



## LCFF Budget Overview for Parents

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

CDS Code: 07-61747

School Year: 2023-24

LEA contact information:

Julie Parks

Superintendent

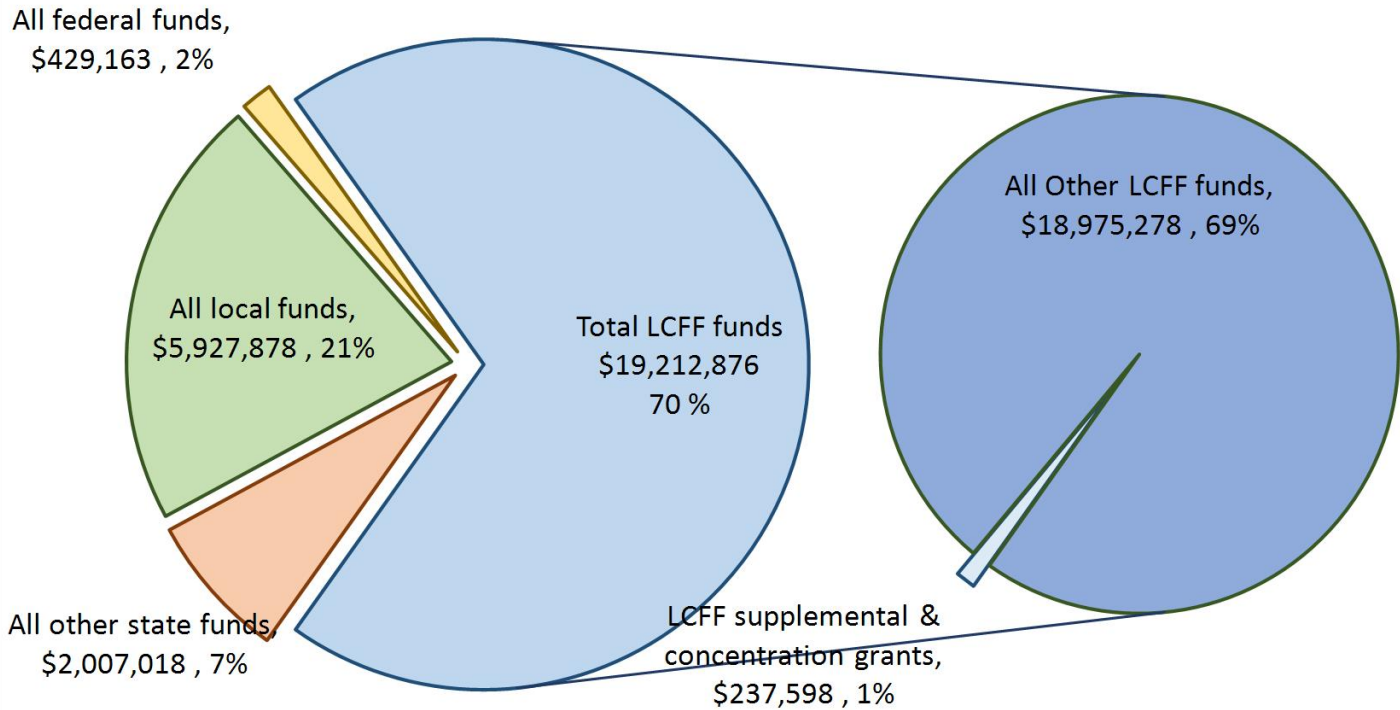
925-377-4101

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs

and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2023-24 School Year

### Projected Revenue by Fund Source

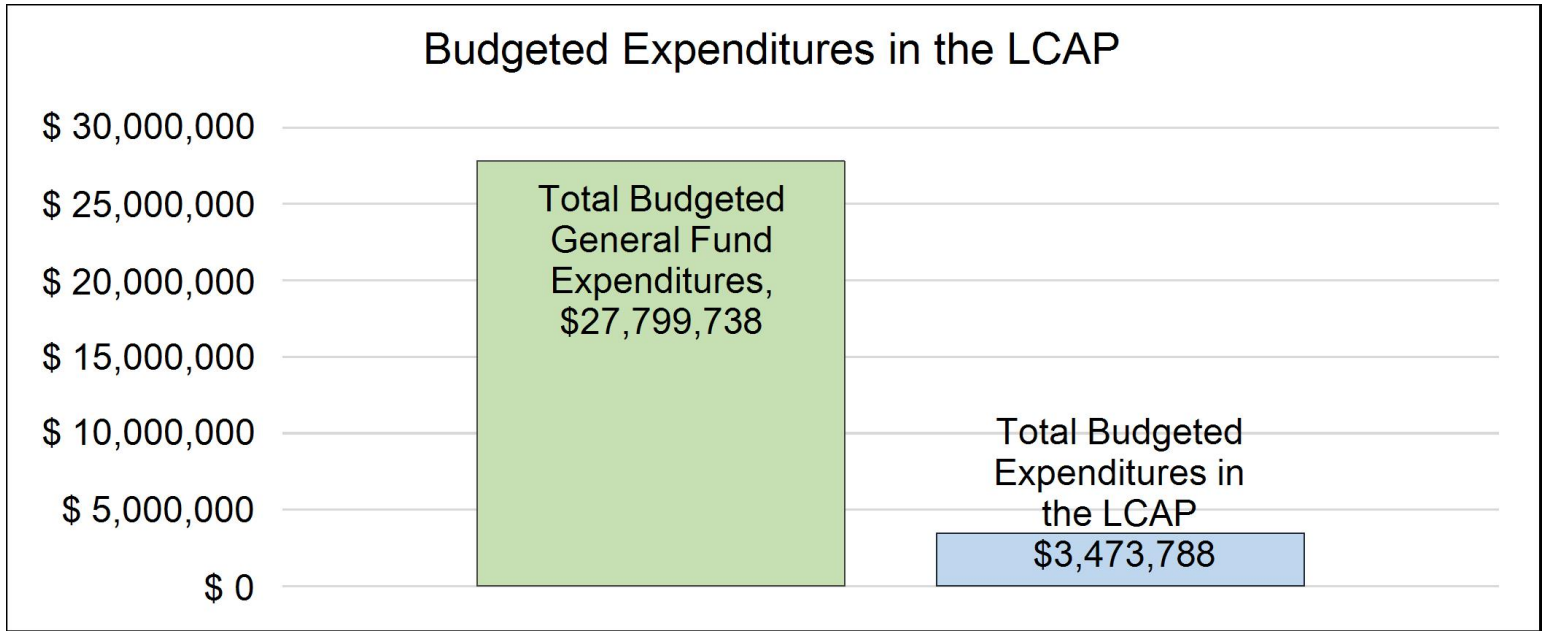


This chart shows the total general purpose revenue Moraga Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Moraga Elementary School District is \$27,576,935, of which \$19,212,876 is Local Control Funding Formula (LCFF), \$2,007,018 is other state funds, \$5,927,878 is local funds, and \$429,163 is federal funds. Of the \$19,212,876 in LCFF Funds, \$237,598 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Moraga Elementary School District plans to spend \$27,799,738 for the 2023-24 school year. Of that amount, \$3,473,788 is tied to actions/services in the LCAP and \$24,325,950 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

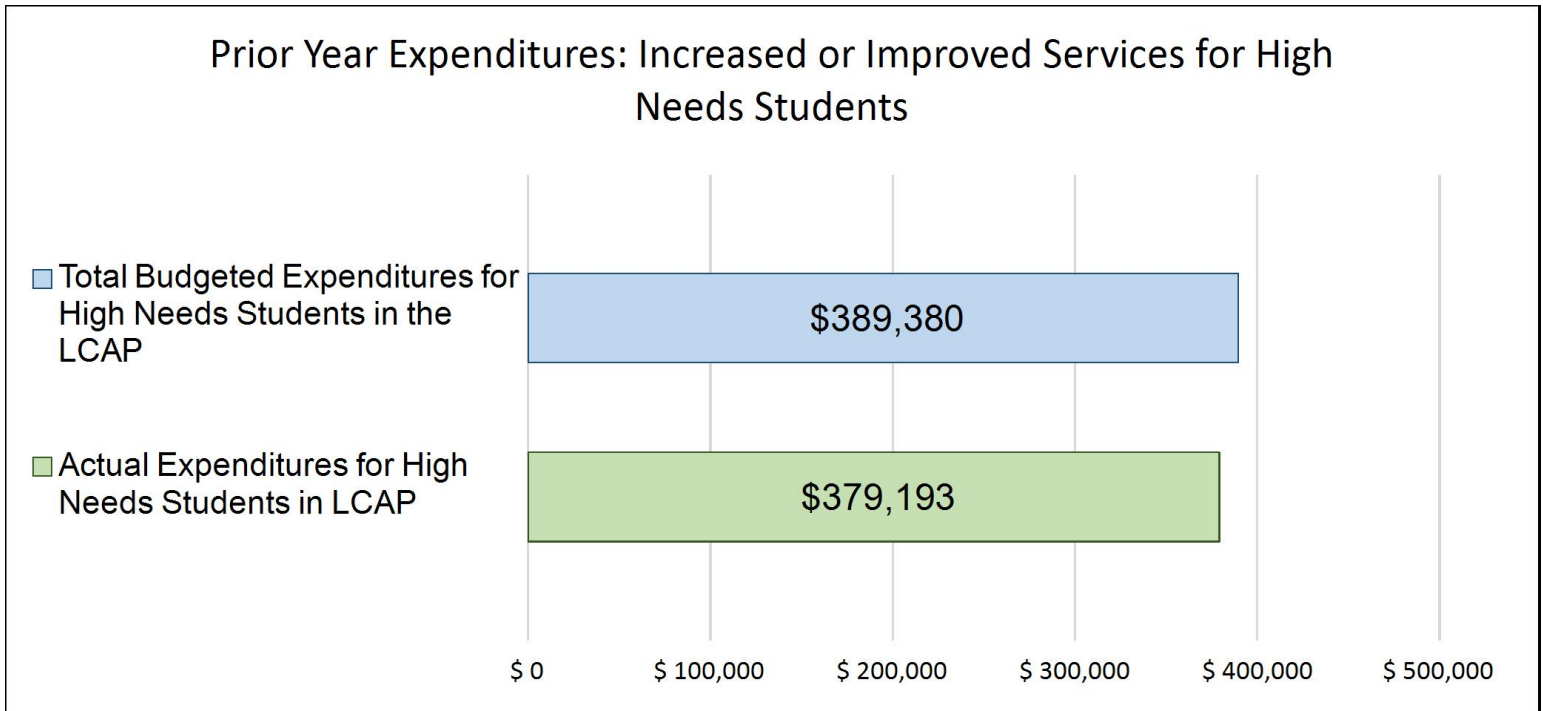
The district allocates 85% of the total general fund expenditure budget to provide salaries and benefits for our employees. These costs account for the human resources required to carry out a vast array of educational support activities such as custodial activities, health and safety, building maintenance and operations, and more. These educational support activities and programs do not directly influence the outcome of the actions and services identified in the LCAP. For this reason, they are not included in the LCAP.

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

In 2023-24, Moraga Elementary School District is projecting it will receive \$237,598 based on the enrollment of foster youth, English learner, and low-income students. Moraga Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Moraga Elementary School District plans to spend \$390,225 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2022-23, Moraga Elementary School District's LCAP budgeted \$389,380 for planned actions to increase or improve services for high needs students. Moraga Elementary School District actually spent \$379,193 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-10,187 had the following impact on Moraga Elementary School District's ability to increase or improve services for high needs students:

Although the District's estimated actuals is less than what was originally budgeted by \$10,187, it is important to note that the Supplemental Grant provided to the district of \$209,679, was well below the amount allocated for high needs students of \$379,193.



# 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
Moraga Elementary School District	Julie Parks Superintendent	jparks@moraga.k12.ca.us 925-377-4101

## 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 Moraga School District is located in Moraga, California, a community in Contra Costa County that lies beyond the Oakland hills, east of San Francisco. Moraga is a close-knit community where the majority of parents are highly educated professionals with high expectations for their children and the District. The District serves approximately 1,700 students and includes three elementary schools, grades transitional kindergarten through 5th grade: Los Perales Elementary, Donald Rheem Elementary, and Camino Pablo Elementary. 6th through 8th grade students attend Joaquin Moraga Intermediate School. A majority of Moraga School District 8th grade students matriculate to Campolindo High School in the Acalanes Union High School District. The Moraga School District student population continues to grow more diverse. The ethnic distribution breakdown is as follows: 47.7% White, 10.4% Hispanic or Latino, 17.2% Asian, 1.7% Filipino, 1.0% African American, 0.2% American Indian or Alaska Native, 0.2% Hawaiian or Pacific Islander, and 19.3% Two or More Races. 2.3% of students did not report a race. Approximately 4.1% of Moraga School District students qualify for the National School Lunch Program. Approximately 3.1% of students are identified as English language learners with sixteen languages represented.

Note: As a TK-8 elementary school district, the following LCAP Priorities do not apply: Priority 4B, 4C, 4D - the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU or career technical education sequence or programs of study that align with state board approved career technical education standards and framework; Priority 4G - the percentage of pupils who have passed an advanced placement examination with a score of three or higher; Priority 4H - the percentage of pupils who participate in, and demonstrate college preparation pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness; Priority 5D - high school dropout rate; Priority 5E - high school graduation rate.

## 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 2022 California School Dashboard, Moraga School District has many areas of success.

A key area of success remains a "very low" rate of chronic absenteeism. For chronic absenteeism, Moraga School District reports only 1.8% of students chronically absent. This came after a year of post-pandemic recovery. Success in this area is likely due to systemic implementation of independent study for students quarantining for COVID-19. Ensuring all students could complete work while home was essential in maintaining learning without interruption. In the future, a strategic plan for attendance communication will be implemented, including communications with families and systems in school site offices to ensure consistent implementation of attendance procedures and early intervention when students miss school.

Suspension data indicates a very low suspension rate, with only 0.5% for students suspended for at least one day. District leadership team credits this low suspension rate to successful ongoing implementation of Positive Behavior Intervention Systems (PBIS) and increased mental health support in the form of counselors and psychologists. Moraga School District will continue PBIS implementation next year and expand implementation at the middle school.

In academic performance, Moraga School District performed "very high" in English Language Arts (ELA) at 72.6 points above the standard and "very high" in mathematics at 59.7 points above the standard. Successful implementation of core curriculum and intervention provided in reading, phonics, and mathematics were likely contributors to this success. 71.4% of English language learners are making progress toward English language proficiency. Parents on the District English Language Advisory Committee (DELAC) reported that summer school intervention and teacher efficacy were contributors to this success.

Moraga students also engaged in a locally implemented survey of Social Emotional Learning (SEL). In this survey, elementary school students performed consistently high in the 80th to 99th percentile in self-management, social awareness, self-efficacy, and emotion regulation domains. Middle school students showed strengths in self-management and emotion regulation. The successes in this area are a likely result of consistent implementation of a SEL curriculum, Second Step, across all grade levels.

## 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 2022 California School Dashboard, there are several areas for growth in the Moraga School District.

Chronic absenteeism for socioeconomically disadvantaged students was rated lower than average at "medium." Coordinating Council believes that this could be the result of challenges in transportation. The Expanded Learning Opportunities Program (ELO-P) will ensure child care for nine hours for all students in this student group and could support higher attendance.

Suspension rates for students with disabilities exceeded those of the average student in the Moraga School District at 2.2% of students suspended at least one day. Teacher support for implementation of Positive Behavior Intervention Systems (PBIS) and expansion of PBIS into Joaquin Moraga could support fewer detentions. Additionally, Coordinating Council and the Safety Committee approved the expansion of the Wellness Centers into elementary schools.

A primary area of need is addressing student groups performing below the standard in English Language Arts (ELA) and mathematics. Students with disabilities performed "low" in ELA at 9.9 points below the standard and "medium" in mathematics at 21 points below the standard. To address this, the Moraga School District is working on teacher collaboration aimed at supporting all students in learning at high levels. This includes the identification of essential standards and the implementation of additional tier 2 supports targeted to these essential standards. Moraga School District will implement embedded intervention time in the middle school to support 6th through 8th grade students and continue to implement reading, phonics, and mathematics intervention in elementary school. Additionally, the Moraga School District will be engaging in training with the SELPA to assist in IEP meeting facilitation and writing goals.

In the locally implemented survey of Social Emotional Learning (SEL), there is room for growth at the middle school in the domains of social awareness and self-efficacy. Counselors believe the more teacher involvement in SEL instruction will support higher outcomes in this area. Additionally, middle school students were surveyed locally on diversity, equity, and inclusion. An area for growth was in the domain of belonging, ranking in the 20th to 39th percentile. To address this, the District Diversity, Equity, Inclusion, and Belonging (DEIB) Committee would like to see increased student voice to build understanding about student experiences and needs. The teachers are also expanding enrichment opportunities during intervention Academy to provide more space for student connection.

## LCAP Highlights

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

The Moraga School District's Local Control and Accountability Plan (LCAP) describes the variety of special programs and services offered to meet the needs of all students and their families. These comprehensive and innovative programs depend on close and consistent teacher collaboration to integrate 21st Century learning, STEAM, project based learning and learning skills to ensure students are meeting high academic standards. The LCAP also focuses on student wellbeing via social emotional learning and an increase on diversity, equity, inclusion, and belonging education. Programs include but are not limited to: federal and state-funded programs, accelerated mathematics programs, summer programs, English language development, special education, blended learning, co-teaching, parent education, response to intervention, visual and performing arts, science, technology, engineering, art, health, mathematics, after-school sports, and transitional kindergarten.

An in-depth data analysis of student achievement data is conducted at the district level, at each school site and by the District's Coordinating Council, comprised of parents (including English language learner, special education and low income parent representatives), teachers, classified staff, administrators and board representation, to determine academic areas of strength, areas to improve upon, and instructional strategies and programs supporting student achievement. The LCAP is presented to the Governing Board, PTAs, the Moraga Education



Foundation, and School Site Councils to ensure all stakeholders have an opportunity to monitor LCAP progress and plan future LCAPs. Instructional and other goals for improvement are developed with the input of staff members, parent committees, and the leadership team.

The District's five-member Governing Board sets the direction of the District through the formulation of district policies and the adoption of annual goals and objectives that reflect the priorities of the community and the Board. Decisions on how the district's funds are spent are considered through input from district staff, and parent and community groups, which are then approved by the Governing Board. Budget priorities each year reflect the Board's ongoing deliberations on the many programs and facility needs facing the district.

The district has an action focused on Attendance/Chronic Absenteeism (Goal 2, Action 5). After assessing the needs, conditions, and circumstances of our English learners and low-income students (currently there are no foster children in the MSD), we learned that the chronic absenteeism rate for socioeconomically disadvantaged students (5.8%) is higher than the rates for all students (1.8%). In order to address this condition of our low-income students, we will develop and implement a chronic absenteeism program that is designed to address some of the major causes of chronic absenteeism, including poor grades, bullying, illness, and mental or emotional health issues. Goal 2, Actions 1-5 specifically address plans via individual student, school site and districtwide educational campaigns on the benefits of high attendance rates.

Working closely with educational partners throughout the District, three goals have been identified to focus on over the next three years:

Goal 1: All students will have access to standards and resources, and support, to demonstrate progress in mathematics, English language arts/literacy, Next Generation Science, Physical Education, History Social-Science and Visual, Health, and Performing Arts CA . (State Priority 1, 2, 4, 7, and 8)

Goal 2: Provide a safe environment for the wellbeing of all students, where they feel confident and are connected with peers and caring adults, who can challenge them with clear and high expectations, and culturally responsible and inclusive lessons to maximize their learning potential. (State Priority 5 and 6)

Goal 3: Increase parent engagement by improving the frequency and transparency of communication, building alliances with the school community to foster relationships, sharing resources, and developing mutual goals with stakeholders. (State Priority 3, 7 and 8)

## 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.

Does not apply to the Moraga School District.

***Support for Identified Schools***

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

Does not apply to the Moraga School District.

***Monitoring and Evaluating Effectiveness***

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

Does not apply to the Moraga School District.

# Engaging Educational Partners

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

Inclusion of educational partners was a key part of the LCAP process. Educational partners include students, teachers and staff, administration, parents, and the Governing Board. Students were mobilized for feedback through surveys (social emotional learning surveys at the elementary schools and social emotional learning, diversity, equity, and inclusion, and school schedule surveys at the middle school) and through student groups including clubs and leadership classes. Teachers and staff provide feedback in staff meetings, school site visits, on school site councils, and through committees, such as the Coordinating Council, the District Diversity, Equity, Inclusion, and Belonging (DEIB) Committee, and the Safety Committee. Feedback from staff is also heard through monthly meetings with the California School Employees Association (CSEA) and Moraga Teachers Association (MTA). Administration provides feedback in bimonthly Leadership Team meetings, which includes site principals, and through participation on and facilitation of school site councils and district committees. Parents are engaged through district committees, school Parent Teacher Association (PTA) meetings, monthly meetings of PTA presidents (CORE), the Moraga Education Foundation (MEF) meetings and events, and the District English Learner Advisory Committee (DELAC). A special educational partner group, Parents of Exceptional Moraga Students (POEMS) meets to discuss needs specific to students with disabilities. The Contra Costa County Special Education Local Plan Area (SELPA) Executive Director presented LCAP strategies to support students with disabilities and such strategies were incorporated into the LCAP. The Governing Board meets once per month for regular meetings to receive public input and take action on agenda items.

Opportunities for feedback were made through visits to each school site PTA (4/19 at Los Perales, 3/15 at Camino Pablo, 3/22 at Donald Rheem, and 3/23 at Joaquin Moraga), monthly MEF meetings (8/19, 9/8, 10/21, 12/9, 1/20, 2/13, 3/10, and 4/21), visits to each school site for staff input (4/24 at Los Perales, 4/10 at Camino Pablo, 4/19 at Donald Rheem, and 4/11 at Joaquin Moraga), monthly meetings of Coordinating Council (11/3, 2/2, 2/23, 3/23, 4/13, and 5/11), monthly meetings of District DEIB Committee (9/14, 10/12, 11/9, 12/14, 1/11, 2/8, 3/8, 4/12, and 5/10), DELAC (3/15), monthly meetings with PTA CORE (8/31, 9/28, 10/26, 12/14, 1/25, 2/22, 3/29, 4/26, and 5/18), monthly meetings of POEMS, Leadership Team Meetings (twice per month), Governing Board Meetings (once per month), and communications throughout the year. The 2022-2023 draft LCAP was posted on 6/2 and was presented to the Governing Board on 6/6.

A summary of the feedback provided by specific educational partners.

The Leadership Team has an interest in strategic planning around overlapping initiatives in learning and belonging to develop more cohesive plans for implementation and professional development. Specific strategic direction around professional learning communities (PLCs), Social Emotional Learning (SEL), Positive Behavior Intervention Systems (PBIS), and Multiple Tiered Systems of Support (MTSS) was a priority. Additionally, there is a need to add more metrics of progress. Implementing a deferred maintenance plan was also an identified priority. Elementary principals and district staff are interested in looking at the effectiveness of the elementary school day schedule. Middle school principals and district staff would like to explore higher leverage use of Academy time. The District also needs more communication on absenteeism and the impact of absences on learning. PBIS work is progressing, but has stalled at the elementary school. The District is interested in working closely with the County to increase PBIS work and obtain the "gold level" in elementary schools. JM needs a comprehensive PBIS to address schoolwide behaviors and culture. Parent education will be established early and a communication plan is

needed for the District. The District English Language Advisory Committee (DELAC) and Parents of Exceptional Moraga Students (POEMS) will be supported to grow through concerted recruiting efforts. Expanded Learning Opportunities Program (ELO-P) requirements will be a way to engage more families. (Goal 1, Actions 4, 5, 6, 8 and 10, Goal 2, Actions 1, 2, 3, and 5, and Goal 3, Action 1, 2, 3, 4, and 6).

Feedback from PTA focused mostly on ensuring that adequate supports were in place to support learning, the new initiative around Universal Meals, and safety. There was interest in exploring additional interventions, particularly adding Academy to the elementary school. The Science of Reading was another topic of interest, with parents wanting to know how balanced literacy is supported in the Moraga School District. Universal Meals was a topic of significant discussion this year. Parents have an interest in continuous improvement of this program to ensure high quality and nutritious meals for students. They also would like to have input and transparent communication. Finally, safety continues to be a top priority for parents. There is interest in updates to facilities that support safety for students. Parents at the middle school expressed specific interest in social emotional support and safety as a response to lower levels of student proficiency on the Social Emotional Learning (SEL) surveys. (Goal 1, Actions 2, 3, 8, and 10 and Goal 2, Actions 1 and 2)

CORE specifically identified field trips as an area of interest. They are interested in greater equity between school sites. (Goal 1, Action 11)

The DEIB Committee provided feedback on two actions around diversity, equity, inclusion, and belonging. Specifically, the DEIB Committee was interested in seeing continued professional development and parent education and more engagement of students. They also wanted to see DEIB be considered in structural decision making around activities like field trips. (Goal 1, Action 11 and Goal 2, Action 4)

The Coordinating Council provided focused feedback throughout the year and supported the development of school site plans. There is continued interest in developing a more formalized plan for increasing the MSD focus on community service and doing this alongside curriculum, like the social emotional learning curriculum and social justice curriculum. There is high engagement around student performance around English Language Arts (ELA) and math and particular discussion around the Science of Reading. The Coordinating Council also has high interest in student social emotional well-being and seeing increases in proficiency as indicated on surveys. Coordinating council also provided feedback on communication planning and parent education. (Goal 1, Actions 2 and 6, Goal 2, Actions 1 and 2, and Goal 3, Actions 1 and 6)

The Safety Committee was specifically interested in training for safety emergencies and updates to facilities to support more safe learning environments. They supported work on SEL to help provide support to students. (Goal 1, Action 3 and Goal 2, Action 2)

DELAC would like to see more communication regarding the ELO-P program. (Goal 3, Action 4)

Teacher feedback included robust interest around professional development and time for collaboration around Professional Learning Communities (PLCs) Specifically, they want time to plan for essential standards and for discussions around field trip implementation. Middle school teachers provide specific feedback on the new school day schedule. Elementary teachers have interest in developing schedules that are more balanced for specials teachers and prep periods. Teachers in kindergarten would like to have more support from instructional assistants. TK through 3rd grade teachers have a specific interest in the Science of Reading and deepening knowledge in this area. Professional development in the form of book clubs for literacy and math was highly successful in engaging teachers. All teachers expressed

interest in learning more about how to address student tier 2 needs. Teachers would like updated instructional technology, like active boards. TK teachers need additional facilities and support in the form of new furniture and materials. (Goal 1, Actions 2, 3, 5, 8, and 10 and Goal 2, Action 3)

CSEA supported refining professional development time for classified staff. Child care staff need additional professional development and training, particularly on safety. (Goal 1, Action 5 and Goal 2, Action 2)

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

Educational partners influenced the elimination one action (Goal 1, Action 9). This Action no longer has funding and student performance on the CAASPP was "very high" as determined by the 2022 California Dashboard.

Overall, all educational partners supported expanding on implementation, specifically in the following areas:

Goal 1, Action 2: Access to standards, particularly in the area of the Science of Reading. Science of Reading requires more investigation and study from school staff and additional input from the community. The Moraga School District has a balanced literacy program, but curriculum will be explored along with student data to determine the future of this curriculum.

Goal 1, Action 3: School facilities in good repair with attention to repairs that can improve safety like new windows with protective coatings. This would require additional funding investment.

Goal 1, Action 4: Deferred maintenance plan to identify priority projects from strategic budgeting. A facilities master plan is required to appropriately develop a deferred maintenance plan.

Goal 1, Action 5: Professional development on Professional Learning Communities (PLCs), Multiple Tiered Systems of Support (MTSS), and Positive Behavior Intervention Systems (PBIS) that communicates a clear and coherent plan. Continued growth of teacher leadership. Opportunities for teacher extension through book clubs and teacher facilitated learning walks. This is an area that will continue to have significant budget contribution.

Goal 1, Action 6: State and local assessments with a focus on developing common formative assessments on essential standards. After the development of common formative assessments, goals around progress will be developed to measure student learning.

Goal 1, Action 7: Environmental literacy enrichment, with a focus on using service learning to facilitate greater environmental literacy, is an area for more growth. Additionally, community partners are interested in the continuation of science teachers on special assignment in elementary schools with support from the Moraga Education Foundation (MEF).

Goal 1, Action 8: Review the instructional schedule, including reflecting on the new middle school schedule and learning strategies for more effective tier 2 intervention and analyzing the elementary schedule to determine effectiveness of early/late and scheduling more effectively for learning.

Goal 1, Action 10: Increase math and ELA support through use of Academy intervention and instructional support.

Goal 1, Action 11: Integrate diversity/inclusivity in lessons and explore strategies through teacher learning walks. Continue to develop more expertise in social justice standards. Utilize the DEI survey at JM to gauge progress.

Goal 2, Action 1: Social Emotional Learning (SEL) intergrated into the middle school through a collaboration between teachers and counselors. Increased use of data to reflect on progress. Continuation of PBIS work at elementary schools and increased PBIS work at the middle school.

Goal 2, Action 2: Student connectedness assessed through the California Healthy Kids Survey (CHKS) and SEL survey with staff systematically reflecting on data. Increased safety training for all staff and students.

Goal 2, Action 3: Implement MTSS and make this structure transparent to teachers and staff. Use Student Review Team (SRT) to move students between tiers.

Goal 2, Action 4: Student diversity/inclusivity survey continued to be implemented at JM. Use mindful inquiry in staff meetings to reflect on individual perceptions. Work with student leaders to be responsive to student needs.

Goal 2, Action 5: Attendance/chronic absenteeism addressed through messaging and clear expectations for administrative assistants and administration at each site.

Goal 3, Action 1: Offer a parent education calendar early in the year and prioritize in-person opportunities.

Goal 3, Action 2: Develop a communication plan for the District. Increase use of ParentSquare. Adopt a new website.

Goal 3, Action 3: POEMS expansion and increased engagement through recruitment and connections with partner districts.

Goal 3, Action 4: Parent engagement through the ELO-P programming.

Goal 3, Action 6: Implement a strategic plan for service learning involving service projects at all schools.

# Goals and Actions

## Goal

Goal #	Description
1	All students will have access to standards and resources, and support, to demonstrate progress in mathematics, English language arts/literacy, Next Generation Science Standards (NGSS), physical education, history social-science, health and visual and performing arts.

An explanation of why the LEA has developed this goal.

The district recognizes, per review of the California School Dashboard and educational partner feedback, the on-going importance of prioritizing student performance and progress in all academic areas.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA Performance: Average distance from standard (P4-A, P8-A)	83.6 points (2018-19)	72% of students are at or above standard in ELA on the spring 2021 administration of Illuminate assessment (CAASPP was not administered this year).	72.6 points (2021-22)		87.6 points
Math Performance: Average distance from standard (P4-A, P8-A)	68.5 points (2018-19)	60% of students are at or above standard in math on the spring 2021 administration of Illuminate assessment (CAASPP was not administered this year).	59.7 points (2021-22)		74.5 points
Students with access to and implementation	100% (2018-19)	100% (2021-22)	100% (2022-23)		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
of the CA Standards and instructional materials including ELD standards (P1-B, P2-A,2-B)					
English language students progress towards English language proficiency (P4-E)	81% making progress toward English language proficiency (2018-19 CA Dashboard)  16.4% students scoring a level "4" on ELPAC (2018-19)	13.98% students scoring a level "4" on ELPAC (2020-21 on DataQuest)	71.4% making progress toward English language proficiency (2021-22 CA Dashboard)  45.95% students scoring a level "4" on ELPAC (2021-22 on DataQuest)		15% of students scoring a level "4" on ELPAC per year
English language learner reclassification rate (P4-F)	4% (2018-19)	14.9% (2020-21 on DataQuest)	No Report is Available		10% Learner Reclassification per year
Teachers appropriately assigned and fully credentialed in the subject areas via audit (P1-A)	99% (2020-21)	92.12% (2021-22)	No Report is Available		100%
Students with disabilities increase Distance from Standard (DFS) in ELA and math standards as measured by the CAASPP and CA	ELA DFS = -1.9 Points; Math DFS = -30.6 (2018-19)	39% of students are at or above standard in ELA on the spring 2021 administration of Illuminate assessment (CAASPP was not administered this year). 32% of students are at or above	ELA DFS = -9.9 points; Math DFS = -21 points (2021-22)		ELA and math DFS at or above standard



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Schools Dashboard (4A)		standard in math on the spring 2021 administration of Illuminate assessment (CAASPP was not administered this year).			
Facility Inspection Report Rating (P1-C)	Good	Good (2021-22)	Good (2022-23)		Increase or maintain "Good" rating
Implementation of and access to a broad course of study and materials including English learners, low income, foster youth, homeless and students with disabilities (ELA, math, social science, health, world language, physical education, science, and visual and performing arts) (7A, 7B, 7C)	100% (2020-21)	100% (2021-22)	100% (2022-23)		100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teachers Fully and Appropriately Assigned - Priority 1A	Teachers are assigned and fully credentialed teachers assigned for the students they are teaching, including TK teachers in alignment with new requirements.	\$102,464.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Access to Standards - Priority 1B, 2A	Staff will implement and students will have access to standards-aligned instruction, materials and resources. There will be a specific focus on the Science of Reading for TK - 3rd grade teachers to ensure reading instruction is aligned to research on reading acquisition. There will also be a focus improving visual and performing arts implementation of standards. All teachers will identify essential standards in subject areas.	\$285,384.00	No
1.3	School Facilities in Good Repair - Priority 1C	Utilizing the Facilities Inspection Toolkit report, ensure school facilities are maintained and in good repair.	\$834,972.00	No
1.4	Deferred Maintenance Plan - Priority 1C	Develop, implement, monitor, and annually update the Deferred Maintenance Plan. Obtain an updated Facilities Master Plan to inform items on the Deferred Maintenance Plan.	\$15,028.00	No
1.5	Professional Development - Priorities 2B, 4E, 4F	Improve core subject academic achievement by increasing educator capacity via professional development and professional learning communities, as measured by self-assessment inventories and common formative assessment data, and identifying and implementing successful teaching methodologies through teacher learning walks, with a concerted focus on Common Core State Standards and English Language Development standards for English Language Learners and students with disabilities.	\$241,287.00	Yes
1.6	Statewide and Local Assessments - Priority 4A, 7C, 8	Emphasizing mastery versus output, analyze CAASPP and local assessment data to identify annual improvements and for the purpose of addressing individual needs of students for instructional planning. Implement common formative assessments on essential standards to support intervention and extension activities.	\$42,292.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Project Based Learning (PBL), STEAM, and Environmental Literacy - Priority 7A and 7B	Develop a plan for implementing Project Based Learning (PBL). Continue to implement STEAM and elementary teachers on special assignment in science. Address efforts in environmental literacy (making informed decisions concerning the environment) by incorporating more service learning and garden expansions.	\$442,213.00	No
1.8	Review JMIS and Elementary Instructional Schedules - Priority 2, and 4-8	Continue to work to improve implementation of the new JMIS instructional schedule, including supporting teacher implementation of Academy interventions and continued focus on collaboration. Gather survey data from students and teachers to inform implementation. Begin a process of analyzing the elementary instructional schedules, including teachers and parents in the feedback process.	\$3,152.00	No
1.9	Summer School - Priority 1, 2, 4, 7, 8	Implement summer school programs in 2021 and 2022.	\$43,700.00	Yes
1.10	Increase Math and ELA Support - Priority 1, 2, 4, 7, 8	Implement math support in math in Core Essentials math class at JMIS. Continue after school math intervention. Realign the elementary Reading Tutor and Foundations programs in elementary schools to ensure use of phonics as an intervention. Train educational specialists in Orton-Gillingham strategies. Use Academy period at JMIS to provide targeted support for student learning.	\$506,261.00	Yes
1.11	Integrate Diversity, Equity, Inclusion, and Belonging (DEIB) into Lessons - Priority 2A	Promote time for educator collaboration to work on integrating diversity, equity, inclusion, and belonging in lessons, in schools, in the district and in PTA programs. Use learning walks to share examples of the social justice standards. Provide resources for staff on the Curriculum and Instruction website.	\$0.00	No

## 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.

A description of the overall implementation of the actions for this goal are as follows:

Goal 1 is a breadth goal that covers several required areas for LCAP reporting. This year, Moraga School District focused specifically on Professional Learning Communities (PLCs) and teacher leadership as a way to continue to make progress in improving student outcomes.

The California School Dashboard was reinstated for the 2022-2023 school year. This allowed for reporting on metrics from a reliable source. This, and the return of the CAASPP test in the spring of 2022, resulted in some changes to how Moraga School District reported on metrics for Goal 1.

English language students' progress towards English language proficiency was a metric that changed in the 2022-2023 LCAP. Previously, Moraga School District utilized the percentage of students scoring a level "4" on the ELPAC. This metric was added to and now includes a report from the California School Dashboard of students making progress toward proficiency. English language learner reclassification rate has been updated for 2020-2021 on the California School Dashboard, but is not updated for 2021-2022 and, therefore, unavailable to report. The same is true for teachers appropriately assigned and fully credentialed in the subject areas. The California School Dashboard was updated this year to include a report from 2021-2022. This information was not available last year and the 2021-2022 LCAP included data based on human resources information. As such, the 2021-2022 data was updated on this LCAP to reflect the actual value from the California School Dashboard. There is no data available at this time from 2022-2023.

There are several substantive differences between the planned actions and implementation. For Action 1.4, a deferred maintenance plan was not concluded due to transition in the Director of Buildings and Grounds. At the time of this report, Moraga School District is in the process of obtaining a Facilities Master Plan. This will be utilized to develop a deferred maintenance plan in 2023-2024. Action 1.4 will continue this year.

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

There were no material differences in budgeted expenditures and estimated actuals. Some areas of variation included:

Action 1.8: The budget of \$30,000 was an estimate for two sections of MTSS. The two sections were then filled by veteran teachers who are placed at the top of the salary schedule and cost more than what was budgeted.

Action 1.10: Student needs did not require additional hours of reading tutor and Foundations. Enrollment in math intervention was lower than anticipated.

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

Action 1.1: A human resources technician reviews all credentials to ensure hiring of highly qualified teachers. The district maintains a close relationship with several nearby universities to support interns in working toward full credentials.

Action 1.2: All adoptions are current for curriculum and instruction and represent standards aligned content. Additional materials to supplement and support students in need of intervention are being implemented. Students have access to textbooks and a second set of textbooks is available to JM students to use at home. The Clever portal houses online materials and is accessible for all students. This year, additional materials for elementary science were ordered to support a new structure of lab pull outs and ensure that all students in a grade level had access to materials. This year, specific focus was put on teacher professional development in the Science of Reading. A group of Literacy Leaders met four times to discuss learning from a book entitled Shifting the Balance. This work has led to new actions in Science of Reading for 2022-2023.

Action 1.3: The school facilities are in good repair and the FIT report was presented in December 2022.

Action 1.4: Bidding for a Facilities Master Plan is open and due to close at the end of May 2022. At this time, a company will be selected and the development of a Facilities Master Plan will commence. The Facilities Master Plan will support both an initiative to explore the feasibility of a future bond and to develop a Deferred Maintenance Plan.

Action 1.5: The focus of professional development revolved around the implementation of Professional Learning Communities (PLCs). Moraga School District partnered with Solution Tree to develop teacher leadership teams (Guiding Coalitions) for each of the district schools. Teams met with Solution Tree for four release days over the year to develop understanding of the key tenets of PLCs, collaborative culture, focus on learning, and results orientation. Principals attended Solution Tree conferences on PLCs and Response to Intervention (Rtl) to deepen learning and build capacity to lead. In DEIB, all teachers attended an October 2022 professional development day with Dr. Watson on Transformation 2 Elevation. Equity Facilitators, teacher leaders in DEIB, met four times throughout the year with Dr. Watson in Deeper Dive professional development. From this work emerged two goals: incorporation of learning walks for teachers to observe teachers and use of mindful inquiry practices at staff meetings to dive into challenging topics. This year, MSD had five professional development days for certificated staff. Staff completed surveys at the end of each professional development day. In October 2022, teachers responded that they wanted more time to work on classroom specific activities. For January 2023 professional development, a shift was made to support teacher driven planning in elementary and site specific work at Joaquin Moraga. On the March 2023 professional development day, all staff came together to work on PLCs, focusing on essential standards. Teachers were surveyed on their understanding of PLCs. 94.7% of teachers responded with "4" or "5" on a prompt regarding the understanding of PLCs and 98.2% of teachers responded with a "4" or a "5" on a prompt regarding understanding the purpose of essential standards.

Action 1.6: The assessment data from 2021-2022 was based on administration of the CAASPP and CAST assessments. This was the first administration of these exams since 2019. In English Language Arts (ELA) all students performed 72.6 points above the standard, earning a rating of "very high" on the California School Dashboard. The only student group that was not ranked "very high" was students with disabilities. This student group performed 9.9 points above the standard earning a "low" designation. In mathematics all students performed

59.7 points above the standard, earning a rating of "very high" on the California School Dashboard. The only student groups that were not ranked "very high" were students with disabilities and Hispanic students. Students with disabilities were 21 points above the standard with a performance ranking of "medium" and Hispanic students were 24.9 points above the standard with a ranking of "high." While there are strengths in these scores, Moraga School District has not met the goals established based on the 2019 CAASPP. There is work to do to address the needs of students with disabilities.

EasyCBM English Language Arts and math assessments and Fountas and Pinnell reading assessments (elementary only) are also assessments utilized to understand student growth and performance. EasyCBM is given to students three times per year and teachers use data to drive instruction. These scores are used to report progress on report cards. In the Winter administration of EasyCBM, the percentage of students "at risk" in ELA was 6.87% and the percentage of students "at risk" in math was 4.47% in grades K through 8. This represented a decrease from the Fall administration and progress on this goal. Fountas and Pinnell is used in grades 1 through 5 to assess reading levels. By the end of March, 85.16% of students were at or above standard on this assessment. Teachers also use formative assessments developed by teacher teams.

Action 1.7: Project based learning is an initiative that requires more focus. A pathway for this is through STEAM and environmental literacy. STEAM is supported by MEF grant money and includes STEAM classes at JM and, this year, elementary science Teachers on Special Assignment (TOSAs) to support science lab application. The model this year involved science TOSAs developing essential standards, aligned with Next Generation Science Standards (NGSS), and driving instruction that was supplemented in the general education classroom. This year, all kindergarten through 5th graders received science lab instruction. Student feedback was very positive and science TOSAs will review feedback from teachers to develop plans for next year. Bring Your Own Device (BYOD) continued at JM with 724 devices available for students. Carts of devices are available in each classroom. An educational technology TOSA supports digital citizenship, computer science, and teacher professional development in technology. This was a new position this year created in response to a reorganization in technology. Clever is used for student resources, including online texts. For Environmental Literacy, Eco Club at JM monitors the waste deferral program and is built into the school day. There were new challenges this year with the roll out of Universal Meals. Schneider Electric has completed an energy efficiency project that has updated lighting, HVAC, irrigation, VOIP phones, and solar panels. This year, two community service days focused on campus beautification engaged students in outdoor learning and active engagement in improving school environments.

Action 1.8: The JM Team implemented a new schedule that incorporates longer instructional blocks, an intervention period, and collaboration time for teachers. In December 2022, teachers and students were surveyed on the schedule. Teacher responses revealed an average of 4.13 out of 5 rating. Positives were listed as more time to work with individual students, more time to prep lessons, more opportunity for students to practice and get feedback, more time to delve deeper into the topic, and more capacity to review and spiral content. Student responses revealed an average of 4.16 out of 5 rating. Students liked less homework, more access to teachers, Academy, less stress, and variety between days. Challenges involve some remaining confusion between days. JM worked specifically on Academy and improving the efficacy of Academy to better support students.

Action 1.9: Summer school was implemented in summer 2022. Math and reading classes were offered at each grade level, K-6 grade. 8th graders were invited to summer school at Acalanes Union High School District (AUHSD). Students attended summer school sessions for

either math or reading. Some students attended both sessions. Class sizes were an average of 9 students. Participation rates overall were 61% of the students invited to attend. Attendance rates were 87% over the course of the session.

Student performance data is as follows:

K - 1st Letter Sounds: 15 point increase

1st - 2nd Passage Fluency: 20 point increase

1st - 6th Passage Fluency: 7 percentile increase

Math: 28% increase

In 2022, approximately 178 students attended Summer School. K-5 math students used the Do the Math curriculum. 6th grade students used teacher created materials developed by JM math teachers. K-6 reading students used Foundations phonics (K-2), guided reading small groups, class novels, and Raz Kids reading comprehension activities.

Action 1.10: Assessment of learning was improved through the adoption of EasyCBM to benchmark progress three times throughout the year in reading and in math for all students. One-time money has been utilized to implement support in ELA and in math. This included: additional hours of Foundations tutor to expand service to more grade levels in elementary, additional hours of reading tutor to expand service to more grade levels in elementary, writing tutors at JM, math intervention program for elementary, and additional support classes at JM in math and literacy. In the 2022-2023 school year Moraga School District offered a 10 week math intervention program for 3rd-5th grade students. Students were identified for the program using multiple measures including EasyCBM and report card data. Students who attended the math intervention took a pre and post assessment. Students' post assessment results were an average of 26% higher than their pre-assessment scores.

Action 1.11: The Cultural Proficiency Committee was renamed the DEIB Committee and worked monthly (eight times over the year) to update goals. A comprehensive MSD Diversity, Equity, Inclusion, and Belonging Plan was maintained that highlighted four areas of focus: Systems and Structure, Culture and Climate, Curriculum, and Community. Some highlights of the year include: implementation of the Sandy Hook Promise Anonymous Reporting System for the reporting of any threats, harassment, bias, or racism; implementation of gender support plans for LGBTQ+ students; parent education on SOGIE training with the Rainbow Community Center for staff; implementation of a Gay-Straight Alliance (GSA) at JM; implementation of student equity work through SLAM! at JM; updated resources for teachers for curriculum; continued incorporation of equity goals, such as gender neutral bathrooms, in the Safety Plan; continued strong Parent DEI group at JM, expansion of Recognize All Differences (RAD) clubs to elementary schools; and a continuation of partnerships with Campolindo equity clubs (i.e. Cultivate Thinking).

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.

While we are not formally changing any of our planned goals or actions, the following reflections are brought forward by our educational partners:

Action 1.2: The Science of Reading remains a priority for parents and teachers. Professional development on this topic will continue into 2023-2024. Actions next year include identifying a new Tier 2 literacy intervention, exploring Tier 3 implementation of Orton-Gillingham strategies, working with teachers to develop common expectations for literacy instruction, and engaging teachers in professional development around foundational literacy skills.

Action 1.4: The development of a Facilities Master Plan has been delayed due to staffing changes and the impact of the COVID-19 pandemic. Next year, a Facilities Master Plan will be in place and Moraga School District will develop a Deferred Maintenance Plan. State bond money for modernization will help to fund this plan. Additionally, Moraga School District is exploring the feasibility of a bond to update facilities and add key infrastructure, including kitchens and TK classrooms. There is strong community interest in developing kitchens to support universal meals implementation.

Action 1.5: The major objective of professional development for 2023-2024 will be to communicate a clear strategic direction with current initiatives and continue to mobilize teacher leaders to support achieving district goals. Guiding Coalitions will continue training on professional learning communities (PLCs) to bring strategies to school sites to support teacher collaboration around the four questions:

- What do we want students to learn?
- How will we know if they have learned it?
- How will we respond when they do not learn it?
- How will we respond when they do reach proficiency to extend learning?

In the next year, Moraga School District will be moving into the third and fourth questions, bringing work on Multiple Tiered Systems of Support (MTSS) into alignment with work on PLCs. This will be achieved through continued leadership development, coherent planning of professional development, and clear communication of the overarching vision. Special focus will be on bringing education specialists and English learner development teachers into the work of PLCs and MTSS. This will include professional development on Tier 1 strategies to support students in the comprehensive setting. Additionally, singleton teachers will be supported to collaborate with content areas and across content areas. Teachers continue to advocate for time for meaningful collaboration and this will continue to be supported next year.

Action 1.6: Moraga School District has worked on identifying essential standards. This work will continue next year and move into the development of common formative assessments. Teachers desire meaningful assessments of student learning and have expressed concern that some assessments, like EasyCBM, do not give them the feedback they need. While EasyCBM has a different purpose for benchmarking student progress and screening for dyslexia, the need for teacher driven assessments on essential standards is important. Support will be given in developing these and using these local and relevant assessments to generate goals and intervene with students. This year a comprehensive assessment report was given to the board in October and this will continue next year.

Action 1.7: Project Based Learning (PBL), STEAM, and Environmental Literacy need a clear pathway and plan for implementation. In 2022-2023, teachers were supported to grow in PLC work and this has led to increasingly more in-depth conversations on instruction. Next year, with the implementation of quarterly learning walks, teachers will get into classrooms to observe Tier 1 instruction. This practice had



tremendously positive feedback from teachers. This practice has positive implications for PBL and generates conversations between teachers about best practices for engaged student learning. Elementary science teachers funded through the MEF grant implemented NGSS standards and developed a guaranteed and viable curriculum for elementary school students. Our teachers have provided feedback on the elementary science model that will result in changes to the structure, including increased time for older students. The parent community has responded positively to this and MEF will continue to support the initiative by supporting the development of science labs at elementary schools. There is strong community interest from families in developing alignment district-wide in outdoor education curriculum and this will be explored with teachers next year. BYOD at JM was expanded, but upon reflection the Moraga School District will leverage the technology replacement plan to provide a device to each student. This will allow greater oversight of devices and support behaviors around device management and responsibility. A Teacher on Special Assignment (TOSA) to support educational technology for teachers was hired as part of the technology reorganization. This TOSA has supported digital citizenship and developed a district-wide curriculum in technology. Goals for next year include more support for teachers. This support will be important given the roll out of a new gradebook for JM next year.

Action 1.8: This action has been achieved. Two teachers on special assignment were hired to help support implementation of the new schedule and conducted training on Academy implementation. There is continued work to do on Academy intervention. Students and parents rate this time highly, but more refined structures of support will be important to more targeted intervention as MTSS is further explored next year. This action is being expanded to include looking at the elementary schedules. Teachers will be included in discussions about the schedule and needs.

Action 1.9: This action has been achieved and ended. Funds do not permit ongoing summer school implementation at this time.

Action 1.10: Use of EasyCBM will be continued in 2023-2024. One-time dollars for expanded hours of reading tutor and Foundations are no longer available. Moraga School District will explore replacing the Leveled Literacy Intervention used in the “Reading Tutor” program with a phonics-based intervention in alignment with research on how students acquire foundational literacy skills. We will continue to implement additional support classes at JM, but this number will also be reduced and limited to Core Essentials Math. Professional Learning Community professional development will focus on teacher collaboration around essential standards and internal common assessments to identify students in need of support more quickly. At JM, Academy intervention will be utilized for targeted support in classes. Comprehensive work on MTSS will support understanding of tiered interventions. Additionally, co-teaching will be explored and updated based on teacher feedback and collaboration to further refine this model.

Action 1.11: MSD implemented Sandy Hook Promise Anonymous Reporting System for JM. This training for students will continue next year. Equity Facilitators will continue to support teacher growth, primarily through learning walks. They will meet throughout the year to design professional development and support. The social justice standards will be used as a foundation for planning activities, such as field trips. There is interest from families to see field trips and ensure equitable experiences with these events. District leadership will meet with affinity groups of parents to understand diverse student experiences. The JM Gay-Straight Alliance will continue along with the SLAM! student group.

**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	Provide a safe environment for the wellbeing of all students, where they feel confident and are connected with peers and caring adults, who can challenge them with clear and high expectations, and present culturally responsible and inclusive lessons to maximize their learning potential.

An explanation of why the LEA has developed this goal.

Educational partner feedback and survey information indicate a need to continue to build on prior safety measures to ensure a safe physical environment and an environment where all students are challenged in a setting where they are included and their wellbeing is supported.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate (P5-A)	97.0% (2019-20)	98.86% (2021-22)	96.5%		97.3%
Suspension Rate (P6-A)	0.10% (2019-20)	0.10% (2020-21)	0.5% (2021-22)		0.07%
Expulsion Rate (P6-B)	0.0% (2019-20)	0.0% (2020-21)	0.0% (2021-22)		0.0%
Chronic Absenteeism Rate (P5-B)	2.2% (2019-20)	2.4% (2020-2021)	1.9% (2021-22)		1.9%
Middle School Dropout Rate (P5-C)	0.0% (2019-20)	0.0% (2020-21)	0.0% (2021-22)		0.0%
Safety/Connectedness California Healthy Kids Survey K-5 (P6-C)	85%/78% (2018-2019)	93%/85% (2021-22)	Survey not administered this year.		90%/83%
Safety/Connectedness California Healthy Kids Survey K-5 (P6-C)	82%/77% (2018-2019)	75%/71% (2021-22)	Survey not administered this year.		89%/77%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Kids Survey 6-8 (P6-C)					
Social Emotional Learning Student Survey 3-5 (P6-C)	October 2022: All areas in the 80th to 99th Percentile nationally. Self Management 82% Favorable Social Awareness 77% Favorable Self Efficacy 68% Favorable Emotion Regulation 60% Favorable	N/A	February 2023: All areas in the 80th to 99th Percentile nationally. Self Management 82% Favorable Social Awareness 78% Favorable Self Efficacy 70% Favorable Emotion Regulation 59% Favorable		All areas in the 80th to 99th Percentile nationally.
Social Emotional Learning Student Survey 6-8 (P6-C)	October 2022: Self Management 79% Favorable (80th to 99th Percentile nationally) Social Awareness 67% Favorable (40th to 59th Percentile nationally) Self Efficacy 55% Favorable (40th to 59th Percentile nationally) Emotion Regulation 53% Favorable (80th to 99th Percentile nationally)	N/A	February 2023: Self Management 77% Favorable (80th to 99th Percentile nationally) Social Awareness 66% Favorable (40th to 59th Percentile nationally) Self Efficacy 56% Favorable (40th to 59th Percentile nationally) Emotion Regulation 55% Favorable (80th to 99th Percentile nationally)		Maintain Self Management and Emotion Regulation in the 80th to 99th Percentile nationally. Increase Social Awareness and Self Efficacy to 60th to 79th Percentile nationally.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Diversity, Equity, Inclusion, and Belonging Survey 6-8 (P6-C)	October 2022: Diversity and Inclusion 81% Favorable (80th to 99th Percentile) Cultural Awareness and Action 58% Favorable (40th to 59th Percentile) Sense of Belonging 50% Favorable (20th to 39th Percentile)	N/A	February 2023: Diversity and Inclusion 79% Favorable (60th to 79th Percentile) Cultural Awareness and Action 58% Favorable (40th to 59th Percentile) Sense of Belonging 47% Favorable (20th to 39th Percentile)		Increase Diversity and Inclusion to 80th to 99th Percentile nationally. Increase Cultural Awareness and Sense of Belonging to 60th to 79th Percentile nationally.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Emotional Learning (SEL) and Positive Behavior Interventions Systems (PBIS) - Priority 5A-C and 6A-C	Establish or re-establish Social Emotional Learning (SEL) programs and Positive Behavior Interventions and Support (PBIS) teams and provide professional development as needed.	\$864,685.00	No
2.2	Student Connectedness and Safety - Priority 6C	Administer and track "connectedness" and "safety" survey questions on the California Healthy Kids Survey and on local surveys and develop plans per outcomes which include focus on bullying.	\$32,643.00	No
2.3	Implement Multiple Tiered Systems of Support (MTSS) - Priority 6C	Implement Multiple Tiered Systems of Support (MTSS) to provide targeted support to struggling (academic/social/emotional) students which includes Social Emotional Learning (SEL) and Positive Behavior Intervention Systems (PBIS) school teams and a focus on restorative practices.	\$39,538.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Student Diversity, Equity, Inclusion, and Belonging (DEIB) Survey - Priority 6C	Administer a student Diversity, Equity, Inclusion, and Belonging (DEIB) survey and develop action plans per survey outcomes.	\$0.00	No
2.5	Attendance/Chronic Absenteeism/Drop Outs - Priority 5A,B and C	Implement individual attendance improvement plans to provide needed student supports for chronically absent students.	\$0.00	No

## 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.

A description of the overall implementation of the actions for this goal are as follows:

Goal 2 is a focus goal on wellness and connectedness in the Moraga School District. This continued to be a focus of school initiatives for 2022-2023. Primary to this goal was the addition of counseling staff and resources to support Social Emotional Learning (SEL) and continued implementation of this initiative. A survey was administered to measure student learning and help school sites set goals for improvement. Growth of work on Multiple Tiered Systems of Support (MTSS) was primarily visible in the implementation of Student Response Teams (SRTs) at all school sites. Connectedness was assessed through the SEL survey and expansion of enrichment and club activity at Joaquin Moraga (JM). Safety was supported through the reintroduction of the Safety Committee. Improvements to safety protocols, training of staff, and threat assessment improvements were all contributing actions. Attendance practices are in the process of shifting to bring greater alignment throughout the district with educational code requirements.

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

There are no material differences between budgeted expenditures and estimated actual expenditures. Some areas of variation included:

2.1: Staffing costs were lower than anticipated due to new staff.

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

The Moraga School District actions have proven to be effective by the measures and narratives indicated:

Action 2.1: Social Emotional Learning (SEL) curriculum, Second Step, continued to be implemented in K-8 in our schools by counseling staff and teachers. Elementary lessons were given weekly. Elementary students received the full scope and sequence of Second Step lessons (four units, 22 lessons). JM lessons were given twice monthly and included Beyond Differences (Diversity, Equity, Inclusion, and Belonging curriculum) and Digital Citizenship. Elementary schools continued Positive Behavior Intervention Systems (PBIS) and received the Silver designation for 2022 for implementation and two teams have applied for Gold designation for 2023. Teams met for eight technical assistance sessions and began using School Wide Intervention System (SWIS) data to track behaviors and interventions. Tier 2 PBIS is implemented with 70% fidelity at Rheem and Los Perales per the Tiered Fidelity Inventory (TFI). Tier 1 PBIS is 87% implemented at Camino Pablo per the TFI. JM continued PBIS work with a leadership team by rolling out positively stated school rules via a schoolwide assembly and a reward system, "jag swag." The JM PBIS team made a site visit to another middle school to gather information about successful implementation. Mental health staff received training on restorative practices and will begin to implement at sites. The Coordinating Council gave feedback that more communication about PBIS and discipline would be helpful for parents in understanding these actions.

Action 2.2: The California Healthy Kids Survey (CHKS) was not administered in 2022-2023. In order to ensure more attention to student perceptions, an SEL survey through Panorama was given to 3rd through 8th graders to gauge four concepts of SEL: self management, social awareness, self efficacy, and emotion regulation. This survey was given twice so a baseline was established in the fall. Overall, elementary students are in the 80th to 99th percentile in all areas. JM students scored lower in social awareness and self efficacy and this will be an area of focus moving forward. Diversity, equity, inclusion, and belonging (DEIB) work also overlapped with work on connectedness. Recognize All Differences (RAD) clubs were expanded to elementary and a Gay-Straight Alliance (GSA) was established at JM.

Safety was also an area of focus. There was a focus on updating safety protocols, training for staff, and implementation of the Comprehensive School Threat Assessment Guidelines (CSTAG) process for school administrators and counselors.

Action 2.3: Multiple Tiered Systems of Support (MTSS) was led by the Assistant Superintendent of Administrative Services. The comprehensive pyramid of interventions was updated to include academic, social emotional, and behavioral dimensions. A particular focus on building the capacity of the Student Response Team (SRT) was important this year. Teams were developed at each school site and processes for referring students were established. This year, SRTs supported intervention for 79 students. As a result, students were moved into tiered interventions and the special education referral rate decreased by 44%.

Action 2.4: The DEIB survey last year did not fully capture student experiences in a way that could be fully understood for the initiation of actions. As a result, Moraga School District implemented a new survey on DEIB from Panorama. This is a nationally normed survey. This metric was added to Goal 2. Students reported in February 2023 at 79% favorable (60th to 79th percentile) in diversity and inclusion, 58% favorable (40th to 59th percentile) in cultural awareness and action, and 47% favorable (20th to 39th percentile) in sense of belonging. There is room for some growth in these areas and this will be a focus in 2023-2024. Students engaged in SLAM! with Dr. Lori Watson and a Gay Straight Alliance was established to provide spaces for belonging.

Action 2.5: Chronic absenteeism was an area of a lot of success in 2021-2022 at a rate of 1.9%. The work of teachers and staff to ensure independent studies for students in quarantine was credited for this. Moraga School District continues to implement a Student Attendance Review Team (SART) process. The Attendance Handbook was updated and updates were shared with principals at Leadership Team and administrative assistants. There have been some challenges in establishing regular timelines for attendance letters, but progress has been made in the consistency of communication in this area.

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.

Upon Moraga School District's comprehensive review process of the LCAP implementation, we have identified a number of factors and conditions that led to some of the metrics changing from 2021-2022. The California Healthy Kids Survey (CHKS) was not implemented in 2022-2023 so there is no data for this survey. The SEL survey was added as a metric for elementary and middle school to provide additional data for reflection and goal setting.

Additionally, a metric for DEIB survey was also added to measure progress on this action.

While we are not formally changing any of our planned goals or actions, the following reflections are brought forward by our educational partners:

Action 2.1: Second Step will continue to be driven by teachers in the classrooms, including at JM, and the Panorama survey of SEL for students will continue. Counseling staff will be increased by 1.4 FTE to ensure a full time counselor at each elementary school. MEF funds will continue to support an intake specialist for the JM Wellness Center to provide additional service. In addition, Wellness Centers will be expanded to the elementary schools, also supported by MEF. PBIS implementation will continue at all elementary schools and at JM. JM will deepen implementation, using "home base" to set norms. Elementary schools will continue to maintain leadership PBIS teams and ongoing reflection will happen in staff meetings to provide support for staff. SWIS will be fully implemented to look at data and trends and share information with staff.

Action 2.2: In elementary schools, MSD will continue to implement Second Step and PBIS to support connectedness goals. At JM affinity clubs, like a Gay-Straight Alliance and RAD, will continue to develop. The JM PTA has an interest in expanding clubs to support connection. Moraga School District will also collaborate with the Acalanes Union High School District (AUHSD) to participate in summits. The Panorama SEL survey will continue to track student growth. Specific goals for belonging and connectedness have been added to Single Plans for Student Achievement by Site Council and this will support continued focus on this work. Safety continued to be a top priority from the community. A continued focus on safety protocols and training will persist in 2023-2024.

Action 2.3: A Student Review Team (SRT) was established to support interventions between Tier 1 and Tier 2 and this will continue into 2023-2024 with increasing focus on building out Tier 1 interventions and Tier 2 supports. Teachers have a strong interest in building interventions to be able to support students with diverse needs. Academy time at JM will continue to develop more targeted interventions for



students. This will be assisted by more robust common assessments on essential standards and collaboration. The MTSS grant at JM will be implemented by 40-hours of training for a cohort of teachers, including department chairs.

Action 2.4: Continue the Panorama DEIB survey for students and share data with the community. Implement a student "fishbowl" at JM to hear from students about experiences and build empathy. Students may choose to engage in SLAM! with Dr. Lori Watson and a Gay Straight Alliance will continue to support belonging.

Action 2.5: Continue School Attendance Review Teams (SART) based on Tiered Re-engagement Process to address barriers to attendance, including conferences, check-ins, connections at school, and community resources. Full implementation of the Attendance Handbook will be instituted next year, with communication to families, automatically generated letters, and SART meetings at a District level. The DEIB Committee expressed interest in using ELO-P programming to focus on student groups who qualify and also have increased rates of chronic absenteeism, such as English Learners.

**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	Increase parent engagement by improving the frequency and transparency of communication, building alliances with the school community to foster relationships, sharing resources, and developing mutual goals with stakeholders.

An explanation of why the LEA has developed this goal.

The district recognizes the importance of the school-family partnerships as it increases the likelihood that children will have positive school experiences and better life outcomes. School-family collaboration leads to improved student achievement, better behavior, better attendance, higher self-concept and more positive attitudes toward school and learning. Parents and educators also benefit when true partnerships are established.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Education Programs (P3-A)	4 per year (2020-21)	10 (2021-22)	4 (2022-23)		3 series of 3 targeted to Early Intervention Program, Tk-5th and 6th-8th parents
School/District Communication- Including parents of low income, English Learner, and foster and homeless students. (P3-A,B)	2 per month (2020-21)	2 per month (2021-22)	2 per month (2022-23)		2 per month
Percent of Unduplicated Pupil Count of Free/Reduced-Price Meals, English Learners & Foster	21-22 Percent of Unduplicated Pupil Count of Free/Reduced-Price Meals, English	12.5% (one of eight parents in 2021-22)	12.5% (one of eight parents in 2022-23)		Coordinating Council percent of parent members is the percent of Unduplicated Pupil Count of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Youth Participants on Coordinating Council (P3-A, B; P3-B)	Learners & Foster Youth				Free/Reduced-Price Meals, English Learners & Foster Youth
Parents of Exceptional Moraga Students (POEMS) meetings (3C)	4 per year (2020-21)	4 per year (2021-22)	4 per year (2022-23)		3 per year
Live-stream Governing Board meetings (3A)	100% (2020-21)	100% (2021-22)	100% (2022-23)		100%
Presidential Volunteer Service Award percent participation	0.01% (2020-21)	0.001% (three students in 2021-22)	0.001% (three students in 2022-23)		0.04%

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Education - Priority 3A	Provide parent education programs: English Language Learner, Special Education, Executive Functioning, Wellbeing, Safety, Diversity/Inclusion.	\$2,500.00	No
3.2	Communication - Priority 3A,B, and C	Schools and the district will communicate programs and activities, with information focusing on climate surveys, LCAP development, committees, and parent education programs at least twice a month and provide communication in multiple languages as needed.	\$5,500.00	No
3.3	Parents with Students with Disabilities - Priority 3B and C, 7C	Continue Parents of Exceptional Moraga Students (POEMS) meetings.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Parent Participation - Priority 3B	Individually contact low-income, English learners and foster youth parents to participate on the Coordinating Council and provide translation services as needed. Continue District English Learner Advisory Council (DELAC) meetings to engage parents of English learners.	\$0.00	No
3.5	Board Meetings - Priority 3A, B, and C	In-person Board meetings will be live-streamed.	\$2,180.00	No
3.6	Community Service and Family-School Partnership - Priority 8	Improve family-school partnership and student understanding of the perspectives of world views by increasing promotion and encouragement by participating in the Presidential Volunteer Service Award program.	\$9,989.00	No

## 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.

A description of the overall implementation of the actions for this goal are as follows:

Goal 3 is a goal on community engagement. Actions 3.2 and 3.5 are actions around communication. These continued to be met by significant investments in infrastructure for live streaming meetings, in ParentSquare for communication, and in the website. These goals will continue next year, with additional investment in the website. Actions 3.3 and 3.4 were successful and will continue into next year. Action 3.6 was shifted to incorporate a concerted effort to engage students in service learning, not just service awards.

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

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

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

Action 3.1: MSD offered three parent education events this year based on feedback from Coordinating Council and the DEIB Committee: Supporting Your Child's Social-Emotional Development (9/15) with MSD mental health staff and COPE collaboration; Managing Screen Time and Social Media (11/14) with Dr. James Bylund; How to Talk to Your Child About Sexual Orientation, Gender Identity, and Expression (1/25) with the Rainbow Community Center; and How to Raise Successful Adults without Overparenting (3/29) with Julie Lythcott-Haines in collaboration with OUSD and LAFSD. Additionally, MSD offered an Affinity Space for parents with children on the LBGTQ+ spectrum and began meetings of the District English Learner Advisory Committee (DELAC).

Action 3.2: MSD continued use of ParentSquare for communications from teachers, schools, and the district. 100% of families are enrolled and receiving messages.

Action 3.3: POEMS includes special education parent liaisons for each site that meet throughout the year to discuss issues and needs. Attendance at POEMS was low and this will be a topic addressed next year.

Action 3.4: Coordinating Council met monthly and Site Council was incorporated into this group. Single Plans for Student Achievement were discussed and developed and LCAP progress was monitored.

Action 3.5: 100% of Governing Board meetings were live streamed with technology.

Action 3.6: Only three students received service awards this year. However, service learning expanded in scope to include the Moraga Day of Service with 155 participants and 1,601 pounds of food collected, a Winter Service Initiative piloted at Los Perales that saw participation by 98% of students, and a spring campus beautification day.

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.

While we are not formally changing any of our planned goals or actions, the following reflections are brought forward by our educational partners:

Action 3.1: Upon feedback from the Coordinating Council, topics for parent education next year will include a collaboration with OUSD and LAFSD on screen time featuring Devorah Heitner and a book club to follow up on the Julie Lythcott-Haines event. Coordinating Council shared an idea about more neighborhood local parent education events for the book club that may draw in more parents. MSD will also continue to work with Rainbow Community Center for parent education.

Action 3.2: ParentSquare will continue to be utilized for communications. Staff will be sent to a ParentSquare training to understand more about the functionality of this tool. In addition, texting activation will be implemented upon recommendation from the Safety Committee. Teachers will be trained in communication on ParentSquare.

Action 3.3: POEMS will continue next year with collaboration from OUSD and LAFSD to reignite this important group.

Action 3.4: Coordinating Council will continue with the incorporation of student representatives and more robust parent participation, particularly targeting parents of English learners and parents of students with disabilities.

Action 3.5: Governing Board meetings will continue to be live-streamed. Notices will continue to feature highlights for the meeting. Communication after the meeting will occur to recap key items and better communicate with the public. Study sessions will be added twice per year to allow time to discuss important topics.

Action 3.6: Service learning will continue with the Moraga Day of Service and initiatives to support more service learning in the classroom. Teacher leaders for service will be appointed to help with communications. Investment will be made specifically in the area of environmental literacy.

**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)
237,598	0.00

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

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
1.31%	0.00%	\$0.00	1.31%

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

## Required Descriptions

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

The LEA-wide actions/services below are principally directed toward and effective in meeting the District's goals for unduplicated pupils (English Learners, Foster Youth, and Low Income) because these services focus on the identified needs of these students. The needs of our unduplicated pupils will be considered first. These services have been deemed the most effective use of supplemental funds for unduplicated pupils based on research, experience, educational theory, and good educational practices. After assessing the needs, conditions, and circumstances of our unduplicated students MSD adopted the following actions:

Goal 1, Action 5 and Action 10: Professional Development with a focus on ELD Standards/Increase math and ELA support

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that there are performance gaps, specifically in the area of academic achievement, in comparison to their peers in standardized and local assessments. The 2022 CAASPP ELA results show that English Learners are performing at 58.2 points above the standard and socioeconomically disadvantaged students are performing at 62.3 points above the standard compared to all students performing 72.6 points above the standard. The 2022 CAASPP math results show that English Learners are performing at 52.5 points above the standard and socioeconomically disadvantaged students are

performing at 52.3 points above the standard compared to all students performing 59.7 points above the standard. In addition, our English Learners proficient on the ELPAC decreased from 47.83% in 2019 to 31.25% in 2021.

In order to address these conditions of our unduplicated students, MSD is expanding work on Multiple Tiered Systems of Support (MTSS), specifically work on Tier 1 strategies that support diverse learners, including English Learners and low income students, and Tier 2 work that ensures targeted support. In elementary schools, Tier 2 support for English Learners is focused on literacy development and the use of the Foundations curriculum and pull outs by Reading Tutors. At JM, Tier 2 support for English Learners will take place during the Academy intervention period.

To monitor progress of this action, formative assessment data from the EasyCBM will be utilized as well as formative grade data.

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

The Moraga School District is required to increase or improve services for English Learners, Foster Youth, and Low Income 1.15%, which is equal to \$237,598.00 as shown above. This increased percentage is met by actions and services included in the Local Control and Accountability Plan. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage of increase as compared to services for all students.

Goal 1, Actions 5, 10: Addressing academic progress for foster youth, English Learners, and low-income students.

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



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

**2023-24 Total Expenditures Table**

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$803,015.00	\$794,019.00	\$1,803,782.00	\$72,972.00	\$3,473,788.00	\$2,595,404.00	\$878,384.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teachers Fully and Appropriately Assigned - Priority 1A	All	\$61,618.00	\$18,346.00	\$0.00	\$22,500.00	\$102,464.00
1	1.2	Access to Standards - Priority 1B, 2A	All	\$23,776.00	\$139,400.00	\$122,208.00	\$0.00	\$285,384.00
1	1.3	School Facilities in Good Repair - Priority 1C	All	\$0.00	\$0.00	\$834,972.00	\$0.00	\$834,972.00
1	1.4	Deferred Maintenance Plan - Priority 1C	All	\$0.00	\$0.00	\$15,028.00	\$0.00	\$15,028.00
1	1.5	Professional Development - Priorities 2B, 4E, 4F	English Learners Foster Youth Low Income	\$96,689.00	\$73,400.00	\$71,198.00	\$0.00	\$241,287.00
1	1.6	Statewide and Local Assessments - Priority 4A, 7C, 8	All	\$29,292.00	\$13,000.00	\$0.00	\$0.00	\$42,292.00
1	1.7	Project Based Learning (PBL), STEAM, and Environmental Literacy - Priority 7A and 7B	All	\$279,361.00	\$0.00	\$152,852.00	\$10,000.00	\$442,213.00
1	1.8	Review JMIS and Elementary Instructional Schedules - Priority 2, and 4-8	All	\$0.00	\$0.00	\$0.00	\$3,152.00	\$3,152.00
1	1.9	Summer School - Priority 1, 2, 4, 7, 8	English Learners Foster Youth Low Income	\$0.00	\$43,700.00	\$0.00	\$0.00	\$43,700.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	Increase Math and ELA Support - Priority 1, 2, 4, 7, 8	English Learners Foster Youth Low Income	\$293,536.00	\$25,365.00	\$160,040.00	\$27,320.00	\$506,261.00
1	1.11	Integrate Diversity, Equity, Inclusion, and Belonging (DEIB) into Lessons - Priority 2A	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.1	Social Emotional Learning (SEL) and Positive Behavior Interventions Systems (PBIS) - Priority 5A-C and 6A-C	All	\$0.00	\$441,270.00	\$413,415.00	\$10,000.00	\$864,685.00
2	2.2	Student Connectedness and Safety - Priority 6C	All	\$11,063.00	\$0.00	\$21,580.00	\$0.00	\$32,643.00
2	2.3	Implement Multiple Tiered Systems of Support (MTSS) - Priority 6C	All	\$0.00	\$39,538.00	\$0.00	\$0.00	\$39,538.00
2	2.4	Student Diversity, Equity, Inclusion, and Belonging (DEIB) Survey - Priority 6C	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.5	Attendance/Chronic Absenteeism/Drop Outs - Priority 5A,B and C	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.1	Parent Education - Priority 3A	All	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00
3	3.2	Communication - Priority 3A,B, and C	All	\$5,500.00	\$0.00	\$0.00	\$0.00	\$5,500.00
3	3.3	Parents with Students with Disabilities - Priority 3B and C, 7C	Students with Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.4	Parent Participation - Priority 3B	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.5	Board Meetings - Priority 3A, B, and C	All	\$2,180.00	\$0.00	\$0.00	\$0.00	\$2,180.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.6	Community Service and Family-School Partnership - Priority 8	All	\$0.00	\$0.00	\$9,989.00	\$0.00	\$9,989.00

**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
18,137,233	237,598	1.31%	0.00%	1.31%	\$390,225.00	0.00%	2.15 %	<b>Total:</b>	\$390,225.00
								<b>LEA-wide Total:</b>	\$390,225.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$293,536.00

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	1.5	Professional Development - Priorities 2B, 4E, 4F	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$96,689.00	0%
1	1.9	Summer School - Priority 1, 2, 4, 7, 8	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-7th	\$0.00	0%
1	1.10	Increase Math and ELA Support - Priority 1, 2, 4, 7, 8	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$293,536.00	0%

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$2,739,895.00	\$2,630,734.00

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	Teachers Fully and Appropriately Assigned - Priority 1A	No	\$91,088.00	\$94,189.00
1	1.2	Access to Standards - Priority 1B, 2A	No	\$180,955.00	\$150,633.00
1	1.3	School Facilities in Good Repair - Priority 1C	No	\$842,261.00	\$854,441.00
1	1.4	Deferred Maintenance Plan - Priority 1C	No	\$13,413.00	\$13,722.00
1	1.5	Professional Development - Priorities 2B, 4E, 4F	Yes	\$268,116.00	\$273,027.00
1	1.6	Statewide and Local Assessments - Priority 4A, 7C, 8	No	\$59,641.00	\$60,156.00
1	1.7	Project Based Learning (PBL), STEAM, and Environmental Literacy - Priority 7A and 7B	No	\$299,635.00	\$319,563.00
1	1.8	Review JMIS Instructional Schedule - Priority 2, and 4-8	No	\$30,000.00	\$54,692.00
1	1.9	Summer School - Priority 1, 2, 4, 7, 8	Yes	\$35,000.00	\$43,700.00
1	1.10	Increase Math and ELA Support - Priority 1, 2, 4, 7, 8	Yes	\$524,991.00	\$439,264.00

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	Integrate Diversity, Equity, Inclusion, and Belonging (DEIB) into Lessons - Priority 2A	No	\$0.00	\$0.00
2	2.1	Social Emotional Learning (SEL) and Positive Behavior Interventions Systems (PBIS) - Priority 5A-C and 6A-C	No	\$333,002.00	\$265,526.00
2	2.2	Student Connectedness and Safety - Priority 6C	No	\$31,944.00	\$30,822.00
2	2.3	Implement Multiple Tiered Systems of Support (MTSS) - Priority 6C	No	\$1,500.00	\$1,050.00
2	2.4	Student Diversity, Equity, Inclusion, and Belonging (DEIB) Survey - Priority 6C	No	\$0.00	\$0.00
2	2.5	Attendance/Chronic Absenteeism/Drop Outs - Priority 5A,B and C	Yes	\$8,500.00	\$8,620.00
3	3.1	Parent Education - Priority 3A	No	\$5,000.00	\$4,883.00
3	3.2	Communication - Priority 3A,B, and C	No	\$11,070.00	\$13,167.00
3	3.3	Parents with Students with Disabilities - Priority 3B and C, 7C	No	\$500.00	\$500.00
3	3.4	Parent Participation - Priority 3B	Yes	\$0.00	\$0.00
3	3.5	Board Meetings - Priority 3A, B, and C	No	\$2,279.00	\$2,279.00
3	3.6	Community Service and Family-School Partnership - Priority 8	No	\$1,000.00	\$500.00





**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)
\$209,679.00	\$389,380.00	\$379,193.00	\$10,187.00	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	1.5	Professional Development - Priorities 2B, 4E, 4F	Yes	\$94,019.00	\$100,364.00		
1	1.9	Summer School - Priority 1, 2, 4, 7, 8	Yes				
1	1.10	Increase Math and ELA Support - Priority 1, 2, 4, 7, 8	Yes	\$286,861.00	\$270,209.00		
2	2.5	Attendance/Chronic Absenteeism/Drop Outs - Priority 5A,B and C	Yes	\$8,500.00	\$8,620.00		
3	3.4	Parent Participation - Priority 3B	Yes	\$0.00			

**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)
\$17,215,022	\$209,679.00	0%	1.22%	\$379,193.00	0.00%	2.20%	\$0.00	0.00%

# 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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

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

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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



## **Focus Goal(s)**

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

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

## **Broad Goal**

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

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

## **Maintenance of Progress Goal**

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

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

## **Required Goals**

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

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

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

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

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

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:



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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

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

## Data Entry Table

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

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

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

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

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

**LCFF Carryover Table**

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

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

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

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