated actions. The website can be found at https://www.capousd.org/District/Our-District/Budget--LCAP/LCAP-Documents--Goals/index.html

An LCAP Planning Team consisting of District Office certificated and classified staff and Principals was convened to help guide the LCAP work for 2022-2023. Three meetings were held (November 15, 2022, February 14, 2023, April 11, 2023) to plan educational partner engagement, analyze needs assessment and partner feedback data, and provide input into the development of LCAP documents, including the LCAP Infographic, LCAP Two-Page Summary, Annual Update, draft LCAP, and expenditure tables.

A new contract was established with ThoughtExchange, an online engagement and survey platform to increase insight from the District's educational partners. A survey was distributed from February 27-March 8, 2023 with one open ended question asking about the most important things to focus on to support each and every student. A total of 1,880 educational partners participated. They shared 1,130 thoughts and rated an average of 25 thoughts each.

Staff and site administrators continued to engage parents, administrators, certificated staff (including certificated local bargaining unit), classified staff (including classified local bargaining unit), and high school students in in-person and Zoom meetings, advisory group input sessions and school site/parent meetings. SELPA administrators and Early Childhood Education Parent Advisory Committee members were also engaged in the development of the LCAP and related documents.

At the LCAP educational partner meetings held during the 2022-2023 school year, input was gathered on the ThoughtExchange data, revisions to the LCAP actions to increase student outcomes and priorities to communicate to the community and staff. LCAP communication tools such as a timeline, and the State-adopted LCAP templates, Annual Update, LCAP, expenditure tables, and Budget Overview for Parents were shared. Input was gathered in a variety of ways including information gathered verbally during group discussions, and educational partners participating in the ThoughtExchange and completing input forms. This input was compiled and shared with District leaders and the LCAP Planning Team.

List of LCAP Educational Partner Meetings that occurred during the 2022-2023 School Year:

LCAP Parent Advisory Committee – November 15, February 21, April 25
District English Learner Advisory Committee (DELAC) – December 15, March 16 and May 18
High School Students (ASB Presidents and Student Advisor to the Board) - February 28 and March 27
Capistrano Unified Council (CUC) PTSA Legislative Committee – March 3
CUEA (certificated bargaining unit) Executive Council - March 7
Special Education Community Advisory Committee (CAC) – March 8

Preschool Parent Advisory Committee - March 9
Special Education Local Plan Area Administrators - March 10
CUEA (certificated bargaining unit) Site Representative Council - March 14
TK-12 Principals - March 29
CSEA (Classified Local Bargaining Unit) – participation on LCAP Planning Team

A summary of the feedback provided by specific educational partners.

The top themes that emerged from the ThoughtExchange input from the 1,880 educational partners who participated were:
- Class Sizes: reduced, smaller
- Counseling: full-time counselors at each site and smaller case loads
- Facilities: improvements needed at high schools and repairs in bathrooms; school buildings and classrooms kept up to support learning
- Arts and Music Programs: arts education at every level; year-long music for elementary; good for social-emotional well-being
- Bullying: prevention and disciplinary measures; safe environment
- Emotional Support: emotional mental well-being will support academics; student access to social emotional learning lessons and staff to turn to for support; support for staff and students to enhance teaching and learning
- Learning: challenging, engaging, positive, and safe environment
- Mental Health: more support to address school and peer pressure and anxiety
- Levels: support students at different levels; increase base funding per student for education from the State level
- Staff: increase staff pay to support longevity and quality staff; provide behavior training for all paraeducators, teachers, and adjunct staff

Additional specific LCAP Partner Engagement input included:
LCAP Planning Team and CSEA: more secondary math sections to increase math performance; arts and music funding for arts and music programs; LCAP Infographic and Two-Page Summary are good communication documents and ThoughtExchange allows us to gather more input from education partners
High School Students: regarding chronic absenteeism, focus on supporting student life (help with activities and club resources); facilities need addressing; addressing diversity and accountability when there are incidents
CUEA: more support for paraeducators to retain for consistency; need ongoing staff to support the CHOC Wellness Center; add more funding for Special Education training; District Nurse substitute coverage needed
ECPAC: moderation for ThoughtExchange input; TK materials for social emotional learning, communication and motor development
DELAC: would like more workshops for families to better equip them with tools to help students; more after school activities
LCAP Parent Advisory Committee: address safety; bring back the Attendance posters or have new student artwork; share chronic absenteeism information at advisory meetings to increase awareness
CUCPTSA Legislative Committee: student-led mental health programs can help take away the stigma
CAC: focus on intervention and learning loss; contracted paraeducators and student supervisors need training
Principals: focus on increased counselor support and a safe and positive environment; increase community engagement regarding facilities

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

Based on this input:
- lower class size K-12 will continue (Goal 3, Action 1) in 2023-2024 to support more one-on-one help; 5 additional FTE is added to each high school, staffing ratio at middle school is 30:1 (reduced from 32.5:1, staffing ratio in grades 4-5 is 27:1 (reduced from 31.5:1) and K-3 is 24:1 (reduced from 30.5 in Kindergarten and 30:1 in grades 1-3)
- Counselor for emotional support will continue (Goal 1, Action 1); counseling support added to McKinney-Vento Homeless and after school and summer Expanded Learning Opportunities Program (ELOP) (Goal 1, Action 32)
- an additional $1 million was added in 2022-2023 to the deferred maintenance budget and will continue (Goal 3, Action 7) in 2023-2024 for projects such as roofing and HVAC (Goal 3, Action 7)
- Coordinator, VAPA and Prop. 28 Arts and Music funding will support site-based arts and music programs (Goal 1, Action 31)
- Positive Behavior Intervention and Supports (PBIS) and Restorative Practice training continued (Goal 3, Actions 2 and 3)
- CUSD Cares mental health resources plan embedded as part of MTSS Intervention (Goal 1, Action 23) which is guidance for district and school leaders to respond to mental health concerns
- a 10.25% salary and benefit increase for staff (added to salary schedules in 2022-2023 per negotiated agreements to support hiring quality staff and retention (embedded in Goals 1-3 All Personnel salary and benefit expenditures)
- Sites encouraged to combine 15 and 17.5 hpw paraeducator positions into 30 hour positions to promote staff retention
- CUSD Hiring Fair to recruit staff (Goal 3, Action 8)
- Paraeducator III and IV onboarding with training on CPI, behavior management and Special Education (Goal 1, Action 20); Student/Campus Supervisor training at Summer PLA and November 1st on safety, youth mental health, emergencies and behavior (Goal 3, Action 8); contracted paraeducator online training modules
- Intervention sections for math and ELA continued for one more year $3.1 mil
- LCAP Infographic and Two-Page Summary will continue to be shared to enhance communication about the District's goals, actions and progress (Goal 2, Action 11)
- Responding to Incidents section in the Discipline Handbook with information on restorative and progressive discipline; adding a cultural sensitivity and racism tag in the student information system; training for Assistant Principals on restorative conversations; Fuerte training for counselors on restorative process with a cultural focus
- Parent Institute for Quality Education (PIQE) classes will continue (Goal 2, Action 6) as well as Family Resource Center presentations and online information. New Title I parent education meetings will be offered on topics such as attendance and school plan
- School site safety plans; Collaboration with OC Sheriff's Dept. and OC Intelligence Assessment Center on planning and safety assessments and investigation of threats; drills and emergency exercise simulations
- MTSS/PLC Coach positions continuing through 2023-2024
- 6.0 FTE Psychologists and 6.0 Intervention Specialists (1 each per high school feeder family) will continue to support SEL and behavioral needs

- Expanded Learning Opportunities Program (after school and summer) (Goal 1, Action 32) offered for all students in grades TK-6 who are English learners, foster youth and from low-income families
- ATSI chronic absenteeism plans (Goal 1, Action 25)
- Additional assignment hours available for District Nurses when subbing/covering for other District Nurses

All District plans, including the LCAP will align to a Theory of Action focused on systematic schoolwide intervention and extension, developing and sharing school leadership, cultural proficiency and social and emotional learning, and standardized instructional technology equipment and infrastructure.

Goals and Actions

Goal

Goal #	Description
1	Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

An explanation of why the LEA has developed this goal.
This is a Board approved goal focusing on teaching and learning. All District plans align to consistent goals to provide focus. The actions align with the Multi-Tiered System of Supports Theory of Action for high quality Great First Instruction (Tier I) and systematic schoolwide intervention and extension through Professional Learning Communities, and developing and sharing school leadership through school Guiding Coalitions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Assessment English Language Arts	2018-2019 All Students 70.7% Socioeconomically Disadvantaged 47.04% English Learners 13.09% Students with Disabilities 34.94%	2020-2021 (Grade 11 only) All Students 73.77% Socioeconomically Disadvantaged 58.36% English Learners 11.70% Students with Disabilities 29.74%	2021-2022 All Students 70.03% Socioeconomically Disadvantaged 47.43% English Learners 16.16% Students with Disabilities 32.88%		All Students 75% Socioeconomically Disadvantaged 57% English Learners 15.5% Students with Disabilities 45%
Smarter Balanced Assessment Mathematics	2018-2019 All Students 61.1% Socioeconomically Disadvantaged 35.48% English Learners 13.43%	2020-2021 (Grade 11 only) All Students 51.63% Socioeconomically Disadvantaged 30.22%	2021-2022 All Students 57.62% Socioeconomically Disadvantaged 32.49% English Learners 14.30%		All Students 66% Socioeconomically Disadvantaged 45% English Learners 16.7% Students with Disabilities 38%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities 28.06%	English Learners 10.64% Students with Disabilities 9.33%	Students with Disabilities 25.38%		
High School Graduation Rate	95.9% in 2019-2020	97.2% in 2020-2021	96.1% in 2021-2022		96.2%
English Learner Reclassification Rate	16.4% in 2019-2020	10.1% in 2020-2021 - Revised 13.2% previously incorrectly stated	% To Be Determined in 2021-2022 CDE Dataquest has not published this data yet		15.0%
Middle School Dropout Rate	7 students in 2019-2020 = 0.05%	5 students in 2020-2021 = 0.04%	1 student in 2021-2022 = <0.01%		5 students or fewer
High School Dropout Rate	1.6% in 2019-2020	0.9% in 2020-2021	24 students in 2021-2022 = 1.0%		1.25%
English Learner Progress Indicator (ELPI)	50.3% in 2018-2019	ELPI data unavailable for 2019-2020 due to school closure and no testing due to State waiver 2020-2021 ELPAC Summative Data is: CUSD OC Level 4: 22.43% 18.13% Level 3: 38.07% 36.31% Level 2: 27.99% 30.49%	54.6% in 2021-2022		55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Level 1:11.51% 15.08%			
Chronic Absenteeism Rate K-12	8.9% in 2018-2019	9.1% in 2020-2021	21.5% in 2021-2022		8.4%
Advanced Placement Pass Rate	78% in 2019-2020	70.1% in 2020-2021	78% in 2021-2022		80%
College and Career Indicator (CCI)	74.3% in 2019-2020	No Overall CCI Prepared Percentage for 2020-2021 Percentage of Students Meeting the Prepared Status In Individual Categories: Advanced Placement: 35.1% International Baccalaureate: 2% Career Technical Education: 8.4% A-G Completion: 61.1% Seal of Biliteracy: 21.6%	No Overall CCI Prepared Percentage for 2021-2022 Percentage of Students Meeting the Prepared Status In Individual Categories: Advanced Placement: 31.1% International Baccalaureate: 1.6% Career Technical Education: 7.9% A-G Completion: 61.2% Seal of Biliteracy: 19.4%		84%
A-G completion rate	62.7% in 2018-2019	63.4% in 2020-2021	64.1% in 2021-2022		67.8%
EAP English Language Arts	45.2% in 2018-2019	43.08% in 2020-2021	47.76% in 2021-2022		49.7%
EAP Math	24.2% in 2018-2019	26.15% in 2020-2021	29.98% in 2021-2022		27.2%
Teachers appropriately	99.9% in 2020-2021	99.9% in 2021-2022	% in 2022-2023 (TBD)		99%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assigned and credentialed					
Student access to standards aligned instructional materials	100% in 2020-2021	100% in 2021-2022	100% in 2022-2023		100%
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) End of Year Intensive	13% in 2020-2021	11% in 2021-2022	10% in 2022-2023		8.5%
iReady math K-8 End of Year Tier 3	10% in 2020-2021	10% in 2021-2022	9% in 2022-2023		5%
Attendance Rate	95.39% in 2019-2020	95.82% in 2020-2021	92.65% in 2021-2022		96.5%
Sufficiency and Access to Standards-Aligned Instructional Materials	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials		100% of students have access to standards-aligned instructional materials
CA Science Test	2018-2019 All Students 50.73%	No CA Science Test data for 2019-2020 and 2020-2021 due to school closure and State waiver	2021-2022 All Students 51.46%		55%
Career Technical Education	2020-2021 High School students 65.7% Middle School students 32.4%	2021-2022 High School students 69.1% Middle School students 39.6%	2020-2021 and 2021-2022 data was duplicated students 1st and 2nd semester 2022-2023 (duplicated students) High School students 85.3% Middle School students 34.7%		(Duplicated) High School students 72.2% Middle School students 35.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2022-2023 (unduplicated number) High School students 42.6% Middle School students 24.5%		
Physical Fitness Test- Healthy Fitness Zone	2018-2019 Grade 5: 66.8% Grade 7: 74.4% Grade 9: 80.2%	No CA Physical Fitness Test data for 2019-2020 and 2020-2021 due to school closure and State waiver	Physical Fitness Test Results were reported for participation only (not Healthy fitness Zone) in 2021-2022 CUSD Participation Rate Elementary • Aerobic Capacity-- 97% • Upper Body-- 97% • Flexibility-- 98% • Abdominal Strength-- 97% • Trunk Strength-- 96% Middle • Aerobic Capacity-- 93% • Upper Body-- 94%		Grade 5: 70.1% Grade 7: 74.9% Grade 9: 80.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			• Flexibility-- 96% • Abdominal Strength-- 94% • Trunk Strength-- 90% High • Aerobic Capacity-- 89% • Upper Body-- 89% • Flexibility-- 90% • Abdominal Strength-- 89% • Trunk Strength-- 84%		
History/Social Science Secondary Document Based Questions	2020-2021 0 DBQs	2021-2022 2 DBQ's	2022-2023 2 DBQ's		2 DBQs annually (Fall and Spring for US and World History)
Implementation of Academic Content and Performance Standards	2020-2021 Minimum score of 3 (Initial Implementation) or higher in all areas of the Reflection Tool for Local Indicator:	2021-2022 Minimum score of 3 (Initial Implementation) or higher in all areas of the Reflection Tool for Local Indicator:	2022-2023 Minimum score of 3 (Initial Implementation) or higher in all areas of the Reflection Tool for Local Indicator:		2023-2024 Minimum score of 4 (Full Implementation) or higher in all areas of the Reflection Tool for Local Indicator: Implementation of State Standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Implementation of State Standards	Implementation of State Standards	Implementation of State Standards		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Counselors	School counselors to support students social emotionally, behaviorally, and academically; Futureology College and Career Counselors	$10,987,713.00	Yes
1.2	Office of Language Acquisition	English learner program support through Special Projects and Grants Technician, bilingual staff including Staff Secretary and Intermediate Office Assistants, and administrators including Director and Executive Director; Program costs to support English learner supports (eg. office supplies, printing costs, mileage)	$586,785.00	Yes
1.3	English Language Proficiency Assessments for CA (ELPAC) Testing	Testing Assistants and Substitutes for school site English Learner Teacher Advisors to conduct ELPAC initial, alternate, and summative testing	$126,800.00	Yes
1.4	English Language Development (ELD) Teacher Training	Teacher substitutes to allow EL Site Advisors and ELD Teachers to attend EL program and designated and integrated ELD training.	$86,360.00	Yes
1.5	English Language Development (ELD) Secondary class size reduction	Supplemental secondary ELD sections to reduce class size to 22:1.	$726,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Foster Youth Support	Contracted services for counseling and case management, tutoring, and transportation for foster youth.	$31,561.00	Yes
1.7	Professional Learning Communities (PLC)	Additional assignment hours for PLC Implementation Committee, Solution Tree speakers, and Global Professional Development licenses	$220,060.00	No
1.8	Instruction	School Site Teachers, Paraeducators (not captured in Action 10) Campus and Student Supervisors, and instructional materials and instructional consulting services; MTSS and PLC Teachers on Special Assignment will continue in 2023-2024.	$269,756,198.00	No
1.9	School Administration	Principals, Assistant Principals, High School Activities Directors and school site Clerical (eg. Office Managers, Clerks, Secretaries) support.	$44,392,082.00	No
1.10	Special Education Instruction	Special Education Teachers, Paraeducators, Non-Public Agencies, and other specialized instruction	$95,961,780.00	No
1.11	Pupil Services	Guidance Technicians, Health Services, Speech Pathology, Psychologists, Pupil Testing, Pupil Transportation, and Food Services	$45,150,312.00	No
1.12	Media Services	School site Library Media Clerks and Technicians and District Instructional Materials Specialist	$3,340,171.00	No
1.13	Co-Curriculars	Stipends for various negotiated co-curricular activities including Department Chairs, Music, and Athletics; Co-curricular supplies and transportation services	$4,986,649.00	No

Action #	Title	Description	Total Funds	Contributing
1.14	Instructional Supervision and Administration and Staff Development	Instructional supervision and administration (Non-school site Education and Support Services District Office administrators, clerical, and instructional coaches including Special Education) and instructional staff development.	$18,082,919.00	No
1.15	Career Technical Education (CTE)	Executive Director costs not charged to College and Career Advantage (CCA); (other CTE costs are embedded within the other Actions); Executive Director supports the implementation of secondary school CTE courses and pathways for work-based learning and highly technical skills as well as high school college and career centers.	$48,465.00	Yes
1.16	College guidance and test prep	College and career guidance, college test prep, college application, financial aid, and scholarship support for cohort of students to increase college preparation and entrance.	$23,752.00	Yes
1.17	Advanced Placement (AP)/ International Baccalaureate (IB)Test Fee Reimbursement	Reimbursement to school sites to offset AP and IB costs including proctoring, preparation classes, and test administration preparation so students from low-income households can pay reduced fees for AP and IB tests	$50,000.00	Yes
1.18	Credit Recovery	Teacher additional assignment hours for preparation and implementation of credit recovery classes	$492,000.00	Yes
1.19	Advancement Via Individual Determination (AVID)	School site AVID membership, AVID tutors, and transportation costs for college visit field trips.	$150,000.00	Yes
1.20	Special Education Staff Training	Orton Gillingham phonemic awareness and phonics training for Ed Specialists; BRI literacy reading fluency training for elementary and	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		middle school special education teachers; Crisis Behavior Institute (CPI) comprehensive behavior training for administrators, teachers, and paraeducators; Paraeducator III and IV onboarding with training on CP, behavior management and Special Education.		
1.21	College and Career Preparedness	College and Career Counselors, College Career Advantage (CCA) staff, and Special Education Department Chairs collaborate to support students with disabilities with completing College Career Indicator (CCI) measures to meet the Prepared status.	$2,000.00	No
1.22	Early Childhood Programs	Training for Preschool Teachers on State Master Plan, Foundational Skills, Universal Design for Learning, and Cultural Proficiency; Hanen Learning Language Pilot on social, language, and literacy development	$9,870.00	No
1.23	Intervention	Multi-Tierred System of Supports (MTSS) supplies, materials (including counselor materials), assessments and coordination (eg. mClass DIBELS, Lectura and Amplify, iReady, Reading Foundational Skills intervention kits, kindergarten assessment, (ESGI), substitutes for Student Success Team meetings (SST), Counselor training, clerical support for MTSS), Saturday school, Interval Enriching Students licenses, Edmentum APEX, and secondary intervention sections to support students with academic, social emotional and behavioral tiered interventions.	$2,243,787.00	Yes
1.24	Curriculum and Instruction	Teacher additional assignment hours for Elementary Grade Level and Subject Area (English Language Arts Science, and History Social Science) Leads, TK leads, Curriculum, Assessment and Review Team (CART), CIA and DBQ calibration, CAG development, Mastery Connect, MMARS, and Silicon Valley Math Initiative (SVMI)	$622,614.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.25	Student Engagement	Secondary student activity participation tracking system, middle school intramural sports coordination stipend, and 0.75 FTE Coordinator Athletics and Extra-Curricular Activities to increase school connectedness so additional outreach can be implemented for disengaged students; School site attendance plans to address chronic absenteeism.	$217,299.00	Yes
1.26	Language Immersion	Supplemental sections at Language Immersion secondary schools, supplemental teachers at Language Immersion elementary schools to eliminate combos, teacher substitutes and additional assignment hours for Language Immersion Professional Learning Community time for curriculum development, standards alignment, and development of Common Formative Assessments, MIP Avant Assessment, istation, MIP and TWI grade level leads and teacher stipends	$1,420,713.00	Yes
1.27	International Baccalaureate	IB teacher training, IB school membership, IB diploma costs, and supplemental teacher at IB elementary school to eliminate combination class or at secondary to support development of IB curriculum units for differentiated instruction.	$150,000.00	Yes
1.28	Educational Technology	Teachers on Special Assignment to provide professional development to teachers and staff on Canvas, Google, and educational technology programs.	$320,708.00	Yes
1.29	Teen Parent Program	Supplies and materials for the childcare program.	$900.00	Yes
1.30	Student Support for Military Families	School counselor additional assignment during summer to support enrollment process of new military families from Camp Pendleton.	$3,720.00	No

Action #	Title	Description	Total Funds	Contributing
1.31	Visual and Performing Arts	VAPA Coordinator 0.75 FTE; In addition, school sites will develop plans for Prop. 28 Arts and Music funding (projected at $4.5 million that will support site-based supplemental arts and music programs.	$122,000.00	Yes
1.32	Expanded Learning	After school and summer academic and enrichment opportunities focusing on students in Transitional kindergarten through grade 6; summer intervention and enrichment for students in grades TK-12. Services include but are not limited to childcare, homework support, counseling, and enrichment such as dance, drama, College For Kids, sports, and coding; .25 FTE Coordinator, Activities/Athletics; .25 FTE Coordinator VAPA	$4,900,000.00	No
1.33	Mental Health and Emotional Support	CUSD Cares mental health resources plan (including Coordinator of Counseling, middle school wellness room supplies, well-being check-in, mindfulness lessons and training, mental health and wellness toolkit training, and Wellness Prevention Center Clinician at Marco Forster MS and San Juan Hills HS) for guidance for District and school site leaders to respond to mental health concerns.	$845,000.00	Yes

Goal Analysis [2022-23]

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

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

Overall, the Goal 1 actions were successful in supporting teaching and learning to increase post secondary options for students. The graduation rate for the All Students group continued to be in the Very High performance band and the African American, Hispanic, and Filipino student groups made increases from the prior year. The English learner reclassification rate continues to be above county and state averages. A-G rate continues to increase overall and the English learner, Students with disabilities, Homeless, and Socioeconomically disadvantaged student groups made gains from the prior year.

To continue to support assessment, instruction, and intervention, elementary teachers were trained in Orton Gillingham and consistently monitor and track student progress through Amplify. Collaboration time is also built in to the weekly schedule and supplemented with Physical Education teacher release time. Three additional tools not listed in the 22-23 LCAP were purchased and implemented: Mastery

Connect, Multiple Measures Assessment Reporting Service (MMARS), and Interval Enriching Students licenses which further support assessment, instruction, and intervention.

A challenge continues to be student attendance. The chronic absenteeism rate continues to be above county and state averages. To re-engage and support students, smaller class sizes, tutorial, and intervention specialists and supplemental secondary sections continued. Mental health and emotional support was identified as an area of need and actions were implemented that were not outlined in the 22-23 LCAP including supplies to establish a middle school wellness room, staff training, and a Wellness Prevention Center Clinician.

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

The cost for classified, certificated, and management staff were higher than projected due to the negotiated 10.25% salary and benefit increase with the exception of the counselor actual salary and benefit costs were lower than projected due to the anticipated 10 extra days added to the work calendar not actualizing. The projected actuals for the Testing Assistants for ELPAC is also higher than projected due to the hourly rate increase from $20 to $25 effective 4/20/23. Foster youth services were lower than projected due to less actual transportation needs. College test preparation costs were less than projected due to less student interest. Credit recovery costs were higher than projected due to some prior year costs being paid during the current year. The intervention costs were slightly under the projection due to the iReady costs being less than projected. The actual costs for the participation tracking system were under-projected. Language immersion estimated actual program costs are lower than projected due to school sites not needing the funding allocated to eliminate elementary combination classes. IB costs were less than anticipated due to only needing 2 sections (5 were planned).

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

The Office of Language Acquisition, ELPAC, ELD teacher training, supplemental ELD sections, curriculum and instruction and intervention actions as well as translation and interpretation and parent education supports have supported EL proficiency and reclassification rates. The English Learner Progress Indicator increased by 4.3% to 54.6% from 2019 to 2022 and the reclassification rate has been above county and state averages for the past two years. English learners have also increased in the percentage of students who have met and exceeded the standard in ELA and Math on the Smarter Balanced Assessment.

Curriculum and instruction and intervention actions including supplemental secondary intervention sections, counseling support services, and credit recovery have supported continued success with graduation rates and an increase in English language arts in the average points above standard.

College guidance, college entrance test prep, AVID, Advanced Placement, International Baccalaureate, Career Technical Education, Credit Recovery, and college ad career preparedness actions have led to continued increases in the A-G completion rate.

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.

Mental health and emotional support continues to be an area of need, therefore the District will enhance support in this area in 2023-2024 with the CUSD Cares plan that will include materials for middle school wellness rooms, a well-being screener, a Coordinator of Counseling position, mindfulness lessons and training, mental health and wellness toolkit training, and a Wellness Prevention Center Clinician. A continued focus will be on a multi-tiered system of supports, curriculum, instruction, assessment, systematic schoolwide intervention and extension, developing and sharing school leadership, and social and emotional learning.

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

Goals and Actions

Goal

Goal #	Description
2	Communicate with, and engage students, parents, employees, and community members in Districtwide and community-specific decisions.

An explanation of why the LEA has developed this goal.

This is a Board approved goal focusing on stakeholder engagement. All District plans align to consistent goals to provide focus. The actions align with the Multi-Tiered System of Supports Theory of Action for developing and sharing school leadership, culturally proficient practices and addressing the social and emotional needs of students to ensure an inclusive environment where students, staff, and families value diversity, and feel connected and supported. The actions also align with standardized instructional technology equipment and infrastructure.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Advisory Committees	Capistrano Council of Parent Teacher Student Association (CUCPTSA) Classified Certificated Administrators in Partnership for Excellence (CAPE) Special Education Community Advisory Committee (CAC) District English Learner Advisory Committee (DELAC) Early Childhood Programs Parent Advisory Committee (ECPPAC)	Maintained Capistrano Council of Parent Teacher Student Association (CUCPTSA) Classified Certificated Administrators in Partnership for Excellence (CAPE) Special Education Community Advisory Committee (CAC) District English Learner Advisory Committee (DELAC) Early Childhood Programs Parent	Maintained Capistrano Council of Parent Teacher Student Association (CUCPTSA) Classified Certificated Administrators in Partnership for Excellence (CAPE) Special Education Community Advisory Committee (CAC) District English Learner Advisory Committee (DELAC) Early Childhood Programs Parent		Maintain Capistrano Council of Parent Teacher Student Association (CUCPTSA) Classified Certificated Administrators in Partnership for Excellence (CAPE) Special Education Community Advisory Committee (CAC) District English Learner Advisory Committee (DELAC) Early Childhood Programs Parent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	LCAP Parent Advisory Committee (LCAP PAC)	Advisory Committee (ECPPAC) LCAP Parent Advisory Committee (LCAP PAC)	Advisory Committee (ECPPAC) LCAP Parent Advisory Committee (LCAP PAC)		Advisory Committee (ECPPAC) LCAP Parent Advisory Committee (LCAP PAC)
Parent education to increase engagement	Parent Institute for Quality Education (PIQE) 87 parents in 2019-2020	Parent Institute for Quality Education (PIQE) 48 parents in 2020-2021	Parent Institute for Quality Education (PIQE) 279 parents in 2021-2022		125 parents annually
Spanish translation of District website pages	0 pages	65 pages	45 pages		75 pages
Spanish translation of Board agenda items	0 agenda items	14 agenda items	12 agenda items		12 annually
Platform that can provide messaging (texting) in multiple languages	0 platforms	1 platform: Talking Points pilot at Capistrano Valley HS, Newhart MS, Hankey K-8 and Bathgate Elementary School	1 platform: Talking Points available at all schools		1 platform
Family Resource Center Liaison Presentations for General and Special Education Parents and Guardians	0 Presentations	12 presentations	16 presentations		10 presentations annually

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Bilingual Community Services Liaisons	Liaisons between the school and home to provide translation and interpretation services, parent education and assistance	$1,646,339.00	Yes
2.2	Contracted Translation Services	Translation of documents such as IEP's in languages other than Spanish and Farsi, and other documents in Spanish (eg. LCAP)	$32,000.00	Yes
2.3	District Communication Support	District Bilingual Receptionist, Bilingual Executive Assistant for Communications Office, and Bilingual pay for staff not already listed in Actions charged to LCFF Supplemental funding.	$253,056.00	Yes
2.4	General Administration	Communications, Fiscal Services, Human Resource Services, Payroll, Purchasing, Superintendent's Office, Technology and Information Systems, and Warehouse	$34,204,370.00	No
2.5	Childcare for Parent Advisory Committee Meetings	Additional assignment for Student Supervisors to provide childcare at District English Learner Advisory Committee (DELAC) and school site English Learner Advisory Committee (ELAC) meetings	$6,400.00	Yes
2.6	Parent Education	Parent education programs to increase knowledge and participation in their child's education (eg. Parent Institute for Quality Education (PIQE)	$112,500.00	Yes
2.7	Communication and Problem-Solving	Costs for substitutes and additional assignment for classified and certificated staff to participate in site team training in Certificated Classified & Administrators in Partnership for Excellence (CAPE) Team and Interest Based Approach (IBA)	$2,680.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	Communication Platforms	Platform that can provide messaging (text) between staff and parents in over 100 languages; Platform for parent, staff and student engagement and surveying.	$118,100.00	Yes
2.9	Technology access	Contract for monthly low-cost internet service for hotspots for families in need	$78,791.00	Yes
2.10	Canvas Learning Management System	Staff and parent training and advanced training for Technology Information Systems staff	$25,000.00	No
2.11	Communication Documents	Communication documents (such as LCAP Infographic, LCAP Two-Page Summary, Capo Insider) to inform parents, staff and students about the District's goals, actions, expenditures, and current events.	$6,925.00	No
2.12	Family Resource Center	CUSD Family Resource Center Liaison for parent education presentations and District and community resources located at the District Office and online.	$20,000.00	Yes

Goal Analysis [2022-23]

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

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

The District's Communication goal during the 2022-2023 year was to continue to increase engagement with families using their preferred language through translation, interpretation, messaging, and partnership/advisory meetings. The actual implementation was successful with the translation of Board of Trustee agenda items, CUSD Insider stories, Board Policies and Administrative Regulations, and website pages, as well as engagement at District English Learner Advisory Committee (DELAC) and Bilingual Community Services Liaison meetings to enhance two-way communication.

The Avant bilingual proficiency online test was not previously planned but was utilized in Human Resource Services to assess the level of Spanish and Farsi proficiency for applicants for bilingual positions. This created a more effective and efficient system than the previous

manual one. The ThoughtExchange platform for educational partner engagement and surveying was not previously planned but was utilized for engaging educational partners through surveying at a variety of District meetings and also used for LCAP engagement.

Due to the success of the Talking Points messaging pilot at 5 schools in 2021-2022, it was scaled up Districtwide in 2022-2023. Staff from 34 school sites (54.8%) used the platform which is a successful first year implementation percentage. A challenge was training all teachers and support staff on the Talking Points messaging platform. Staff will continue to offer training and share toolkits on how to utilize the platform to communicate with families in their preferred language to increase usage in 2023-2024.

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

The cost for staff including school site Bilingual Community Services Liaisons, Bilingual Executive Assistant, and District Bilingual Receptionist were higher than projected due to the negotiated 10.25% salary and benefit increase. DELAC and ELAC childcare expenses were not as high as projected due to some meetings still being held virtually. The Parent Institute for Quality Education costs were higher than projected due to additional schools participating. The costs for the Talking Points messaging platform were less than projected due to a multi-year agreement and a credit. The internet costs for hotspots were higher than projected due to over-projecting the number of devices needed. The hours of a part-time Family Resource Center Liaison were increased to provide additional parent education information and workshops.

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

All actions are successful in supporting progress towards parents accessing school and District information (IEP translation, meeting interpretation, childcare for meetings, parent education, messaging in preferred language, survey engagement, internet access) to support their child's education. The Thought Exchange platform for educational partner engagement was successful in increasing the number of partners (1,880 parents, students, and staff) providing input into the work of the District including the development of the LCAP. A challenge was training all teachers and support staff on the Talking Points messaging platform. Staff will continue to offer training and share toolkits on how to utilize the platform to communicate with families in their preferred language.

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.

All actions including Avant and ThoughtExchange will continue to be utilized in 2023-2024. Parent Institute for Quality Education (PIQE) classes will continue to be offered at school sites geographically located across the District in all grade spans to support parent education and engagement. The internet hotspot agreement will be modified to reduce the number of devices based on need. Communication documents including the LCAP Infographic and LCAP Two-Page Summary, will be developed in English and Spanish to support communication with educational partners about the District's goals, actions and expenditures. The hours of a Family Resource Center Liaison will be increased to provide additional support for families including providing online and in-person resources to District and community-based agencies and conduct parent education presentations.

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	Optimize facilities and learning environments for all students.

An explanation of why the LEA has developed this goal.

This is a Board approved goal focusing on addressing the District's aging facilities and promoting a positive learning environment and school culture. The actions align with the Multi-Tiered System of Supports Theory of Action for developing and sharing school leadership, culturally proficient practices and addressing the social and emotional needs of students to ensure an inclusive environment where students, staff, and families value diversity, and feel connected and supported.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rate	2.3% in 2018-2019 (1.5% in 2019-2020- not comparable as data was for partial year due to school closure)	0.6% in 2020-2021 (not comparable due to hybrid, in-person and online program options)	2.3% in 2021-2022		1.7%
Expulsion rate	0.12% in 2018-2019 (0.04% in 2019-2020- not comparable as data was for partial year due to school closure)	0.01% in 2020-2021 (not comparable due to hybrid, in-person and online program options)	0.0 % in 2021-2022		0.09%
CA Healthy Kids Survey Grade 5 Harassed at School	40% in 2019-2020	29% in 2020-2021 (applicable to the In-school or Hybrid instructional models only)	39% in 2021-2022		35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Healthy Kids Survey Grade 7 Harassed or Bullied at School	30% in 2019-2020 Calculation method changed in 2022--Rate recalculated to 31%	23% in 2020-2021 (applicable to the In-school or Hybrid instructional models only) Calculation method changed in 2022--Rate recalculated to 24%	30% in 2021-2022		18%
CA Healthy Kids Survey Grades 9 and 11 Harassed or Bullied at School	26% in 2019-2020	23% in 2020-2021 (applicable to the In-school or Hybrid instructional models only)	27% in 2021-2022		17%
Facilities Inspection Tool (FIT)	All schools have an overall rating of Good or Exemplary	All schools had an overall rating of Good or Exemplary during the Fall 2021 inspection.	All schools had an overall rating of Good or Exemplary during the Fall 2022 inspection.		All schools have an overall rating of Good or Exemplary

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Effective learning conditions	Decreased class size per negotiated agreement and maintain instructional days at 180 days. Lower class size K-12 will continue in 2023-2024 to support more one-on-one help; 5 additional FTE is added to each high school, staffing ratio at middle school is 30:1 (reduced from 32.5:1, staffing ratio in grades 4-5 is 27:1 (reduced from 31.5:1) and K-3 is 24:1 (reduced from 30.5 in Kindergarten and 30:1 in grades 1-3)	$6,931,247.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Positive Behavior Intervention and Supports (PBIS)	Additional hours for Counselors for PBIS Trainer, teacher substitutes for training, additional hours for site PBIS teams, SWIS membership, and materials	$223,000.00	Yes
3.3	Restorative Practices	Restorative Practices training and materials. Responding to Incidents section in the Discipline Handbook with information on restorative and progressive discipline; training for Assistant Principals on restorative conversations; Fuerte training for counselors on restorative process with a cultural focus	$30,000.00	Yes
3.4	Cultural Proficiency	Executive Director, Cultural Proficiency, Equity, SEL; Cultural proficiency site and department plans by Principals and District Office Extended Leadership team.	$358,376.00	Yes
3.5	Maintenance and Operations Staff	Salary and benefit costs for Maintenance and Operations staff	$35,128,289.00	No
3.6	Routine Maintenance	Repairs and maintenance of District facilities	$18,910,146.00	No
3.7	Deferred Maintenance	More intensive projects not typically done annually (eg. asphalting, carpeting, roofing, HVAC)	$4,020,000.00	No
3.8	Safety	School site safety plans; Collaboration with OC Sheriff's Dept. and OC Intelligence Assessment Center on planning and safety assessments and investigation of threats; drills and emergency exercise simulations; Student Supervisor and Campus Supervisor training at the Summer Professional Learning Academy (PLA) and November pupil-free day on topics such as safety, youth mental health, emergencies and behavior.	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.9	Recruitment and Retention of Quality Staff	CUSD Districtwide and department specific hiring fairs provide applicants an opportunity to be interviewed on-site for any position they are qualified for. The focus is on hard-to-fill positions l(eg. Paraeducators, Campus Supervisors and Food Service Professionals). Hiring Managers are on hand and conduct the interviews and reference checks on the same day. Jobs are offered within 2 days and the onboarding process begins immediately following the Hiring Fair. Fingerprinting and TB testing is offered at the District Office for Hiring Fair participants.	$5,000.00	No
3.10	Transportation Services	Three additional buses for transportation to and from school to support student attendance, access to a supportive learning environment, and graduation rate.	$318,402.00	Yes

Goal Analysis [2022-23]

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

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

All planned actions were implemented. The District's work with PBIS, Restorative Practices and Cultural Proficiency continued to support the learning environment for students.

Site teams were successfully trained in PBIS TIER 1 strategies at all 56 schools. PBIS TIER 2 training will occur during the 2023-2024 school year for 10 school sites with 23 having TIER 2-3 already completed. All school counselors and Assistant Principals have been successfully trained in Restorative Practices and a second year of training is scheduled for the 2023-2024 school year. A challenge continues to be securing an adequate number of substitute teachers to cover all training needs during the year. Staff learned from prior planning and spread out our PBIS and Restorative Practices training throughout the fall semester. Follow-up site visits occurred to help support the implementation of both PBIS and Restorative Practices approaches.

All school sites had a cultural proficiency or social emotional learning goal in their school plan, a fourth cohort of staff participated in the 10-day Access and Equity training, and Extended Leadership continued to dive deeper into the Essential Elements of Cultural Proficiency and develop and implement department plans. In reflecting on the effectiveness of the PBIS. Restorative Practices, and Cultural Proficiency work,

there is an increased number of student-centered "connectedness" recognitions at school sites as highlighted in the Cultural Proficiency School site Goals form and through the number of restorative practice sessions.

Additional funding was allocated to deferred maintenance to be able to address more intensive projects such as roofing and HVAC.

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.

Staff costs for class size reduction were previously understated. The District's unduplicated number increased and consequently the LCFF Supplemental allocation increased. The actual costs for Restorative Practices was less than projected due to the limited availability of substitute coverage for staff to attend training.

This funding increase was able to support some class size reduction costs. Due to the negotiated 10.25% salary and benefit increase, the costs for the Executive Director, Cultural Proficiency, Equity, Access, SEL was higher than projected.

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

Smaller class sizes has been effective in supporting differentiated instruction (intervention and extension), social emotional, and behavioral support. The expulsion rate was 0.0% in 2021-2022. The additional deferred maintenance allocation assisted with the repair of additional roof and HVAC projects, however, the funding for routine and deferred maintenance does not cover all capital improvement facility needs based on the District's aging facilities. A challenge is the District is continually looking at options to address facility needs.

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.

Teacher substitutes have been reserved for the 23-24 school year for the Restorative Practices training. Assistant Principals will be trained on restorative conversations and Fuerte training will be provided for counselors on a restorative process with a cultural focus. The additional funding allocation to the deferred maintenance budget will continue in 2023-2024. The District has a robust safety program that includes site Safety Plans, collaboration with law enforcement, drills, simulations, and staff training. This has been added in Goal 3, Action 8. Quality staff are critical to an excellent learning environment and hiring fair information has been added to Goal 3, Action 9. To support attendance, access to a supportive learning environment, and graduation rate, the cost for the 3 additional buses for home to school transportation for San Juan Hills was added for 23-24. This supports English learners, foster youth and students from low-income families who may have barriers to transportation to and from school otherwise.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
28,127,052.00	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.06%	0.24%	$1,100,000.00	6.30%

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.

Capistrano Unified School District has budgeted Supplemental funds to address the priorities for all students but principally meets the needs of English Learners, Low-Income, and Foster Youth students. All requests for expending funds go through an approval process through an administrator overseeing that funds are spent to support these student groups.

The All Students group data compared to English Learner, Foster Youth and Socio-Economically Disadvantaged student group data shows gaps in the following areas:

Chronic Absenteeism (2021-2022 CDE Dataquest Non-Charter):

All Students 21.4%

English Learner 28.1%

Foster Youth 33%

Socio-Economically Disadvantaged 30.7%

A-G Completion (2021-2022):

All Students 64.1%

English Learner 15.5%

Foster Youth - No data for 2021-2022 due to the number of students being <10

Socio-Economically Disadvantaged 42%

Graduation Rate (2021-2022)

All Students 95.9%

English Learner 90.8%

Foster Youth -No data for 2021-2022 due to the number of students being <10

Socio-Economically Disadvantaged 94.7%

In order to address the systemic influences and increase inclusive and equitable practices, the District will implement the following Goals and Actions that are principally directed towards unduplicated student groups, but will benefit all students too. These actions will reduce the disparity for the unduplicated student groups and is the most effective use of funds to meet these needs.

Goal 1: To increase post-secondary options for all students, the following actions/services will be implemented for all students, including foster youth, English learners and low-income students:

Action 1 Counselors- Counselors provide social and emotional learning lessons for all students and crisis counseling services for students as needed. These services have been critical through the pandemic and are still needed post-pandemic as many students are struggling academically, social emotionally, and behaviorally. The counseling services will continue for all students. Counselors will also continue to provide targeted support for foster youth. The District was in Differentiated Assistance in 2019 due to the performance of the Foster Youth student group, however, due to the targeted support by Counselors, performance of Foster Youth increased and the District exited Differentiated Assistance. Visible Learning Plus- 250 Positive Influences on Student Achievement (Effect size of 0.35: counseling effects are likely to have a positive impact on student achievement); Other research to support this actions is Removing barriers to Learning and Improving Student Outcomes: The Importance of School-Based Mental Health Services, American Counseling Assn., American School Counselor Assn., National Assn. of School Psychologists, School Social Work Assn. of America and National Alliance of Specialized Instructional Support Personnel Effective Specialized Instructional Support Services Research Brief May 2013. Counselor support has had a positive impact on students, especially foster youth, as evidenced by increased outcomes including graduation rate and College and Career Indicator.

Action 15 Career Technical Education (CTE)- CTE has been effective in increasing the A-G Completion rate for the All Students group as well as the English learners student group so this action will be continued. Visible Learning - A Synthesis of Over 800 Meta-Analyses Relating to Achievement (career education programs have a positive impact on student outcomes, Baker & Popwicz). CTE courses meet a-g requirements and these courses will help close the gap in a-g completion rate for English learners, foster youth and low-income students.

Action 18 Credit Recovery- This will support additional opportunities for students to pass a class to meet A-G completion and/or graduation requirements. This will help close the 47.7% A-G gap for English learners and 23.7% A-G gap for students who are socio-economically disadvantaged. Panel Paper: An Evaluation of Credit Recovery as an Intervention, S. Viano George Mason University "Credit recovery students are more likely to graduate from high school and less likely to drop out than students who repeat courses traditionally. Credit recovery is a particularly effective strategy to prevent dropping out for black, Hispanic, and economically disadvantaged students and for increasing the likelihood of graduating from high school for economically disadvantaged students."

Action 19 Advancement Via Individual Determination (AVID)- The A-G Completion rate for the socioeconomically disadvantaged student group has been consistently increasing four of the past five years: 2018-2022 37.8%, 38.4%, 40.6%, 39.7%, 42%. The College Going Rate for the socioeconomically disadvantaged group increased 1.3% from 67.3% in 17-18 to 68.6% in 2019-2020 (dip in 18-19 to 65%). Due to the A-G and College Going Rate progress, the AVID action will continue. AVID supports student success through high expectations, relationships, strategies and the facilitation of curriculum. Research states the positive impacts include advanced course enrollment, students graduating with advanced graduation plans, AP/IB testing, and high school graduation or completion rates over the four-year period. Many AVID students are from low-income households and this program supports them with college and career readiness. This will help to continue to close the A-G gap for students who are socio-economically disadvantaged. Staff are purposeful in inviting EL students to shadow days and ensuring they have AVID course information. Counselors run Aeries Student Information System queries in order to be intentional about sending information to students less likely to seek out the information on their own (ie, low socioeconomic, first generation college bound, historically underrepresented, and EL populations).

Action 23 Intervention- Assessment, parent and teacher collaboration meetings, and targeted intervention (during school, Saturday, and summer) have been effective in increasing student outcomes as evidenced by High graduation rates and increases in A-G Completion rates for the English learners and socioeconomically disadvantaged student groups. Intervention efforts will continue to support students with academic, social emotional and behavioral support to keep students engaged and attending which will continue to positively impact A-G completion rates. Achievement Gaps and MTSS in CA, February 2020 Policy Analysis for CA Education (PACE) states intervention/MTSS can "yield valuable returns to the neediest students", which specifically addresses the benefits for socioeconomically disadvantaged students.

Action 24 Curriculum and Instruction- Grade level leads, extended ACE collaboration time, summer PLC leads, student data reports, assessment calibration and curriculum alignment has been effective in supporting professional learning communities and will therefore be continued. Subject area leads provide professional learning to teachers. PLC's benefit students by focusing on teacher collaboration, results, learning and interventions. Student data is analyzed and support is provided based on individual needs. This action will continue to strengthen teacher ability to deploy targeted intervention which will support proficiency in foundational literacy and math skills and lead to passing English and Math courses and therefore, continued increased graduation and A-G rates for English learners and socioeconomically disadvantaged students and closing gaps for these student groups. Research supports the positive impact PLC's can have for all students. A Review of Research on the Impact of PLC's by V. Vescio states, "well-developed PLCs have positive impact on both teaching practice and

student achievement". Professional learning has the potential to accelerate student achievement according to Hattie Visible Learning research, as it has a 0.41 positive effect size. Achievement Gaps and MTSS in CA, February 2020 Policy Analysis for CA Education (PACE) states intervention/MTSS can "yield valuable returns to the neediest students", which specifically addresses the benefits for socioeconomically disadvantaged students.

Action 25 Student Engagement- The participation tracking system allows educators to know which students are participating in campus activities. It has been effective to be able to outreach to students who are not participating in school activities to be able to support students with connecting to school and peers. The goal is to continue to increase student connection to school so all students feel a part of the school community and want to attend school. This will decrease chronic absenteeism and close gaps for unduplicated student groups. To support increased participation and engagement, middle school intramural sports and a Coordinator for Athletics and Activities will be added. Extracurricular Activities and Disadvantaged Youth, October 2018 SAGE Journals states, "Evidence clearly supports expanding access to extracurricular programs for disadvantaged youth".

Action 26 Language Immersion - Language Immersion is one of the most effective use of funds due to the alignment with California's English Learner Roadmap and supporting multilingual learners and supporting students with attaining the State's Seal of Biliteracy. Supplemental teachers for LI classes has been effective in supporting instruction by not having combination classes in elementary and access to electives in secondary. Many of the language immersion students are English learners and not having combination classes will continue to support quality instruction. Additional secondary sections will also continue to support English learners with the option of a second elective should they choose one, so they can participate in an elective such as a visual or performing arts class in addition to their ELD class. This can provide increased motivation for students to want to attend school which will decrease the chronic absenteeism rate for English learners and has supported the A-G elective component. The District is encouraging the participation of unduplicated students by providing additional bus transportation for students to attend the zero period elective and for English learners to have the option of a second elective in addition to their ELD class.

Action 27 International Baccalaureate- International Baccalaureate is one of the most effective use of funds by providing a diverse and challenging curriculum and supporting cultural awareness through the development of a second language. Supplemental teachers for IB classes has been effective in supporting instruction by assisting teachers with the development of IB curriculum units so teachers can differentiate to meet student needs. This has been effective in meeting the needs of students who are socioeconomically disadvantaged and English learners and will therefore be continued.

Action 28 Educational Technology Teachers on Special Assignment will provide teachers with training to effectively utilize digital tools to support teaching and learning. Visible Learning Plus- 250 Positive Influences on Student Achievement (Effect size of 0.44 and 0.42: technology with elementary and technology in writing has the potential to accelerate student achievement). Educational technology can accelerate learning for students who are English learners, low-income, and foster youth who may enter school not meeting grade level standards.

Action 31 Visual and Performing Arts - This is a new action for 2023-2024 to increase engagement, attendance, an A-G Completion. The Coordinator for VAPA will support VAPA programs in collaboration with Expanded Learning programs by helping to coordinate after school and summer music lessons, dance and drama programs and performances and summer camps. Some programs will be specifically for students who are English learners, low-income and foster youth, and others will be for all students. (Hattie After School programs .40 -

Potential to accelerate student achievement) that will increase students' verbal, reading, math and higher order thinking skills and cultural awareness.

Action 33 Mental Health and Emotional Support - The Wellness Prevention Center Clinician was successful in piloting a program in 2022-2023 and the other actions are new actions for 2023-2024. Student mental health and wellness supports academic, behavioral, and social emotional success. The CUSD Cares plan will include wellness check-in, wellness rooms, staff training, Counseling Coordinator, and Wellness Prevention Center Clinician. Mental Health Impact of COVID-19 among Children and college Students: A Systematic Review, January, 2022 National Library of Medicine states from five studies on children found reports of feeling more anxious, depressed, fatigued, and distressed prior to the pandemic. Risk factors included low family socioeconomic status being associated with worse mental health outcomes and the need for interventions that will improve mental well-being. Mental Health Interventions in Schools, June, 2015 National Library of Medicine states that mental health services embedded within school systems can create a continuum of integrative care that improves both mental health and educational attainment for children and tiered strategies and school resources are the most sustainable.

Goal 2:

Action 8: Communication Platform provides messaging in over 100 languages. This will enable parents and guardians to select their preferred language and be able to communicate directly with their child's teacher. This will support English learners whose parents speak a language other than English as well as increase home-school communication for students who are foster youth and low-income. The pilot during the 2021-2022 school year at four school sites was successful in supporting parents being able to communicate with their child's teachers in their preferred language (35 different home languages selected). Due to the success of the pilot, this will be scaled up Districtwide in 2022-2023.

Action 12: Family Resource Center - Liaison to conduct parent education presentations and connect parents with District and community resources. The information and services will be for all students but some workshops and information about services will be for specific populations (eg. medi-cal and food resources for low-income families, shelter information for homeless families). Research has shown that children are more likely to thrive when they live in safe, stable, nurturing environments and in families that have the support and opportunities they need to thrive. Research has also demonstrated that building protective factors broadly and supporting positive childhood experiences and relationships is more effective than trying to identify them just prior to onset or addressing them after the fact. Therefore, prevention approaches that strengthen Protective Factors broadly are most likely to be effective in reducing maltreatment. The Family Resource Center information, resources, and parent education presentations support families and strengthen protective factors.

Goal 3: To optimize facilities and learning environments, the following actions/services will be implemented for all students including foster youth, English learners, and low-income students:

Action 1: Class size reduction- Maintaining class sizes within Education Code and other class size regulations will benefit students to be able to get more individualized support, leading to increased student outcomes and graduation rates. Visible Learning Plus- 250 Positive Influences on Student Achievement (Effect size of 0.21: reducing class size effects are likely to have a positive impact on student achievement); Having a minimum of180 student days provides instructional minutes to be able to deliver instruction and supports to students.

Action 2 and 3: PBIS and Restorative Practices- A schoolwide positive behavior environment through PBIS and positive connections and support through Restorative Practices leads to an enhanced school climate with increased engagement and safety and less discipline and suspensions. This positive school climate will address chronic attendance gaps for English learners and socioeconomically disadvantaged student groups and the graduation rate gap for English learners. Visible Learning Plus- 250 Positive Influences on Student Achievement (Effect size of 0.32: school climate effects are likely to have a positive impact on student achievement)

Action 4 Cultural Proficiency- This will enable all students to have opportunities and success and will increase attendance and graduation rates for unduplicated student groups. Culturally proficient staff intentionally establish diversity, equity and access to resources., D. Lindsey Why Ask Why?

Use of funds for unduplicated pupils: The District has determined based on the research outlined above and stakeholder input that these actions and services are the most effective use of funds to meet the goals and have a positive impact on students who are English learners, foster youth, and students from low-income households.

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

Capistrano Unified School District has developed a plan to utilize Supplemental funds to specifically to meet the needs of English learners, low-income, and foster youth students by allocating money for a variety of targeted programs and services including:

Goal 1:
Action 2 Office of Language Acquisition program operations to support the EL program including ELD, reclassification, ELPAC testing, and parent advisory committees to support attendance and graduation rate
Action 3 English learner testing assistants for ELPAC initial, summative and alternate testing to support reclassification and graduation rate
Action 4 English Language Development Teacher Training will have teacher substitutes to allow English Language Development teachers to attend training on the EL program and designated and integrated ELD
Action 5 Increased support to students who are English learners, including long-term English learners through supplemental English Language Development sections for secondary schools to support graduation rate
Action 6 Increased support for students who are foster youth through interventions such as case management, tutoring programs and transportation to support attendance and graduation rate
Action 16 Increased support for students who are low-income through College guidance and college entrance test preparation to support college and career readiness
Action 17 Advanced Placement and International Baccalaureate test fee reimbursement to support access for low-income students to support college and career readiness

Action 29 Teen Parent program - Supplies and developmentally appropriate toys have been effective in providing a positive learning environment in the childcare classroom. This has allowed approximately 5-10 students per year from low-income families to attend school while their infants and toddlers are being cared for in a safe and supportive environment at no-cost to them. This childcare program supports students with free childcare to promote their attendance at school, leading to decreased chronic absenteeism. This need was identified through student interviews where it was found that many of these students would not be able to attend school if this childcare service was not available as they do not have other resources. This has led to a Very High graduation rate Districtwide as well as at the continuation high school where the childcare program is located, and therefore will be continued.

Goal 2:
Action 1 Bilingual Community Services Liaisons serve as a liaison between the school and home by performing a variety of duties associated with parent education and student support services. These staff members are bilingual in Spanish or Farsi and support English learner students and families to access information and resources to promote school attendance and graduation rates. Visible Learning Plus- 250 Positive Influences on Student Achievement (Effect size of 0.50: parental involvement has the potential to accelerate student achievement).
Action 2 Contracted Translation Services provide communication support in languages other than what the District staff can offer (other than Spanish and Farsi). This supports English learner students and families to access information and resources to support school attendance and graduation rates. Visible Learning Plus- 250 Positive Influences on Student Achievement (Effect size of 0.50: parental involvement has the potential to accelerate student achievement).
Action 3 Bilingual Communication Support provides District and school site staff members who are bilingual in Spanish and support English learner students and families to access information and resources to promote engagement, school attendance and graduation rates. Visible Learning Plus- 250 Positive Influences on Student Achievement (Effect size of 0.50: parental involvement has the potential to accelerate student achievement).
Action 5 Childcare for Parent Advisory Meetings will support low-income parents with no-cost childcare to support their engagement in their child's education and District and school decisions. Visible Learning Plus- 250 Positive Influences on Student Achievement (Effect size of 0.50: parental involvement has the potential to accelerate student achievement).
Action 6 Parent Institute for Qualify Education (PIQE) will provide a 9-week parent education program on topics such as navigating the school system and preparing a college-going plan for parents of English learners.
Action 9: Technology Access for contract for monthly low-cost hotspot internet services for families in need (eg. low-income, foster youth, English learners) will support students with access to the Canvas learning management system, electronic learning programs, Paper tutoring, and other resources to access and support their education. This will impact their ability to be better prepared for class (promoting attendance) and ability to pass classes to meet a-g completion and graduation requirements.

Goal 3:
Action 10: Transportation - Three additional buses are provided to provide home to school transportation for students from low-income families who may otherwise not be able to get to and from school. This additional transportation at one of the District's high schools supports attendance and graduation rate.

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.

N/A - The District does not receive concentration grant funding.

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$495,599,471.00	$74,993,368.00	$1,152,305.00	$36,843,695.00	$608,588,839.00	$506,021,599.00	$102,567,240.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Counselors	English Learners Foster Youth Low Income	$10,987,713.00				$10,987,713.00
1	1.2	Office of Language Acquisition	English Learners	$586,785.00				$586,785.00
1	1.3	English Language Proficiency Assessments for CA (ELPAC) Testing	English Learners	$126,800.00				$126,800.00
1	1.4	English Language Development (ELD) Teacher Training	English Learners	$86,360.00				$86,360.00
1	1.5	English Language Development (ELD) Secondary class size reduction	English Learners	$726,000.00				$726,000.00
1	1.6	Foster Youth Support	Foster Youth	$31,561.00				$31,561.00
1	1.7	Professional Learning Communities (PLC)	All	$8,880.00			$211,180.00	$220,060.00
1	1.8	Instruction	All	$207,418,507.00	$45,005,742.00	$14,500.00	$17,317,449.00	$269,756,198.00
1	1.9	School Administration	All	$42,608,181.00	$979,066.00	$0.00	$804,835.00	$44,392,082.00
1	1.10	Special Education Instruction	Students with Disabilities	$86,154,091.00	$0.00	$15,180.00	$9,792,509.00	$95,961,780.00
1	1.11	Pupil Services	All	$26,500,773.00	$15,828,221.00	$268,351.00	$2,552,967.00	$45,150,312.00
1	1.12	Media Services	All	$3,097,601.00	$242,570.00	$0.00	$0.00	$3,340,171.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.13	Co-Curriculars	All	$4,986,649.00	$0.00	$0.00	$0.00	$4,986,649.00
1	1.14	Instructional Supervision and Administration and Staff Development	All	$7,220,383.00	$5,290,891.00	$826,119.00	$4,745,526.00	$18,082,919.00
1	1.15	Career Technical Education (CTE)	English Learners Foster Youth Low Income	$48,465.00				$48,465.00
1	1.16	College guidance and test prep	Low Income	$23,752.00				$23,752.00
1	1.17	Advanced Placement (AP)/ International Baccalaureate (IB)Test Fee Reimbursement	Low Income	$50,000.00				$50,000.00
1	1.18	Credit Recovery	English Learners Foster Youth Low Income	$492,000.00	$0.00	$0.00	$0.00	$492,000.00
1	1.19	Advancement Via Individual Determination (AVID)	English Learners Foster Youth Low Income	$150,000.00	$0.00	$0.00	$0.00	$150,000.00
1	1.20	Special Education Staff Training	Students with Disabilities	$0.00	$0.00	$0.00	$50,000.00	$50,000.00
1	1.21	College and Career Preparedness	Students with Disabilities	$2,000.00	$0.00	$0.00	$0.00	$2,000.00
1	1.22	Early Childhood Programs	All	$9,870.00	$0.00	$0.00	$0.00	$9,870.00
1	1.23	Intervention	English Learners Foster Youth Low Income	$2,243,787.00	$0.00	$0.00	$0.00	$2,243,787.00
1	1.24	Curriculum and Instruction	English Learners Foster Youth Low Income	$622,614.00	$0.00	$0.00	$0.00	$622,614.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.25	Student Engagement	English Learners Foster Youth Low Income	$217,299.00	$0.00	$0.00	$0.00	$217,299.00
1	1.26	Language Immersion	English Learners Foster Youth Low Income	$1,420,713.00	$0.00	$0.00	$0.00	$1,420,713.00
1	1.27	International Baccalaureate	English Learners Foster Youth Low Income	$150,000.00	$0.00	$0.00	$0.00	$150,000.00
1	1.28	Educational Technology	English Learners Foster Youth Low Income	$320,708.00	$0.00	$0.00	$0.00	$320,708.00
1	1.29	Teen Parent Program	Low Income	$900.00	$0.00	$0.00	$0.00	$900.00
1	1.30	Student Support for Military Families	Students of military families	$3,720.00				$3,720.00
1	1.31	Visual and Performing Arts	English Learners Foster Youth Low Income	$122,000.00				$122,000.00
1	1.32	Expanded Learning	ELs, Foster Youth, Socioeconomically Disadvantaged		$4,900,000.00			$4,900,000.00
1	1.33	Mental Health and Emotional Support	English Learners Foster Youth Low Income	$845,000.00	$0.00	$0.00	$0.00	$845,000.00
2	2.1	Bilingual Community Services Liaisons	English Learners	$1,646,339.00	$0.00	$0.00	$0.00	$1,646,339.00
2	2.2	Contracted Translation Services	English Learners	$32,000.00	$0.00	$0.00	$0.00	$32,000.00
2	2.3	District Communication Support	English Learners	$253,056.00				$253,056.00
2	2.4	General Administration	All	$30,140,766.00	$2,693,900.00	$28,155.00	$1,341,549.00	$34,204,370.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.5	Childcare for Parent Advisory Committee Meetings	English Learners	$6,400.00				$6,400.00
2	2.6	Parent Education	English Learners	$112,500.00	$0.00	$0.00	$0.00	$112,500.00
2	2.7	Communication and Problem-Solving	All				$2,680.00	$2,680.00
2	2.8	Communication Platforms	English Learners Foster Youth Low Income	$118,100.00				$118,100.00
2	2.9	Technology access	English Learners Foster Youth Low Income	$78,791.00				$78,791.00
2	2.10	Canvas Learning Management System	All				$25,000.00	$25,000.00
2	2.11	Communication Documents	All	$6,925.00				$6,925.00
2	2.12	Family Resource Center	English Learners Foster Youth Low Income	$20,000.00				$20,000.00
3	3.1	Effective learning conditions	English Learners Foster Youth Low Income	$6,931,247.00				$6,931,247.00
3	3.2	Positive Behavior Intervention and Supports (PBIS)	English Learners Foster Youth Low Income	$223,000.00				$223,000.00
3	3.3	Restorative Practices	English Learners Foster Youth Low Income	$30,000.00				$30,000.00
3	3.4	Cultural Proficiency	English Learners Foster Youth Low Income	$358,376.00				$358,376.00
3	3.5	Maintenance and Operations Staff	All	$35,125,311.00	$2,978.00	$0.00	$0.00	$35,128,289.00
3	3.6	Routine Maintenance	All	$18,910,146.00	$0.00	$0.00	$0.00	$18,910,146.00
3	3.7	Deferred Maintenance	All	$4,020,000.00	$0.00	$0.00	$0.00	$4,020,000.00
3	3.8	Safety	All		$50,000.00			$50,000.00
3	3.9	Recruitment and Retention of Quality Staff	All	$5,000.00				$5,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.10	Transportation Services	English Learners Foster Youth Low Income	$318,402.00				$318,402.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
464,449,328.00	28,127,052.00	6.06%	0.24%	6.30%	$29,380,668.00	0.00%	6.33 %	**Total:**	$29,380,668.00
								LEA-wide Total:	$22,822,545.00
								Limited Total:	$4,078,746.00
								Schoolwide Total:	$2,479,377.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,987,713.00	0%
1	**1.2**	Office of Language Acquisition	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$586,785.00	0%
1	**1.3**	English Language Proficiency Assessments for CA (ELPAC) Testing	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$126,800.00	0%
1	**1.4**	English Language Development (ELD) Teacher Training	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Middle and High Schools Gr. 6-12	$86,360.00	0%
1	**1.5**	English Language Development (ELD) Secondary class size reduction	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Middle and High Schools Gr. 6-12	$726,000.00	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 (%)
1	1.6	Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$31,561.00	0%
1	1.15	Career Technical Education (CTE)	Yes	Schoolwide	English Learners Foster Youth Low Income	Grades 6-12	$48,465.00	0%
1	1.16	College guidance and test prep	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: High Schools	$23,752.00	0%
1	1.17	Advanced Placement (AP)/ International Baccalaureate (IB)Test Fee Reimbursement	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: High Schools Gr. 9-12	$50,000.00	0%
1	1.18	Credit Recovery	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools Gr. 9-12	$492,000.00	0%
1	1.19	Advancement Via Individual Determination (AVID)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools 6-12	$150,000.00	0%
1	1.23	Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,243,787.00	0%
1	1.24	Curriculum and Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$622,614.00	0%
1	1.25	Student Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	9-12	$217,299.00	0%
1	1.26	Language Immersion	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TWI and MIP schools	$1,420,713.00	0%
1	1.27	International Baccalaureate	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Carl Hankey K-8, Capistrano Valley HS, San Clemente HS	$150,000.00	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 (%)
1	1.28	Educational Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$320,708.00	0%
1	1.29	Teen Parent Program	Yes	Schoolwide	Low Income	Specific Schools: Located at Union HS	$900.00	0%
1	1.31	Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$122,000.00	0%
1	1.33	Mental Health and Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$845,000.00	0%
2	2.1	Bilingual Community Services Liaisons	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,646,339.00	0%
2	2.2	Contracted Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$32,000.00	0%
2	2.3	District Communication Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$253,056.00	0%
2	2.5	Childcare for Parent Advisory Committee Meetings	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Elementary and Middle Schools Gr. K-8	$6,400.00	0%
2	2.6	Parent Education	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Schools geographically located across the District Gr. TK-12	$112,500.00	0%
2	2.8	Communication Platforms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$118,100.00	0%
2	2.9	Technology access	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$78,791.00	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 (%)
2	2.12	Family Resource Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	0%
3	3.1	Effective learning conditions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,931,247.00	0%
3	3.2	Positive Behavior Intervention and Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$223,000.00	0%
3	3.3	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	0%
3	3.4	Cultural Proficiency	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$358,376.00	0%
3	3.10	Transportation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: San Juan Hills High School	$318,402.00	0%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$612,655,348.00	$649,554,971.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Counselors	Yes	$12,666,111.00	$10,343,785.00
1	1.2	Office of Language Acquisition	Yes	$528,728.00	$574,747.00
1	1.3	English Language Proficiency Assessments for CA (ELPAC) Testing	Yes	$76,800.00	$121,936.00
1	1.4	English Language Development (ELD) Secondary Teacher Training	Yes	$18,360.00	$84,427.00
1	1.5	English Language Development (ELD) Secondary class size reduction	Yes	$640,000.00	$713,118.00
1	1.6	Foster Youth Support	Yes	$71,032.00	$6,060.00
1	1.7	Professional Learning Communities (PLC)	No	$220,060.00	$220,060.00
1	1.8	Instruction	No	$328,995,939.00	$334,444,396.00
1	1.9	School Administration	No	$39,362,370.00	$44,767,283.00
1	1.10	Special Education Instruction	No	$94,628,851.00	$97,514,721.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Pupil Services	No	$24,792,719.00	$31,915,436.00
1	1.12	Media Services	No	$2,522,194.00	$3,084,807.00
1	1.13	Co-Curriculars	No	$4,289,084.00	$4,753,752.00
1	1.14	Instructional Supervision and Administration and Staff Development	No	$11,129,002.00	$19,819,823.00
1	1.15	Career Technical Education (CTE)	Yes	$43,360.00	$47,054.00
1	1.16	College guidance and test prep	Yes	$28,752.00	$2,148
1	1.17	Advanced Placement (AP)/ International Baccalaureate (IB)Test Fee Reimbursement	Yes	$50,000.00	$50,000.00
1	1.18	Credit Recovery	Yes	$275,000.00	$491,474.00
1	1.19	Advancement Via Individual Determination (AVID)	Yes	$79,000.00	$110,000.00
1	1.20	Special Education Staff Training	No	$50,000.00	$50,000.00
1	1.21	College and Career Preparedness	No	$2,000.00	$0
1	1.22	Early Childhood Programs	No	$9,870.00	$5,823.00
1	1.23	Intervention	Yes	$2,068,823.00	$2,067,760.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.24	Curriculum and Instruction	Yes	$456,975.00	$632,373.00
1	1.25	Student Engagement	Yes	$17,050.00	$43,299.00
1	1.26	Language Immersion	Yes	$1,252,375.00	$862,448.00
1	1.27	International Baccalaureate	Yes	$155,000.00	$87,622.00
1	1.28	Educational Technology	Yes	$220,000.00	$311,367.00
1	1.29	Teen Parent Program	Yes	$1,100.00	$900.00
1	1.30	Mental Health and Emotional Support	Yes	$0	$163,758.00
2	2.1	Bilingual Community Services Liaisons	Yes	$1,371,237.00	$1,636,724.00
2	2.2	Contracted Translation Services	Yes	$32,000.00	$36,000.00
2	2.3	District Communication Support	Yes	$218,253.00	$244,847.00
2	2.4	General Administration	No	$30,693,626.00	$35,073,472.00
2	2.5	Childcare for Parent Advisory Committee Meetings	Yes	$24,000.00	$4,250.00
2	2.6	Parent Education	Yes	$80,000.00	$125,000.00

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	Communication and Problem-Solving	No	$2,680.00	$2,680.00
2	2.8	Communication Platform	Yes	$157,500.00	$118,100.00
2	2.9	Technology access	Yes	$18,000.00	$78,791.00
2	2.10	Canvas Learning Management System	No	$25,000.00	$5,000.00
2	2.12	Family Resource Center	Yes	$0	$20,000.00
3	3.1	Effective learning conditions	Yes	$2,086,308.00	$6,499,811.00
3	3.2	Positive Behavior Intervention and Supports (PBIS)	Yes	$170,876.00	$229,712.00
3	3.3	Restorative Practices	Yes	$49,182.00	$16,880.00
3	3.4	Cultural Proficiency	Yes	$207,275.00	$221,327.00
3	3.5	Maintenance and Operations Staff	No	$31,062,076.00	$29,038,972.00
3	3.6	Routine Maintenance	No	$18,286,780.00	$18,910,146.00
3	3.7	Deferred Maintenance	No	$3,520,000.00	$4,002,882.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$27,057,156.00	$23,063,097.00	$25,957,156.00	($2,894,059.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Counselors	Yes	$12,666,111.00	$10,343,785.00	0%	0%
1	1.2	Office of Language Acquisition	Yes	$528,728.00	$574,747.00	0%	0%
1	1.3	English Language Proficiency Assessments for CA (ELPAC) Testing	Yes	$76,800.00	$121,936.00	0%	0%
1	1.4	English Language Development (ELD) Secondary Teacher Training	Yes	$18,360.00	$84,427.00	0%	0%
1	1.5	English Language Development (ELD) Secondary class size reduction	Yes	$640,000.00	$713,118.00	0%	0%
1	1.6	Foster Youth Support	Yes	$71,032.00	$6,060.00	0%	0%
1	1.15	Career Technical Education (CTE)	Yes	$43,360.00	$47,054.00	0%	0%
1	1.16	College guidance and test prep	Yes	$28,752.00	$5,148.00	0%	0%
1	1.17	Advanced Placement (AP)/ International Baccalaureate (IB)Test Fee Reimbursement	Yes	$50,000.00	$50,000.00	0%	0%
1	1.18	Credit Recovery	Yes	$275,000.00	$491,474.00	0%	0%

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	1.19	Advancement Via Individual Determination (AVID)	Yes	$79,000.00	$110,000.00	0%	0%
1	1.23	Intervention	Yes	$2,068,823.00	$2,067,760.00	0%	0%
1	1.24	Curriculum and Instruction	Yes	$456,975.00	$632,373.00	0%	0%
1	1.25	Student Engagement	Yes	$17,050.00	$43,299.00	0%	0%
1	1.26	Language Immersion	Yes	$1,252,375.00	$890,886.00	0%	0%
1	1.27	International Baccalaureate	Yes	$155,000.00	$87,622.00	0%	0%
1	1.28	Educational Technology	Yes	$220,000.00	$311,367.00	0%	0%
1	1.29	Teen Parent Program	Yes	$1,100.00	$900.00	0%	0%
1	1.30	Mental Health and Emotional Support	Yes	$0	$163,758.00	0%	0%
2	2.1	Bilingual Community Services Liaisons	Yes	$1,371,237.00	$1,636,724.00	0%	0%
2	2.2	Contracted Translation Services	Yes	$32,000.00	$36,000.00	0%	0%
2	2.3	District Communication Support	Yes	$218,253.00	$244,847.00	0%	0%
2	2.5	Childcare for Parent Advisory Committee Meetings	Yes	$24,000.00	$4,250.00	0%	0%
2	2.6	Parent Education	Yes	$80,000.00	$125,000.00	0%	0%
2	2.8	Communication Platform	Yes	$157,500.00	$118,100.00	0%	0%
2	2.9	Technology access	Yes	$18,000.00	$78,791.00	0%	0%
2	2.12	Family Resource Center	Yes	$0	$20,000.00	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Effective learning conditions	Yes	$2,086,308.00	$6,479,811.00	0%	0%
3	3.2	Positive Behavior Intervention and Supports (PBIS)	Yes	$170,876.00	$229,712.00	0%	0%
3	3.3	Restorative Practices	Yes	$49,182.00	$16,880.00	0%	0%
3	3.4	Cultural Proficiency	Yes	$207,275.00	$221,327.00	0%	0%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$449,006,910.00	$27,057,156.00	0.00%	6.03%	$25,957,156.00	0.00%	5.78%	$1,100,000.00	0.24%

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:

  o 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]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  o 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).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o 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)

    o 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

    o 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)

    o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

    o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

    o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

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

- 8. Total Estimated Actual Percentage of Improved Services (%)

    o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

    o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

    o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

    o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

    o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- 13. LCFF Carryover — Percentage (12 divided by 9)

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

California Department of Education
January 2022