

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Las Lomas Elementary School District

CDS Code: 41 68957 0000000

School Year: 2022-23

LEA contact information:

Dr. Beth Polito

Superintendent

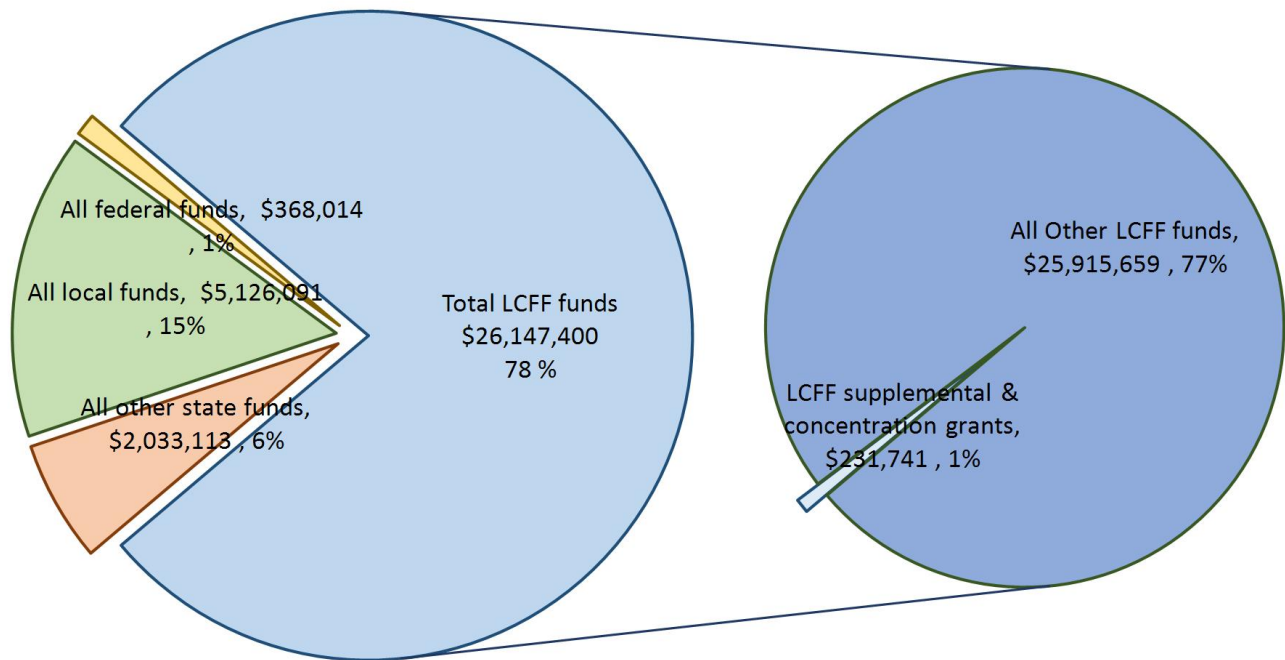
bpolito@llesd.org

650-854-2880

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



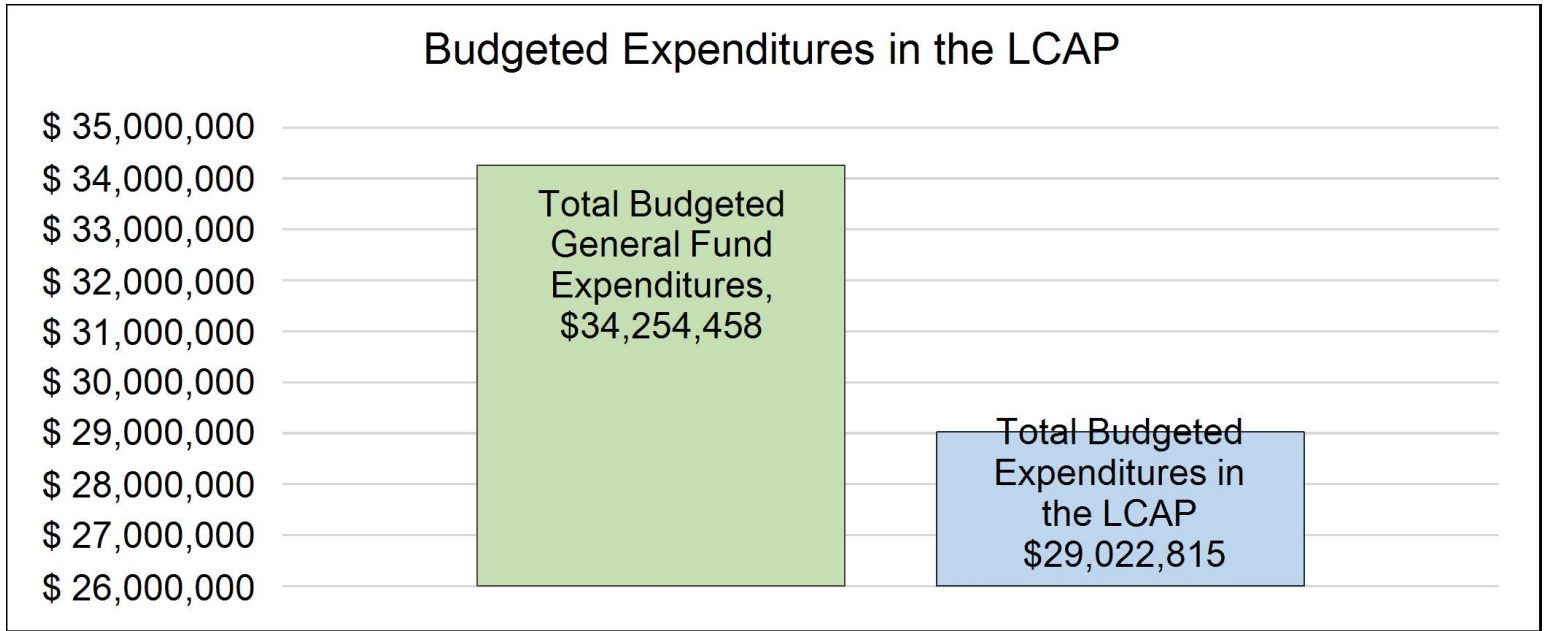
This chart shows the total general purpose revenue Las Lomas Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Las Lomas Elementary School District is \$33,674,618, of which \$26,147,400 is Local Control Funding Formula (LCFF), \$2,033,113 is

other state funds, \$5,126,091 is local funds, and \$368,014 is federal funds. Of the \$26,147,400 in LCFF Funds, \$231,741 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 Las Lomas Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Las Lomas Elementary School District plans to spend \$34,254,458.49 for the 2022-23 school year. Of that amount, \$29,022,815 is tied to actions/services in the LCAP and \$4,727,132 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

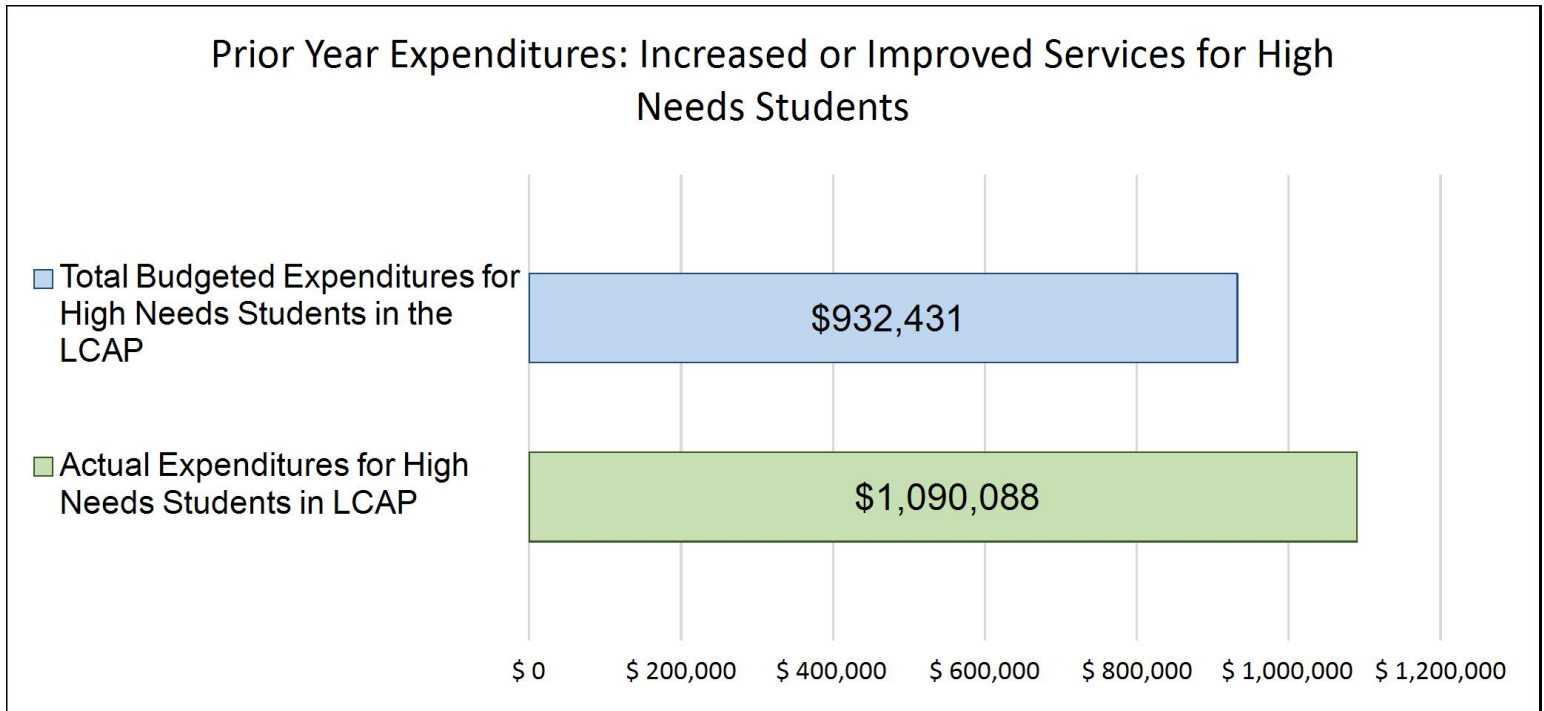
Expenses for all students are included in the Annual budget. The LCAP included Increased and Improved Services above and beyond general expenses. Administrative costs not directly related to teaching and learning are not included.

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

In 2022-23, Las Lomas Elementary School District is projecting it will receive \$231,741 based on the enrollment of foster youth, English learner, and low-income students. Las Lomas Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Las Lomas Elementary School District plans to spend \$1,166,544 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Las Lomas Elementary School District's LCAP budgeted \$932,431 for planned actions to increase or improve services for high needs students. Las Lomas Elementary School District actually spent \$1,090,088 for actions to increase or improve services for high needs students in 2021-22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Las Lomas Elementary School District	Beth Polito Superintendent	bpolito@llesd.org 650-854-6111

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

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

All funds provided through the Budget Act of 2021 were included in the 2021-22 Local Control and Accountability Plan (LCAP) except the following:

- 2021 Expanded Learning Opportunities Grant Plan (board approved May 12, 2021) located on the District website ELOGP
- 2021 Safe Return to In-Person Instruction and Continuity Plan (communicated June 02, 2021) located on the District website LLESB Pandemic Recovery Safety Plan
- Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds (board approved October 6, 2021) located on the District website ESSER III
- 2021-22 LLESB Educator's Effectiveness Block Grant Program Plan (board approved December 15, 2021) located on the District website EEBG

Each of the spending plans were communicated and or approved by the board as required including documentation of the educational partners' (stakeholder) engagement in the process. In addition, the Joint Committee on Priorities (JCOP) serving as the LCAP Parent Advisory Committee (PAC) reviewed all of the plans that were not included in the LCAP on Dec 14, 2021. (See posted plans for educational partners’ engagement details. ELOGP, LLESB Pandemic Recovery Safety Plan, ESSER III, EEBG)

Each of the spending plans support the following LCAP goals:

- LCAP Goal 2: All students will receive core instruction in redesigned and well-maintained facilities from highly qualified certificated and classified employees who are fully credentialed, appropriately assigned, and who value and support the preparation of our students to successfully meet the CCSS, NGSS, and other state standards through a broad course of study.

- LCAP Goal 3: Prioritize student social-emotional wellness and increase student engagement and sense of belonging within the school community through a continued, focused effort to create safe, empathetic, and well-balanced school environments. Increase the percentage of students who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are foster youth, experiencing homelessness and/or low-income.
- LCAP Goal 4: All students will demonstrate growth towards meeting or exceeding standards in Science, Mathematics, and English Language Arts (ELA) and growth in English language proficiency as demonstrated through state assessments and local assessments. Through learning recovery supports, English Learners, students with disabilities, socio-economically disadvantaged, and Hispanic students will demonstrate growth towards meeting or exceeding standards. The District will continue taking specific steps to reduce disproportionality and the overrepresentation of Hispanic students in special education.

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

LLESD does not receive a concentration grant or the concentration grant add-on.

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

To understand the concerns of and gather feedback from our staff and families, LLESD collected periodic online surveys, held monthly webinars with the superintendent, and held monthly virtual meetings with the Board of Trustees. LLESD will continue to gather stakeholder input into the 2021-22 academic year.

Early in the pandemic, LLESD formed a Pandemic Recovery Planning Committee (PRPC) composed of classified and certificated staff, site and District administration, parents, community members, and School Board Members. The PRPC meets to advise the Superintendent, provide direction to parents and staff, and offer its recommendations to the Board based on thorough consideration of the most updated public health and education information. The committee met weekly at the beginning of the pandemic and adjusted their schedules based on needs throughout the 2020-21 school year.

In addition, LLESD utilized standing committees to engage our educational partners in 2020-21

- **Strategic Planning Committee:** A representative committee whose membership included parents, community members, Board members, teachers, and administrators worked with stakeholders to create a Strategic Plan.

- Joint Committee on Priorities (JCOP): The JCOP serves as the District Parent Advisory Committee (PAC)
- District English Learner Advisory Committee (DELAC): The DELAC serves as the District English Language Advisory Committee (ELPAC)
- Las Lomas Education Foundation (LLEF)
- Las Lomas Education Association (LLEA)
- California School Employee Association (CSEA)
- LLESD evaluated its stakeholder engagement opportunities and determined that Civil Rights Groups/ Tribes/ Advocates are neither present nor served by the LEA

Coronavirus Aid, Relief, and Economic Security Act (CARES Act)

- Coronavirus Relief Funds (CRF) used for Learning Loss Mitigation Funding (LLMF)
- Elementary and Secondary School Emergency Relief (ESSER I) used to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had on schools
- Governor's Emergency Education Relief (GEER) used for Learning Loss Mitigation Funding (LLMF)

Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA Act)

- Elementary and Secondary School Emergency Relief (ESSER II) used to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had on schools
- Elementary and Secondary School Emergency Relief (ESSER II SEA Reserve) used to address In-Person Instruction and Expanded Learning Opportunities for students
- Governor's Emergency Education Relief (GEER) used to address In-Person Instruction and Expanded Learning Opportunities for students

American Rescue Plan Act (ARP Act)

- Elementary and Secondary School Emergency Relief (ESSER III SEA Reserve Emergency Needs and Learning Loss) and used for Expanded Learning Opportunities for students ELO-G Plan
- Elementary and Secondary School Emergency Relief (ESSER III) used for on site COVID Testing

Each of the spending plans support the following LCAP goals:

- LCAP Goal 2: All students will receive core instruction in redesigned and well-maintained facilities from highly qualified certificated and classified employees who are fully credentialed, appropriately assigned, and who value and support the preparation of our students to successfully meet the CCSS, NGSS, and other state standards through a broad course of study.
- LCAP Goal 3: Prioritize student social-emotional wellness and increase student engagement and sense of belonging within the school community through a continued, focused effort to create safe, empathetic, and well-balanced school environments. Increase the percentage of students who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are foster youth, experiencing homelessness and/or low-income.
- LCAP Goal 4: All students will demonstrate growth towards meeting or exceeding standards in Science, Mathematics, and English Language Arts (ELA) and growth in English language proficiency as demonstrated through state assessments and local

assessments. Through learning recovery supports, English Learners, students with disabilities, socio-economically disadvantaged, and Hispanic students will demonstrate growth towards meeting or exceeding standards. The District will continue taking specific steps to reduce disproportionality and the overrepresentation of Hispanic students in special education.

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

In an effort to maintain the health and safety of students, educators, and other staff and ensure the continuity of services LLESD used the ESSER III funds for on site student and staff COVID Testing and after school tutoring.

COVID Testing

Successes:

- Starting in Fall 2021, LLESD offered screening and response testing to all students and staff.
- LLESD partnered with One Medical to provide on-site PCR COVID testing for all interested staff and students. Staff scheduled appointments before, during, or after school at times that were convenient for their schedules. During the school day, students were escorted by their teacher to a testing location on campus and a One Medical nurse administered the test. Results were reported to families within 48 hours. Because testing was held during the school day it allowed for equitable access to all students in the district. Many families reported that without the convenience of on-site, school-day testing their children would not have tested regularly. Four asymptomatic cases were identified in October and November which would otherwise have gone undetected.
- LLESD staff at both the elementary and middle school sites, as well as the district office, completed training with the California Public Health Department to get certified to administer rapid antigen tests to students who developed symptoms during the school day or who were part of a modified quarantine (which requires twice weekly testing during the quarantine period for students who remain learning in-person). 12 of the COVID cases in Fall 2021 resulted in a modified quarantine for class and bus mates of the case. Staff administered rapid antigen tests and One Medical was able to supplement with PCR tests which not only provided more sensitive results for families but reduced students' quarantine from 10 to 7 days. In addition, the school nurses use rapid testing on a daily basis for students who present symptoms at school.

Challenges:

- Consent is required for both the screening and response testing processes, and many families did not provide consent. The screening testing with One Medical required a multi-step registration and consent process which was not always clear or available in languages other than English. Had the process been more straightforward it is possible that more families would have participated (25% weekly participation rate). Time out of class always poses concerns as students are not learning grade level content. Another challenge that developed was the length of wait time before learning the results from One Medical. The original turnaround of test result notification was 48 hours and has morphed into 72 hours or longer.

After School Tutoring

Successes:

- Several educators stepped forward to provide after-school tutoring to students, collaborating with colleagues to target specific students' needs. Flexible hours were offered at the school sites to provide students with dedicated devices and times before and after school to provide in-person or virtual tutoring sessions. In addition, tutors worked with families to provide flexible hours for tutoring outside the teacher workday. The district signed a contract with Littera to provide additional virtual tutoring options.

Challenges:

- Securing tutors has been a challenge. Several teachers stepped up to tutor students, but it has not been equitable across grade levels. As a result, certain grade levels have experienced more targeted tutoring support than others.

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

LLESD is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. The District schools opened to in person instruction in September 2020 and remained open throughout the 2020-21 school year. All fiscal resources were used for the health and safety of students, educators, and other staff and to ensure the continuity of services. Having students and staff in classrooms aligns with the District's priority of equitable access to core instruction (LCAP Goal 2) and student and staff social-emotional wellness and student engagement (LCAP Goal 3). All Learning Recovery support during the school day and additional services before and after school align with the District's priority that all students will demonstrate growth towards meeting or exceeding standards in Science, Mathematics, and English Language Arts (ELA) and growth in English language proficiency (LCAP Goal 4).

LCAP Goal 1: Prioritize diversity, equity, and inclusion as a lens through which LLESD looks at programs, priorities, and opportunities for students. Strive for high comparable performance for all identifiable subgroups of learners so that achievement and performance gaps are virtually non-existent. Ensure equitable access and inclusion, resources, and treatment of all students and staff. All staff will accept responsibility and hold themselves and each other responsible for every learner having full access to quality education, qualified teachers, challenging curriculum, full opportunity to learn, and appropriate, sufficient support for learning to achieve at excellent levels in academic and other student outcomes.

LCAP Goal 2: All students will receive core instruction in redesigned and well-maintained facilities from highly qualified certificated and classified employees who are fully credentialed, appropriately assigned, and who value and support the preparation of our students to successfully meet the CCSS, NGSS, and other state standards through a broad course of study.

LCAP Goal 3: Prioritize student social-emotional wellness and increase student engagement and sense of belonging within the school community through a continued, focused effort to create safe, empathetic, and well-balanced school environments. Increase the percentage of students who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are foster youth, experiencing homelessness and/or low-income.

LCAP Goal 4: All students will demonstrate growth towards meeting or exceeding standards in Science, Mathematics, and English Language Arts (ELA) and growth in English language proficiency as demonstrated through state assessments and local assessments. Through learning recovery supports, English Learners, students with disabilities, socio-economically disadvantaged, and Hispanic students will demonstrate growth towards meeting or exceeding standards. The District will continue taking specific steps to reduce disproportionality and the overrepresentation of Hispanic students in special education.

LCAP 5: Strengthen stakeholder engagement and strategic communications to support student success. Deliver consistent, timely, and culturally responsive communications that promote family and staff engagement. Increase the percentage of students, staff, and parents who feel engaged and successful at the school sites. Foster relationships, trust, and collaboration among all district stakeholder groups.

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

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

Introduction

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

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and

- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

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

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

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

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

Instructions

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

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

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

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

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

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

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

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

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

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

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

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

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

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

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

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Las Lomas Elementary School District	Dr. Beth Polito Superintendent	bpolito@llesd.org 650-854-2880

Plan Summary [2022-23]

General Information

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

Las Lomas Elementary School District (LLESD) is committed to building upon existing excellence and utilizing continuous improvement to create best-in-class, student-centered public education that inclusively engages and inspires all LLESD students as a foundation for their lifelong learning & future success in high school and beyond.

The District Strategic Plan, approved by the Board in June 2021, is the road map for much of our work. The Strategic Plan planning process involved many educational partners and encompasses the District’s vision for the period of 2021-2026. The Strategic Plan is posted on the District website for easy accessibility. Diversity, Equity, and Inclusion (DEI) were identified as an important opportunity for strategic focus and continuous improvement during the strategic planning process. Each of the Strategic Planning Task Force teams has considered equity issues in their team reports. In addition, while the Task Force work was ongoing, LLESD formed the 2021 DEI Students, Staff, and Community Committee to explore opportunities for focus in these areas. The work of this group was ongoing at the time of this summary report and continued through the 2021-22 school year.

Strategic Plan Goals:

- Goal #1: Make our educational program even more engaging & inclusive
- Goal #2: Ensure equitable access to robust resources that promote social and emotional learning & health for all students & staff
- Goal #3: Provide meaningful professional development to support the strategic vision
- Goal #4: Strengthen stakeholder engagement & strategic communications to support student success
- Goal #5: Invest in facilities & infrastructure to support the strategic vision

DEI is a focus area for our strategic planning process. We use DEI as a lens to review all work outcomes outlined in the approved plan. Las Lomas School piloted a Global Citizenship course in K-3 in 2022-23, which was well received by the students and staff according to survey data. The data also showed that as the District moves out of the restrictions due to the COVID-19 pandemic, the students, families, and staff

would like to add Visual and Performing Arts and Science/STEM electives and specialists to the master schedule. As a result, the DEI standards of the Global Citizenship course will move into the library and classroom programs. (Strategic Plan - Overarching Goal and State Priority #1, 3, 5, 6)

The Board approved a Facilities Master Plan in February 2013, and LLESD passed one of two Bond Measure in November 2013. Construction at La Entrada began in the Spring of 2017 on a new two story building containing 21 classrooms, completed and occupied in August 2018. Construction at Las Lomitas started in the Summer of 2017 on a new Kindergarten wing, occupied in August 2018. Additional construction at Las Lomitas to complete a new administration area and new parking lot continued through the Summer of 2019. The District passed a second Bond Measure in June 2018 to provide funding to repair/update existing buildings, which is projected to be completed by the Summer of 2023. To complete the modernization program over the next few years, in the summer of 2021, both sites underwent a refurbishment of front parking lots. Las Lomitas added a lunch shade structure. The first round of classroom transitions will take place beginning in fall 2022. (Strategic Plan #5 and State Priority #1)

A continued area of focus in the coming year will revolve around disproportionality in special education. This is the third year that the District has been identified as Significantly Disproportionate. As a result, two Significant Disproportionality Comprehensive Coordinated Early Intervening Services Plans (CCEIS) have been developed by the District Leadership Team and approved by the Board of Trustees. The work of the first plan is nearly complete and the second plan is currently being implemented. The third plan is in the developmental stage and will be submitted to the CDE by November 1, 2022. For each plan, the District collected data and worked to identify root causes of disproportionality. Plan development included soliciting input from stakeholders, identifying system changes to improve the quality of services, and developing goals, activities and an action plan to measure success. In each plan, a target group of students was identified for support and provided with individual learning plans. Staff monitors student plans and documents student progress toward achieving outcomes defined in the CCEIS plans. It is important to note that over the past several years we have made steady progress in reducing our risk ratio from 4.52 to 3.82. The District looks forward to continuing this work and taking the meaningful steps needed to exit disproportionality while finding the most effective ways to serve all of our students.

2016-17: 4.52 Risk Ratio

2017-18: 3.47 Risk Ratio

2018-19: 3.15 Risk Ratio

2019-20: 3.12 Risk Ratio

2020-21: 4.12 Risk Ratio

2021-22: 3.82 Risk Ratio

(Strategic Plan #1 and State Priority #5, 7)

All teachers working in LLESD are appropriately assigned per credential requirements. Many teachers hold multiple credentials and teach across content areas. Because of the small size of the District and the fluctuation in enrollment, many teachers are assigned courses in multiple areas to fill their schedule in low enrollment years and accommodate our full master schedule in high enrollment years; teachers teach extra classes. Their flexibility is essential in a small district. Teachers have put in extensive work understanding and planning the Common Core State Standards and the Next Generation Science Standards. There is a system-wide focus on writing, reading, mathematics,

technology, and science related to implementing a 21st-century education. All students have full access to standards-aligned instructional materials. We have School Board adopted core mathematics materials. We continue to pilot technology-based supplemental ELA, math, and ELD instructional materials and assessments. Although we reduced extra classes and supplemental support during the pandemic, some positions were reintroduced in 2021-22. The Learning Recovery teams worked to support the students needing additional academic and social emotional support throughout the year. In late winter, the District gathered feedback about the student program via staff, student, and parent input sessions and surveys. As a result, the staffing in place for 2022-23 includes an increased number of Learning Recovery Staff, more elective choices for students, and the addition of a transitional kindergarten program. Students in LLESD have access to all required courses and instructional materials as well as enrichment classes, such as music, art, drama, world language, leadership, and technology. Students with special needs are supported based on their Individualized Education Plan (IEP) or Section 504 Plan. Our faculty prides itself on implementing these special education services provided in the least restrictive environment. Students with special needs make meaningful, successful gains, both academically and socially. All students in LLESD have had a history of performing very well on statewide assessments. Students who complete the 8th grade in LLESD are prepared to go to the high school of their choice, public and private, and compete with other students in the most rigorous courses. A number of our 8th grade students complete Geometry as 8th graders, and a few complete more advanced math such as Algebra 2 and Pre Calculus.(Strategic Plan #1, 2, 3 and State Priority #1, 2, 4, 5)

Language Learners (ELs) comprise approximately 6% of the district population. They have access to the core curriculum and English Language Development (ELD) instruction at all grade levels. Their English acquisition is supported through designated and integrated ELD. Historically, the number of foster youth in our system is very low or non-existent. When services and supports are required, our Director of Student Services ensures that they are in place and coordinated. (Strategic Plan #1 and State Priority #1, 2, 4, 5, 7)

Students and parents in LLESD value education and know the importance of regular attendance. Our DELAC reviews and encourages attendance. Attendance averages are particularly high among our low SES and EL student populations. We utilize the SARB process when needed. Student attendance in LLESD is excellent (typically better than 96%), suspensions are very low (typically less than 1% per year), and there have been no expelled students for the past several years. There are no middle school drop-outs. (Strategic Plan #2 and State Priority #1, 2, 4, 5, 8)

Positive school culture and climate are essential components of a thriving, successful school community. A social skills curriculum is taught at both schools. Along with lessons and activities from the Institute For Social-Emotional Learning, "Project Cornerstone" is in place at La Entrada and "Second Step" and "Rainbow Kids." at Las Lomas. At Las Lomas, students addressed social skills through New Games, Lion's Lunch, and reverse mainstreaming. They also participated in various counseling groups during lunch with the school and Adolescent Counseling Services counselors (ACS). In addition, the school's MOSAIC class held lunch gatherings weekly, offering leadership opportunities for students. At La Entrada, in addition to Project Cornerstone, the E-Lab Specialist continues to work on proper social media and cyber behaviors throughout the school year. Each 4th and 5th grade classes meets regularly with this Specialist Teacher. La Entrada began to reverse mainstreaming in 2016, and it is coupled with Leopard's Lounge to support social skills at the middle school. The La Entrada counselors also implemented The Hangout Room for both student lunch recess times where students can choose to participate in fun board games, rubric cube challenges, Lego building, and arts and crafts. This alternative to playground engagement provides the students with an option of places to go where they are encouraged to be positive and helpful to all in the room. (Strategic Plan #2 and State Priority #6, 8).

Each school site convenes staff-led social committees that dedicate their efforts and funds to bringing staff together during and outside of working hours, positively impacting their sense of community. In addition, the District Wellness Coordinator leads a Wellness Team comprised of 12 staff from across the District, and together they address the physical, mental, and social emotional wellness and safety of students and staff (Strategic Plan #2 and State Priority #6, 8).

Parental input is an important component of the culture of this District. Each site has a PTA and Site Council, and pre-pandemic, each site had many classroom volunteers. A Joint Committee on Priorities (JCOP) serves as the LCAP Parent Advisory Committee (PAC), comprising both schools' PTA leadership, Site Council leadership, Foundation leadership, DELAC leadership, school board members, site administrators, and district administrators, meets monthly. The District English Learner Advisory Committee (DELAC), our LCAP English Learner Parent Advisory Committee (ELPAC), meets throughout the year, with representation from Las Lomas and La Entrada. All parents were offered multiple opportunities to participate in surveys, focus groups (special education and general education), and interactive video conferences with the teachers, principals, and the superintendent.

In Spring 2022, the LL PTA surveyed its members about parent participation and the direction of the PTA-sponsored events. As part of our LCAP, the District sought input from parents on the District decision-making process and how the District has promoted parent participation in programs. The online survey included parent Engagement, School Climate, and Learning Recovery questions

Two Special Education parents had previously served on the SELPA Parent Advisory Council, but their terms have expired. The District is currently in the process of recruiting new parents to sit on the panel. Several times per year, parents of Special Education students are invited to meetings relative to special topics. Parent involvement is highly encouraged at every IEP meeting. Periodically, parents are surveyed on important topics to garner input and feedback. (Strategic Plan #4 and State Priority #3).

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 2020 and 2021 California School Dashboard (Dashboard) and local data, LLESB has been successful in the following areas:

- English Language Arts - The student performance confirms consistent reading performance despite the pandemic and school closure.
- -2020-2021 Smarter Balanced Summative Assessment (SBAC), 88% of 467 3rd-8th grade students scored proficient or above (represents approx 85% of the students)
- -2021 local assessment data, Kindergarten: 73.5%, 1st Gr: 83.2%, 2nd Gr: 89.7%, 3rd Gr: 87.7%, 4th Gr: 87.5%, 5th Gr: 89.0%, 6th Gr: 85.0%, 7th Gr: 88.5%, 8th Gr: 77.8% met or exceeded standard.
- Mathematics - Based on the 2020-2021 Smarter Balanced Summative Assessment (SBAC), 84% of 447 3rd-8th students scored proficient or above. There is no local assessment for 2021

- Implementation of Academic Standards - Standard Met

2. Academic Engagement

- Attendance and Chronic Absenteeism - Based on the attendance reported through CALPADS, 8.9% of LLESD are absent more than 10% of the school year and the average daily attendance for 2020-21 is 95.9%. Although this is higher than usual, the site put in extra time to ensure that students had access to work at home when they were absent. In addition, there was an effort to support students regardless of why they were not in attendance or on a short-term independent study contract.
- Access to a Broad Course of Study - Standard Met

3. Conditions and Climate

- Suspension Rate - Based on the suspensions reported through CALPADS and reported on the Dashboard/Dataquest, less than 1%
- Basics: Teachers, Instructional Materials, Facilities - Standard Met
- Parent and Family Engagement - Standard Met - Based on the 2020-21 Parent Engagement Survey, only 19% of the families were engaged in 2021-22. Those numbers were equal to 2020-21 and are much lower than pre Covid year. After reviewing the survey comments and discussing this data with the PAC and ELPAC, parents' view is that these numbers reflect COVID-19 restrictions and are looking forward to getting more engaged in 2021-22.
- Local Climate Survey - Standard Met - Based on the 2021-22 Parent Engagement Survey, 84% of the families indicate that there are no barriers to engagement. The survey did not ask about school climate specifically
- Educational partners provided feedback via discussion, meeting notes, shared Google documents, and survey data. In general, the ideas provided by the staff and community were aligned with the efforts of the strategic plan and the 2022-23 LCAP. The emphasis on diversity, equity, and inclusion is a continuation of the efforts over the last eight years, and so there was District-wide support for DEI. All educational partners understand the stress and trauma of the pandemic and agree that the LCAP should focus on social-emotional health and wellness for all educational partners. There will be additional emphasis on engaging all voices in the designing and planning stages of our work to increase inclusion.

The District plans on maintaining success through continuous reflection and adjustment throughout the year, focused and strategic professional development and student support, and communication with students, families, and staff.

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 2020 and 2021 California School Dashboard (Dashboard) and local data, LLESD needs significant improvement in the following areas:

1. Academic Performance

- English Language Arts and Mathematics- The student with disabilities student group (SWD), Socio-economically disadvantaged (SED), and Language Learners (LLs) performed below the other students. The District will support these students through continuous staff education regarding how to appropriately and specifically address students with academic concerns (Tier 1 and Tier 2) before recommended for special education services as outlined in LCAP Goal 4.
- Implementation of Academic Standards - Because the history-social studies adoption was not finalized in 2021-22, the District will continue to explore, pilot, and recommend for adoption of history-social studies instructional materials that consider multiple perspectives and celebrate various points of view to spur the evoking of a positive sense of self, belonging, and empathy among students, staff, and community members as indicated through LCAP Goal 2

2. Academic Engagement

Attendance and Chronic Absenteeism - Continue to monitor student attendance and intervene to support students experiencing trauma and social-emotional stress due to the pandemic. In addition, develop strategies and opportunities for students and staff to build meaningful relationships, especially for students who have indicated that they lack a supportive adult at school, as indicated in LCAP Goal 3.

- Access to a Broad Course of Study - Reintroduce some pre-pandemic electives in grades 6-8 and design and implement Visual performing arts and STEM specialists courses at Las Lomas TK-5 as indicated in LCAP Goal 1.

3. Conditions and Climate

- Suspension Rate - Review existing SEL strategies and monitor the suspension prevention plan so that staff and students develop the skills necessary to prevent suspension as indicated in LCAP Goal 3
- Basics: Teachers, Instructional Materials, Facilities - To maintain an equitable program and promote excellence in all classrooms, we will review, research, and calibrate the evaluation process for all staff (administration, certificated, and classified) as indicated in LCAP Goal 2.
- Parent and Family Engagement - Offer parent involvement opportunities in multiple languages and settings to increase parent engagement as indicated in LCAP Goal 5.

- Local Climate Survey - Provide training in diversity, equity, and inclusion (Adult SEL, Restorative Practices, Growth Mindset, etc.) as a way of increasing awareness of everyone's story and sense of belonging as a way of improving school climate and culture as indicated in LCAP Goal 1.

LCAP Highlights

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

Diversity, equity, and inclusion (DEI) guided the development of the Strategic Plan and the LCAP. Through our DEI lens, the District evaluates programs, makes decisions about teaching and learning, offers professional development, and evaluates our student, staff, and parent engagement. The strategic planning process occurred in 2020-21 and efforts toward implementing the strategic plan activities inform the LCAP development process. In addition, the District Vision and the Strategic Plan inform the LCAP that informs the School Plans for Student Achievement (SPSAs).

Highlights of the plan:

In 2022-23 the Learning Recovery Teams will refine their work as they launch into their second year. They will continue designing and developing a learning recovery plan for all students needing academic, language, and social emotional support. As the team learns more about each student through empathy interviews, reviewing assessment data, and interactions with the student and the family, tier work will become more effective at supporting the students. The Independent Learning Plans (ILP) created for each child will track intervention type (Tier1 and 2) and include a robust, intentional, and regular progress monitoring element in 2022-23.

In support of all students, LLESD plans to evaluate and create new assessments and benchmarks in reading, writing, and mathematics based on the common core standards (CCS) and developmentally appropriate levels. These efforts, along with the continuous conversation around the definition of "student success," will help inform teaching and learning and help reduce significant disproportionality. Essential elements of this work will be relationships, empathy, and inclusion of all students and educational partners.

Some additional key features of the plan:

1. Add elements of the Global Citizenship course to the library and VAPA programs at Las Lomitas and La Entrada, as well as increase affinity groups across the schools (Strategic Plan Goal #1, LCAP Goal #1)
2. Offer training, resources, and skill building opportunities with staff to help them teach diverse and anti-racism topics in their classrooms with a focus on increasing equity, inclusion, and cultural awareness (Strategic Plan Goal #1, LCAP Goal #1)
3. Research ways to expand the afterschool activities into the school day to ensure more equitable participation (Strategic Plan Goal #1, LCAP Goal #1)
4. Enhance library collection with DEI resources and materials (Strategic Plan Goal #1, LCAP Goal #1)
5. Enhance school bookrooms and classroom libraries to include primary language supports (Strategic Plan Goal #1, LCAP Goal #2)
6. Review and pilot world language and health instructional materials and curriculum (Strategic Plan Goal #2, LCAP Goal #2)
7. Increase paraeducator's hours to support additional educational needs (Strategic Plan Goal #2, LCAP Goal #2)

8. Work with the LLEA and CSEA to review, research, and calibrate the evaluation process for staff (Strategic Plan Goal #3, LCAP Goal #2)
9. Audit SEL curriculum maps and pacing at each grade level to identify needs (Strategic Plan Goal #2, LCAP Goal #3)
10. Reduce disproportionality for students in identified groups to ensure that all students receive as much support as possible in general education classrooms; reduce unnecessary referrals to special education and increase time and resources for additional time in a general education setting (Strategic Plan Goal #2, LCAP Goal #3)
11. Continuous staff education regarding how to appropriately and specifically address students with academic concerns (Tier 1 and 2) before recommended for special education services (Strategic Plan Goal #1, LCAP Goal #4)
12. Identify local assessments/tools to be used as progress monitoring tools and pilot new progress monitoring tools (i.e., reading, math, SEL, etc.) (Strategic Plan Goal #1, LCAP Goal #4)
13. Hire Communication personnel (Strategic Plan Goal #4, LCAP Goal #5)
14. Refresh technology (network, interactive displays) because of remodeling and bond projects scheduled for 2022-23. (Strategic Plan Goal #5, LCAP Goal #2)
15. Classroom moves because of remodeling and bond projects scheduled for 2022-23 (Strategic Plan Goal #5, LCAP Goal #2)
16. Classroom furniture, materials and instruction supplies, and equipment for Transitional Kindergarten classrooms (Strategic Plan Goal #1, LCAP Goal #2 and #4)

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.

N/A: No schools in Las Lomitas are eligible

Support for Identified Schools

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

N/A: No schools in Las Lomitas are eligible

Monitoring and Evaluating Effectiveness

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

N/A: No schools in Las Lomitas are eligible

Engaging Educational Partners

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

The Las Lomas Elementary School District engaged in a comprehensive Strategic Plan effort (approved in June 2021). A representative committee whose membership included parents, community members, Board members, teachers, and administrators worked with educational partners to create a Strategic Plan. The LCAP encompasses the work of the Strategic Plan, Board Goals, and Facilities Master Plan and will provide continuous focus on our district goals, LCAP goals, and efforts. In addition, the LCAP has been reviewed with the schools' faculties, the Joint Committee on Priorities (JCOP), Las Lomas Education Foundation (LLEF), District English Learner Advisory Committee (DELAC), Las Lomas Education Association (LLEA), and California School Employee Association (CSEA), as well as students, for input and feedback. Educational partner engagement is an ongoing, annual process. The JCOP serves as the District Parent Advisory Committee (PAC), and the DELAC serves as the District English Language Advisory Committee (ELPAC).

Monthly Staff/Superintendent video conferencing before the School Board Meeting
Monthly Family/Superintendent video conferencing before the School Board Meeting

Meetings:

- 10/06/21: LLESD School Board - Approval of the ESSER III Expenditure Plan
- 10/14/21: Las Lomas School Site Council - Progress to Goals LCAP/SPSA
- 11/03/21: District English Learner Advisory Committee (ELPAC) - Budget Overview for Parents, expanded learning opportunities, and ELPAC
- 11/17/21: LLESD SchoolBoard - Educator Effectiveness Block Grant and Report on Progress to Goals - Learning Recovery Report
- 12/14/21: Joint Committee on Priorities (PAC) - All Federal COVID Funds, Educators Effectiveness Grant
- 12/15/21: LLESD School Board - Report on Progress to Goals - Technology and Wellness, Educators Effectiveness Grant
- 01/12/22: LLESD School Board - Report on Progress to Goals - Diversity, Equity, and Inclusion (DEI) and Transitional Kindergarten
- 01/18/22: Joint Committee on Priorities (PAC) - 2021-22 Supplemental and LCAP Mid-Year Update
- 01/19/22: La Entrada and Las Lomas Staff - Student Support for 2022-23
- 01/26/22: La Entrada and Las Lomas Staff - Student Support for 2022-23
- 02/02/22: District English Learner Advisory Committee (ELPAC) - Progress to Goals LCAP, expanded learning opportunities, and ELPAC
- 02/02/22: La Entrada and Las Lomas Staff - Student Support for 2022-23
- 02/07/22: Ongoing Negotiations Committee - Student Support for 2022-23
- 02/09/22: LLESD School Board - Report on 2021-22 Supplemental and LCAP Mid-Year Update
- 02/10/22: Staff Input Session - Student Support for 2022-23
- 02/11/22: La Entrada PTA - Progress to Goals LCAP/SPSA
- 02/15/22: Parent Input Session - DEI Support for 2022-23
- 02/15/22: Joint Committee on Priorities (PAC) - Progress to Goals LCAP/SPSA
- 02/17/22: La Entrada School Site Council - Progress to Goals LCAP/SPSA

- 02/28/22: Parent Input Session - Student Support for 2022-23
- 03/02/22: LLESD School Board - Budget Workshop, 2022-23 Program and Staffing Update
- 03/03/22: Las Lomitas PTA - Progress to Goals LCAP/SPSA
- 03/09/22: SELPA Consultation - SELPA LCAP consultation process for the 2022-23 school year
- 03/14/22: SELPA Consultation - SELPA LCAP consultation process for the 2022-23 school year
- 03/15/22 Joint Committee on Priorities (PAC) - Progress to Goal (DEI) and programs to include in the LCAP/SPSA
- 03/24/22: La Entrada School Site Council - Discussed programs to include in the LCAP/SPSA
- 04/06/22: District English Learner Advisory Committee (ELPAC) - Reviewed reclassification and CAASPP
- 04/07/22: Las Lomitas School Site Council - Discussed programs to include in the LCAP/SPSA
- 04/13/22: LLESD School Board - Transitional Kindergarten Plan
- 05/04/22: La Entrada and Las Lomitas Staff - Progress to Goals LCAP/SPSA
- 05/05/22: Las Lomitas PTA - Discussed programs to include in the LCAP/SPSA
- 05/11/22: Las Lomitas Staff - Discussed programs to include in the LCAP/SPSA
- 05/11/22: La Entrada Staff - Discussed programs to include in the LCAP/SPSA
- 05/11/22: LLESD School Board - Report on Progress to Goals and - SEL, Learning Recovery, and DEI
- 05/13/22: La Entrada PTA - Discussed programs to include in the LCAP/SPSA
- 05/17/22: Joint Committee on Priorities (PAC) - Discussed Panorama SEL and Parent Engagement Survey and programs to include in the LCAP/SPSA
- 05/17/22: Parent Input Session - DEI Support for 2022-23
- 05/31/22: District English Learner Advisory Committee (ELPAC) - Discussed programs to include in the LCAP/SPSA
- 06/01/22 LLESD School Board - LCAP and Budget Report
- 06/08/22: LLESD School Board - LCAP and Budget Approval, CA Dashboard Local Indicators

Surveys:

- K-2: Panorama Social-Emotional Learning: Teacher Perception of Student - Spring 2022
- 3rd-8th: Panorama Social-Emotional Learning: Student Competency & Well-Being Measures, Diversity, Equity, and Inclusion - Spring 2022
- Teachers and Staff: Panorama Social-Emotional Learning: Adult Measures, Expanded Learning Opportunity Grant, Diversity, Equity, and Inclusion - Spring 2022
- Teachers and Staff: Strategic Planning Survey - Fall and Spring
- Family: Family-School Relationships Survey, Learning Continuity Plan, Diversity, Equity, and Inclusion, PTA Support - La Entrada - Spring 2022
- Family: Family-School Relationships Survey, Learning Continuity Plan, Diversity, Equity, and Inclusion, PTA Support - Las Lomitas - Spring 2022

A summary of the feedback provided by specific educational partners.

Feedback was provided via discussion, meeting notes, shared Google documents, and survey data. In general, the ideas provided by the staff and community were aligned with the efforts of the strategic plan and the 2022-23 LCAP. The emphasis on diversity, equity, and inclusion is a continuation of the efforts over the last eight years, and so there was District-wide support for DEI. All educational partners understand the stress and trauma of the pandemic and agree that the LCAP should focus on social-emotional health and wellness for all educational partners. Input in the form of survey data was robust, and although there was an improvement in the culture and climate as reported by the staff and teachers, there are some discrepancies in how the parents see school culture and climate and how the staff sees it. As the District moves into 2022-23, it will continue to focus on the climate and culture because there is room for improvement. There will be additional emphasis on engaging all voices in the designing and planning stages of our work to increase inclusion.

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

The Strategic Plan and, therefore, the LCAP was influenced by the students, staff, administration, parents, and community in the following ways:

- focus on diversity, equity, and inclusion (LCAP Goal #1)
- continue with small classes and increase supports for staff and students in 2022-23 (LCAP Goal #2, 3, 4)
- maintain staffing and supports for student and staff social-emotional wellness (LCAP Goal #3)
- additional professional development opportunities, including opportunities for Tier 1 and 2 intervention (LCAP Goal #4)
- support for disproportionately work (LCAP Goal #4)
- increased parent engagement and communication (LCAP Goal #5)

Goals and Actions

Goal

Goal #	Description
1	Prioritize diversity, equity, and inclusion as a lens through which LLESD looks at programs, priorities, and opportunities for students. Strive for high comparable performance for all identifiable subgroups of learners so that achievement and performance gaps are virtually non-existent. Ensure equitable access and inclusion, resources, and treatment of all students and staff. All staff will accept responsibility and hold themselves and each other responsible for every learner having full access to quality education, qualified teachers, challenging curriculum, full opportunity to learn, and appropriate, sufficient support for learning to achieve at excellent levels in academic and other student outcomes.

An explanation of why the LEA has developed this goal.

DEI, Culture, and Climate (Strategic Plan Vision)

- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

During the strategic planning process, diversity, equity, and inclusion (DEI) was identified as an important opportunity for strategic focus and continuous improvement. Each of the Strategic Planning Task Force teams has considered issues of equity in their team reports. In addition, while the Task Force work was ongoing, LLESD formed the 2021 DEI Working Group to explore opportunities for focus in these areas. The work of this group is expected to be integrated into future initiatives (LCAP 2021-24)

Input received from stakeholders through the LCAP development process indicates a desire to improve and expand our efforts related to diversity, equity, and inclusion. We plan to improve performance through actions that improve and expand our efforts related to diversity, equity, and inclusion and will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase in parents' school climate as measured on Panorama	82% parents report a positive school climate (2020-21 baseline)	Survey was not given in 2021-22 therefore there is no Year 1 Outcome data			87% parents report a positive school climate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase in teachers' and staffs' school climate as measured on Panorama	57% of the teachers report a positive school climate (2020-21 baseline) 64% of the staff report a positive school climate (2020-21 baseline)	62% of the teachers report a positive school climate 72% of the staff report a positive school climate			62% of the teachers report a positive school climate 69% of the staff report a positive school climate
Percent of students receiving a broad course of study	100% of students receiving a broad course of study (2020-21 baseline)	100% of students receiving a broad course of study			100% of students receiving a broad course of study
Increase in students' cultural awareness and action as measured on Panorama Survey	0% Never been measured (Baseline 2021-22)	Students' cultural awareness was not measured in 2021-22 so no baseline or Year 1 outcome to report			Reasonable improvement unless 100% is reached. (Actual outcome set after there is baseline data in 2021-22)
Increase in teachers' and staffs' cultural awareness and action as measured on Panorama Survey	56% of teachers and staff report schools support learning about, discussing, and confronting cultural awareness and action (2020-21 baseline)	57% of teachers and staff report schools support learning about, discussing, and confronting cultural awareness and action			100% of teachers and staff report schools support learning about, discussing, and confronting cultural awareness and action
Increase in student engagement in Global Citizenship Course as measured on student and parent survey	0% Never been measured (Baseline 2021-22)	The survey that was given did not gather quantitative data therefore there is no Year 1 Outcome data			Reasonable improvement unless 100% is reached. (Actual outcome set after there is baseline data in 2021-22)

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Staffing	1a. Create Global Citizenship course (Discontinued for 2022-23); Amended in 2022-23: add elements of the course to the library programs at Las Lomas and La Entrada; add elements of the course to the VAPA programs at Las Lomas and La Entrada; increase affinity groups across the schools		No
1.2	Professional Development and Training (PD)	2a. PD in DEI (Restorative Practices, Growth Mindset, Culturally Responsive Classrooms, etc.) 2b. Training, resources, and skill building opportunities with staff to help them teach diverse and anti-racism topics in their classrooms. Amended in 2022-23: increase the focus on increasing equity, inclusion, and cultural awareness 2c. Hold book and movie studies on diversity, equity, and inclusion topics 2d. Research changes that can be implemented in teaching and learning that focus on increasing empathy, resourcefulness, collaboration, and inventiveness	\$10,000.00	No
1.3	Community Engagement	3a. Create DEI Community Group/Committee (Parents, Staff, Students) 3b. Conduct listening circles and focus groups among students, staff, and families - particularly with those who have been historically underrepresented in the decision making process - to understand from these stakeholders their primary concerns and priorities regarding diversity, equity, and inclusion and to use their feedback to inform programs and services 3c. Parent education to engage with parents on diversity, inclusion, and support. increase the focus on increasing equity, inclusion, and cultural awareness 3d. New in 2022-23: Research ways to expand the afterschool activities into the school day to ensure more equitable participation	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		3e. New in 2022-23: Parent education in Sexual Orientation and Gender Identity		
1.4	Instructional Materials and Assessments	4a. New in 2022-23: Enhance library collection with DEI resources and materials	\$90,000.00	No

Goal Analysis [2021-22]

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

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

In 2021-22, the District prioritized diversity, equity, and inclusion as a lens through which the District looks at programs, priorities, and opportunities for students.

As planned, MOSAIC (Making Our School An Inclusive Community) was implemented at Las Lomas. Through collaboration with site administration, the program's teacher used the framework of the social justice standards as the program's foundation with all students, grades kindergarten through third grade. Through art, music, and literature, the teacher led students through the four content areas of the standards; identity, diversity, justice, and action. MOSAIC looked to serve as a safe place for children to explore these topics to help build school community as we emerged from the pandemic. In addition, the program grew to include a lunchtime Makerspace where children could explore through creation and ingenuity, as well as weekly lunch leadership "Gatherings" where children learned about self-selected topics from around the world. Both subprograms of MOSAIC reinforced the foundations of student choice and agency that MOSAIC developed and fostered.

There were no substantive differences in planned actions and actual implementation of DEI. Throughout the year, at the Leadership, school, grade, and classroom levels, the staff engaged in keeping diversity, equity, and inclusion at the center of the conversation. The District and sites made decisions about student support, student access to curriculum and instruction, and school activities through a DEI lens. The District organized student and parent focus groups and training on DEI to empower the community to keep DEI at the center of their work and gather input for the next steps. Students from La Entrada visited Las Lomas on a facilitated tour of classrooms. The visits, called Equity Walks, were led by a DEI Facilitator. The students reflected on their experiences over the years in various school settings. They shared valuable feedback on on-site programs, practices, and procedures ranging from instruction to behavior.

The La Entrada and Las Lomas PTAs have added DEIA (Diversity, Equity, Inclusion, and Access) Chairs to their PTA Executive Boards. The new chairs have begun planning events with a DEIA lens for the 2022-23 school year.

Some professional development, training, resources, and skill building opportunities with staff to help them teach diverse and anti-racism topics in their classrooms were not completed. For example, staff and family book and movie studies on diversity, equity, and inclusion were not conducted because of the COVID-19 Pandemic restrictions and demands on time. However, all staff participated in Liberatory Design training with a facilitator who focused on design with a diversity and equity lens to better meet identified needs and or address inequities with students and programs.

The Covid-19 pandemic demands on staff, students, and families took an exceptional amount of time. As a result, they infringed on the District's ability to do all of the planned activities and gather the planned survey and assessment data. The District understands the stress and trauma of the pandemic and prioritized social-emotional health and wellness over administering and analyzing additional and extensive metrics.

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.

Expenditures changed for actions 1.1 and 1.3 as new interests and opportunities arose throughout the year. Due to substitute shortage, many professional development activities have been postponed until 2022-23. The professional development plan adjusted based on teachers' readiness, their professional learning goals, and the needs of the students. In addition, the Covid-19 pandemic demands on staff, students, and families took an exceptional amount of time. As a result, they infringed on the District's ability to do all of the planned activities and gather the planned survey and assessment data.

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

Each of the actions was effective. The teacher and staff reported an increase in a positive school climate and their skills around learning about, discussing, and confronting issues of race, ethnicity, and culture.

MOSAIC (Making Our School An Inclusive Community) was designed as a Global Citizenship class to provide a place for students to build agency and for the Las Lomas community to come together during the pandemic to redefine how we engage students in learning. The class focused on DEI (Diversity, Equity, and Inclusion) and used the Social Justice Framework to focus on the following core areas: Identity, Diversity, Justice, and Call to Action. Students engaged in a curriculum rich in literature, music, and art to celebrate, practice, and learn about these core pillars. Students demonstrated their learning in these areas by creating artwork and messages of kindness that were displayed throughout the campus.

Students took a survey at the end of the year that focused on the following areas:

- Grades K & 1 (students cut and pasted picture icons as appropriate):
- -What was your favorite story?
- -What was your favorite song?
- -What was your favorite art lesson?

Grades 2 & 3 (students answered multiple choice questions or responded to open ended questions):

- -Which book/story did you enjoy the most?
- -Which song was your favorite?
- -Which community building activity would you want to do again?
- -Which short video was meaningful to you?
- -Which activity or art product did you enjoy the most
- -What do you want to learn about the world we live in?
- -How will you put into practice any of the things you learned this year?

The data gathered will be used to continue Las Lomas' work in the area of DEI in the library and classrooms next year. The site intentionally moved the DEI content and efforts to the library and classroom to move the idea of DEI from a single classroom space to a more holistic lens through which the staff looks daily. In addition, the survey showed that the school's BIPOC students identified stories that were culturally relevant to them. This data and the favorite story/book data will be used to purchase books for our library in our effort to build a more culturally inclusive library.

Overall, parent and student perceptions of school culture were not measured in 2021-22. The Covid-19 pandemic demands on staff, students, and families took an exceptional amount of time. As a result, they infringed on the District's ability to gather all of the planned survey and assessment data. However, upon opening campuses for in-person visits, tours, and weekend events in the spring of 2022, the administration received several messages of appreciation and positive feedback from parents and students, including comments about a fun, engaging, and inclusive school culture and community.

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.

As a result of reflections on the prior year, the District will continue with the listed metrics and actions except for the following amendments:

Metrics:

- No changes

Actions:

1a. Create Global Citizenship course (Discontinued for 2022-23); Amended in 2022-23: add elements of the course to the library programs at Las Lomas and La Entrada; add elements of the course to the VAPA programs at Las Lomas and La Entrada; increase affinity groups across the schools

2b. Training, resources, and skill building opportunities with staff to help them teach diverse and anti-racism topics in their classrooms.

Amended in 2022-23: increase the focus on increasing equity, inclusion, and cultural awareness

3c. Parent education to engage with parents on diversity, inclusion, and support. Amended in 2022-23: increase the focus on increasing equity, inclusion, and cultural awareness

3d. New in 2022-23: Research ways to expand the afterschool activities into the school day to ensure more equitable participation

- 3e. New in 2022-23: Parent education in Sexual Orientation and Gender Identity
- 4a. New in 2022-23: Enhance library collection with DEI resources and materials

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	All students will receive core instruction in redesigned and well-maintained facilities from highly qualified certificated and classified employees who are fully credentialed, appropriately assigned, and who value and support the preparation of our students to successfully meet the CCSS, NGSS, and other state standards through a broad course of study.

An explanation of why the LEA has developed this goal.

<p>Conditions of Learning (Strategic Plan: Facilities & Technology)</p> <ul style="list-style-type: none"> • Priority 1: Basic (Conditions of Learning) • Priority 2: State Standards (Conditions of Learning) • Priority 6: School Climate (Engagement) • Priority 7: Course Access (Conditions of Learning) <p>Analysis of California Dashboard data, local facilities data, and survey data has shown that 100% of the students receive core instruction in redesigned and well-maintained facilities from highly qualified certificated and classified employees who are fully credentialed. The 2020-21 survey on student safety has shown that approximately 20% of the families remain concerned about safety at school due to conditions of the COVID-19 pandemic. We plan to remain conservative in our approach to school safety and follow the San Mateo County Health department guidance.</p> <p>Input received from stakeholders through the LCAP development process indicates a desire to maintain and improve conditions of learning. We plan to improve performance through actions that ensure positive conditions of learning and will measure progress towards our goal using the metrics identified below.</p>
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Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of teachers appropriately credentialed and assigned	100% of teachers were appropriately credentialed and assigned (Baseline 2020-21)	100% of teachers were appropriately credentialed and assigned			100% of teachers were appropriately credentialed and assigned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students with daily access to instructional materials	100% of students have sufficient instructional materials (Baseline 2020-21)	100% of students have sufficient instructional materials			100% of students have sufficient instructional materials
Percent of students with access to internet and electronic devices enabling access to standards-aligned instructional materials as measured on student and parent survey	100% of all students have access to internet and electronic devices enabling access to standards-aligned instructional materials (Baseline 2020-21)	100% of all students have access to internet and electronic devices enabling access to standards-aligned instructional materials			100% of all students have access to internet and electronic devices enabling access to standards-aligned instructional materials
Percent of facilities receiving a rating of good or excellent on the Facilities Inspection Tool (FIT)	100% of facilities received a rating of good or better on FIT (Baseline 2020-21)	100% of facilities received a rating of good or better on FIT			100% of facilities received a rating of good or better on FIT
Number of William's complaints received at the District office	William's Audits - zero complaints (Baseline 2020-21)	William's Audits - zero complaints			William's Audits - zero complaints
Percent of students receiving a broad course of study	100% of students receiving a broad course of study (Baseline 2020-21)	100% of students receiving a broad course of study			100% of students receiving a broad course of study
Increase in the family-school relationship regarding safety as measured on Panorama Survey	82% parents report favorable school safety (Baseline 2020-21)	Survey was not given in 2021-22 therefore there is no Year 1 Outcome data			100% parents report favorable school safety

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Instructional Materials and Assessments	<p>1a. All students use CCSS-aligned instructional materials; Amended in 2022-23: include NGSS aligned instructional materials</p> <p>1b. Enhanced school bookrooms and classroom libraries. Amended in 2022-23; include primary language supports</p> <p>1c. History-Social Science pilot and recommendation</p> <p>1d. Purchase board approved History-Social Science instructional materials</p> <p>1e. Purchase software, digital resources, assessments</p> <p>1f. Purchase ebooks and audiobooks</p> <p>1g. New in 2022-23: World Language pilot and recommendation</p> <p>1h. New in 2022-23: Health pilot and recommendation</p>	\$255,500.00	No
2.2	Professional Development and Training (PD)	<p>2a. New teachers participate in BTSA, District New Teacher Training, and training on LLESD initiatives and standards</p> <p>2b. Research leadership development PD for administration, teachers, and staff (e.g. CSET and SCOPE, TICAL)</p> <p>2c. Develop staff survey to gather interest in cross training and position interests</p>	\$40,000.00	No
2.3	Staffing	<p>3a. All students served by general education teachers who are appropriately assigned and fully credentialed in their subject area</p> <p>3b. All students served by special education teachers who are appropriately assigned and fully credentialed in their subject area</p> <p>3c. Some students supported by paraeducators. Amended in 2022-23: increase paraeducator's hours to support additional educational needs (i.e., library, food service, extended day, etc.)</p> <p>3d. Review, research, and calibrate evaluation process for all staff (administration, certificated, and classified). Amended in 2022-23: work with the LLEA and CSEA on the evaluation process</p> <p>3e. Investigate flexible and easily accessed credentialing opportunities for hard-to-hire-for positions</p>	\$23,154,747.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Facilities and Technology	<p>4a. School facilities are maintained and in good repair</p> <p>4b. Safety training for bus drivers/custodial support</p> <p>4c. Refresh Technology Goals, especially related to infrastructure and digital tools to reflect the most commonly used hardware, software, devices, and apps.</p> <p>4d. Review and update the District Technology Plan</p> <p>4e. Purchase equipment to support student learning and District systems</p> <p>4f. 1:1 iPads in K-1 classrooms and 1:1 Chromebooks in 3-8 classrooms (core classes)</p> <p>4g. Replacing interactive displays in all classrooms</p> <p>4h. Utilize Installed webcams in classrooms (purchased to support distance learning in 2021)</p> <p>4i. Provided hotspots and iPads/Chromebooks for home use to all that required/needed/asked</p> <p>4j. Monitor internet connection bandwidth to the district (doubled in 2021 to support distance learning)</p> <p>4k. Continue redesigning and restructuring campus networks to increase performance and reliability</p> <p>4l. Install video surveillance systems to enhance student/staff safety (Discontinued for 2022-23)</p> <p>4m. New in 2022-23: Large technology refresh (network, interactive displays) because of remodeling and bond projects scheduled for 2022-23</p> <p>4n. New in 2022-23: Classroom moves because of remodeling and bond projects scheduled for 2022-23</p> <p>4o. New in 2022-23: Classroom furniture, materials and instruction supplies, and equipment for Transitional Kindergarten classrooms.</p>	\$3,004,655.00	No
2.5	Support for Student Groups	5a. Las Lomas Elementary School District does not routinely receive foster or homeless youth as students. However, if we were to have	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		foster or homeless youth enrolled, a support plan would be developed and coordinated by the Director of Student Services. We have historically had no or few homeless and foster students.		

Goal Analysis [2021-22]

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

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

There were no substantive differences between the planned actions and the actual implementation. In 2021-22, the District provided core instruction in redesigned and well-maintained facilities from highly qualified certificated and classified employees. All employees were fully credentialed and appropriately assigned. In addition, the District increased the special education staff to support the Learning Recovery efforts in 2021-22.

The students had access to CCSS-aligned instructional materials and enhanced school book rooms and classroom libraries. Some grade levels expanded their collection with culturally relevant library shelves. Due to the unknown pandemic requirements, the District moved forward with purchasing an expanded digital instructional support at most grade levels with the understanding that the administration would use user data to evaluate the 2022-23 purchases. Based on January 2022 usage data, the District will significantly reduce the digital instructional materials support in 2022-23. The school site will review the usage data from January - to June and make a final recommendation in June 2022. The History-Social Studies pilot will continue through the 2022-23 school to finalize the proposal in March 2023.

All new teachers participated in either the District and site “new teacher support” and or BTSA. The District will continue the contract with the San Mateo County Office of Education to support new teachers to clear their credential through BTSA. In addition, the District participated in leadership development training through The Center to Support Excellence in Teaching, part of the Stanford Graduate School of Education. CSET works in educational partnerships to solve persistent problems of practice by improving the quality of instruction, keeping equity at the center of the work, and developing leading educators. CSET also works with the administrative team to review, research, and calibrate the evaluation process for all staff. The District did not create the staff survey to gather interest in cross-training and position interests but plans to do so in fall 2022.

There were no substantive differences between the planned technology actions and the actual implementation. In 2021-22, the District achieved a 1:1 ratio of iPads in K and 1st Grades and a 1:1 ratio of Chromebooks in Grades 2-8. The District also refreshed all teacher laptops during the 2021-22 school year. In 2021-22, with all students back on campus, distance learning was curtailed, so the use of hotspots and internet bandwidth has returned to previous levels. In addition, video surveillance systems were installed at Las Lomitas Elementary at the start of the 2021-22 school year. The District did not update the District technology plan but plans to do so in the fall of 2022.

The Covid-19 pandemic demands on staff, students, and families took an exceptional amount of time. As a result, they infringed on the District's ability to do all of the planned activities and gather the planned survey and assessment data. The District understood the stress and trauma of the pandemic and prioritized social-emotional health and wellness over administering and analyzing additional and extensive metrics.

Las Lomas Elementary School District had no foster or homeless youth in 2021-22.

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.

Expenditures changed for actions 2.2, 2.3 and 2.4 as new interests and opportunities arose throughout the year. Due to substitute shortage, many professional development activities have been postponed until 2022-23. The professional development plan is adjusted based on teachers' readiness, their professional learning goals, and the needs of the students. In addition, the Covid-19 pandemic demands on staff, students, and families took an exceptional amount of time. As a result, they infringed on the District's ability to do all of the planned activities and gather all of the planned survey and assessment data. Expenditures in technology increased in 2021-22 as we replaced over 600 aging chromebooks and refreshed all teacher laptops. However facilities repairs and maintenance were less than expected.

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

Each of the actions was effective. All students received core instruction in redesigned and well-maintained facilities from highly qualified certificated and classified employees who are fully credentialed and appropriately assigned. The family-school relationship regarding safety was not measured on Panorama Survey in 2021-22 due to the demands of the Covid-19 pandemic. All activities produced the results as planned.

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.

As a result of reflections on the prior year, the District will continue with the listed metrics and actions except for the following amendments:

Metrics:

- No Changes

Actions:

- 1a. All students use CCSS-aligned instructional materials; Amended in 2022-23: include NGSS aligned instructional materials
- 1b. Enhanced school bookrooms and classroom libraries. Amended in 2022-23; include primary language supports
- 1c. History-Social Science pilot will extend into the 2022-23 school year
- 1g. New in 2022-23: World Language pilot and recommendation
- 1h. New in 2022-23: Health pilot and recommendation
- 3c. Some students are supported by paraeducators. Amended in 2022-23: increase paraeducator's hours to support additional educational

needs (i.e., library, food service, extended day, etc.)

3d. Review, research, and calibrate evaluation process for all staff (administration, certificated, and classified). Amended in 2022-23: work with the LLEA and CSEA on the evaluation process

4m. New in 2022-23: Large technology refresh (network, interactive displays) because of remodeling and bond projects scheduled for 2022-23

4n. New in 2022-23: Classroom moves because of remodeling and bond projects scheduled for 2022-23

4o. New in 2022-23: Classroom furniture, materials and instruction supplies, and equipment for Transitional Kindergarten classrooms.

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	<p>Prioritize student social-emotional wellness and increase student engagement and sense of belonging within the school community through a continued, focused effort to create safe, empathetic, and well-balanced school environments. Increase the percentage of students who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are foster youth, experiencing homelessness and/or low-income.</p>

An explanation of why the LEA has developed this goal.

Social-Emotional Learning, Wellness, and Safety (Strategic Plan: SEL & Health)

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

Analysis of student survey data has shown that 20% of students do not feel connected to the school community, particularly among students who are experiencing homelessness and/or low-income. Survey data from parents and teachers, as well as feedback from school counselors and expanded learning providers have also highlighted that there is a need related to school connectedness, as educational research data shows that these students are more likely to have poor attendance, increased behavior referrals, and low academic achievement. The science of learning and development identifies developmental relationships and safe, calm, and predictable environments as critical supports that help students overcome stress so that they can self-regulate, focus, and learn. Utilizing actions targeted to address these needs we will decrease the percentage of students who do not feel connected to the school community.

Input received from stakeholders through the LCAP development process indicates a desire to improve social-emotional wellness in our students, staff, and community. We plan to improve performance through actions that increase and improve student and adult social-emotional wellness and will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase in K-2 students' competency and well-being as measured on Panorama Survey	<p>69% of the students exert classroom effort (2020-21 baseline)</p> <p>83% of the students show emotional regulation (2020-21 baseline)</p> <p>62% of the students have grit (2020-21 baseline)</p> <p>54% of the students have self-management over emotions, thoughts, and behaviors (2020-21 baseline)</p> <p>72% have social awareness (2020-21 baseline)</p> <p>73% show engagement in school (2020-21 baseline)</p>	<p>70% of the students exert classroom effort</p> <p>77% of the students show emotional regulation</p> <p>59% of the students have grit</p> <p>60% of the students have self-management over emotions, thoughts, and behaviors</p> <p>70% have social awareness</p> <p>81% show engagement in school</p>			<p>75% of the students exert classroom effort</p> <p>88% of the students show emotional regulation</p> <p>67% of the students have grit</p> <p>59% of the students have self-management over emotions, thoughts, and behaviors</p> <p>77% have social awareness</p> <p>78% show engagement in school</p>
Increase in 3-5 students' competency and well-being as measured on Panorama Survey	<p>87% of the students exert classroom effort (2020-21 baseline)</p> <p>53% of the students favorable emotional</p>	<p>79% of the students exert classroom effort</p> <p>56% of the students favorable emotional regulation</p>			<p>92% of the students exert classroom effort</p> <p>58% of the students show emotional regulation</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>regulation (2020-21 baseline)</p> <p>56% of the students have grit (2020-21 baseline)</p> <p>80% of the students have self-management over emotions, thoughts, and behaviors (2020-21 baseline)</p> <p>72% have social awareness (2020-21 baseline)</p> <p>82% of students have supportive relationships with friends, family, and adults at school (2020-21 baseline)</p> <p>83% show engagement in school (2020-21 baseline)</p>	<p>59% of the students have grit</p> <p>79% of the students have self-management over emotions, thoughts, and behaviors</p> <p>73% have social awareness</p> <p>83% of students have supportive relationships with friends, family, and adults at school</p> <p>Engagement Survey was not given in 2021-22 therefore there is no Year 1 Outcome data</p>			<p>61% of the students have grit</p> <p>85% of the students have self-management over emotions, thoughts, and behaviors</p> <p>77% have social awareness</p> <p>87% of students have supportive relationships with friends, family, and adults at school</p> <p>88% show engagement in school</p>
Increase in 6-8 students' competency and well-being as measured on Panorama Survey	<p>79% of the students exert classroom effort (2020-21 baseline)</p> <p>50% of the students show emotional</p>	<p>79% of the students exert classroom effort</p> <p>52% of the students show emotional regulation</p>			<p>84% of the students exert classroom effort</p> <p>55% of the students show emotional regulation</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>regulation (2020-21 baseline)</p> <p>53% of the students have grit (2020-21 baseline)</p> <p>79% of the students have self-management over emotions, thoughts, and behaviors (2020-21 baseline)</p> <p>67% have social awareness (2020-21 baseline)</p> <p>79% of students have supportive relationships with friends, family, and adults at school (2020-21 baseline)</p> <p>56% of the students consider the perspectives of their teachers (2020-21 baseline)</p>	<p>58% of the students have grit</p> <p>77% of the students have self-management over emotions, thoughts, and behaviors</p> <p>71% have social awareness</p> <p>81% of students have supportive relationships with friends, family, and adults at school</p> <p>52% of the students consider the perspectives of their teachers</p>			<p>58% of the students have grit</p> <p>84% of the students have self-management over emotions, thoughts, and behaviors</p> <p>72% have social awareness</p> <p>84% of students have supportive relationships with friends, family, and adults at school</p> <p>61% of the students consider the perspectives of their teachers</p>
Percent of teachers fully implementing social emotional learning strategies as	0% Never been measured (Baseline 2021-22)	100% teachers fully implementing			Reasonable improvement unless 100% is reached. (Actual outcome set

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured through lesson plans and observation		social emotional learning strategies at Las Lomas 94% teachers fully implementing social emotional learning strategies at La Entrada			after there is baseline data in 2021-22)
Increase in teachers' social-emotional learning and wellness as measured on Panorama Survey	54% of teachers reported positive well-being (2020-21 baseline) 64% of teachers reported a sense of belonging (2020-21 baseline)	62% of teachers reported positive well-being 62% of teachers reported a sense of belonging			59% of teachers reported positive well-being 69% of teachers reported a sense of belonging
Increase in staffs' social-emotional learning and wellness as measured on Panorama Survey	74% of staff reported positive well-being (2020-21 baseline) 56% of teachers reported a sense of belonging (2020-21 baseline)	72% of staff reported positive well-being 66% of teachers reported a sense of belonging			79% of staff reported positive well-being 61% of teachers reported a sense of belonging
Percent of students that are attending school on a daily basis	98.8% of students attended school on a daily basis in 2020-21	95.9% of students attended school on a daily basis in 2021-22 as of May 5, 2022			99% of students attended school on a daily basis

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students that are labeled as chronic absenteeism	3.3% of students that are labeled as chronic absenteeism in 2018-19	8.9% of students that are labeled as chronic absenteeism in 2021-22 as of May 5, 2022			Less than 1% of students that are labeled as chronic absenteeism
Percent of cumulative students suspended for one or more offenses	Less than 1% of cumulative students suspended for one or more offenses in 2019-20	Less than 1% of cumulative students suspended for one or more offenses in 2021-22			Less than 1% of cumulative students suspended for one or more offenses
Number of cumulative students expelled	Zero students expelled 2020-21	Zero students expelled 2021-22			Zero students expelled
Number of students in grade 8 who drop out of school	Zero students in grade 8 dropped out of school 2020-21	Zero students in grade 8 dropped out of school 2021-22			Zero students in grade 8 dropped out of school

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Staffing	1a. Academic counseling and guidance provided to support all learners. 1b. Review and realign the counselors, nurses, behaviorist, wellness coordinator's roles to best meet student and staff needs	\$678,201.00	No
3.2	Support for Student Groups	2a. Offer mental health services onsite and by referral 2b. Launch afterschool programming for students to connect socially, organized by students who share common stressors, by affinity group, grade level, etc. 2c. Monitor chronic absenteeism plan 2d. Monitor suspension plan	\$120,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>2e. Develop programmatic ideas for La Entrada Middle School that support students, such as student advisory and re-imagining the LE Middle School schedule</p> <p>2f. Create safe spaces for students to retreat during the school day (e.g., Zen Den); Amended in 2022-23: add sensory elements to the spaces</p>		
3.3	Professional Development and Training (PD)	<p>3a. Parent education events on social-emotional learning and student and adult wellness.</p> <p>3b. Community Resiliency Model (CRM) training continued with SMCOE for teachers and staff (Discontinued for 2022-23)</p> <p>3c. Develop strategies and opportunities for students and staff to build meaningful relationships with each other, especially for students who have indicated that they lack a supportive adult at school</p> <p>3d. Meet with staff leadership to brainstorm short- and long-term interventions that will alleviate staff stress and improve their physical, social-emotional and mental health.</p> <p>3e. Continue to work on the Wellness Committee priorities (student mental health, employee wellness, and family/community involvement) based on staff survey</p>	\$40,000.00	No
3.4	Instructional Materials and Assessments	<p>4a. Review existing SEL strategies, identify and pilot new SEL curricula, unify SEL messaging/tools district-wide; Amended in 2022-23: audit SEL curriculum maps and pacing at each grade level to identify needs</p> <p>4b. Student, teachers, staff, and parent survey tool; Amended in 2022-23: review surveys through the lens of student access</p>	\$2,500.00	No

Goal Analysis [2021-22]

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

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

In 2021-22 LLESD prioritized student social-emotional wellness and increased student engagement and sense of belonging within the school community through a continued, focused effort to create safe, empathetic, and well-balanced school environments. There were no substantive differences between the planned actions and the actual implementation. In spring 2021, we convened all staff in the health and wellness realm district-wide, including counselors, nurses, behaviorists, wellness coordinators, and psychologists - we reviewed our current roles and reimagined how to collaborate better. We presented at the May 2021 school board meeting. With funding from Sequoia Healthcare, we expanded the reach of the Adolescent Counseling Service (ACS) from the middle school to now also include the K-3 students.

Staff across both school sites and the district office convened as a wellness committee once monthly throughout the academic year to address students' and staff's mental, physical, and social-emotional health needs. Efforts focused on two main projects. First, the committee piloted a Character Skills Program for students, highlighting different SEL traits, such as empathy or kindness. The Program launched in 2021-2022 with a more robust and coordinated effort involving parents, classroom lessons, and school-wide assemblies. Feedback was gathered in the spring panorama survey and will be used to inform additional staff programming for next year. The social committees at both schools held after-school gatherings for each school site. Las Lomitas hosted additional community building events such as valentine-grams and holiday cookie exchange. La Entrada held the annual Family Picnic in the Spring as conditions improved with the pandemic. The Charitable Event, Rise Against Hunger, involved the entire school community, PTA leaders and event planners, and parent volunteers.

The District leadership team has been involved in securing a contract with the Institute for Social and Emotional Learning, an organization that has provided workshops and resources for students, staff, school leadership, and parents to address the social and mental health needs of these groups. Staff used resources from the IFSEL toolkit. In addition to the curriculum, the sites created lunchtime activities for students, cross grade level buddies, student ambassador programs, and open space for students to gather during lunch. La Entrada's two counselors opened up the "Hangout Room 40," incorporating solid SEL practices and opportunities for students to rest, rejuvenate and find happiness in their day to day school world. Activities, school dances, field trips, field days, assemblies, musicals and concerts were reintroduced to support community SEL once the health landscape allowed the return of these events.

Molly Henricks presented a comprehensive training on mindfulness and strategies to mitigate anxiety to students and staff. Using the Community Resiliency Model, Molly met multiple times with teachers and staff members to work through these strategies and followed up with multiple sessions with middle school students to engage in similar work.

The Covid-19 pandemic demands on staff, students, and families took an exceptional amount of time. As a result, they infringed on the District's ability to do all of the planned activities and gather the planned survey and assessment data. The District understood the stress and trauma of the pandemic and prioritized social-emotional health and wellness over administering and analyzing additional and extensive metrics.

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.

Expenditures changed for actions 3.3 and 3.4 as new interests and opportunities arose throughout the year. Due to substitute shortage, many professional development activities have been postponed until 2022-23. The professional development plan is adjusted based on teachers' readiness, their professional learning goals, and the needs of the students. In addition, the Covid-19 pandemic demands on staff, students, and families took an exceptional amount of time. As a result, they infringed on the District's ability to do the planned activities and gather all of the planned survey and assessment data.

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

Each of the actions was effective. The students reported an increase in their overall students' competency and well-being. In particular, students reported being more socially aware, supportive relationships with friends, family, and adults at school, and increasing their skills in learning about, discussing, and confronting issues of race, ethnicity, and culture. The actions affected the data around classroom discussion, well-being, and how we can help ourselves remain healthy and positive. In addition, it affected the data around students' ability to be mindful of how negativity can feel exponential when so many stressors are in place. When talking with the older students, it was noticeable that student vocabulary and understanding of social and emotional well-being were topics promoted by both family and school settings.

The staff's social-emotional wellness was focused on through many social committee actions and school administration and counselor interventions and discussions. By the Spring of 2022, the staff's ability to remain positive and continue implementing top rate instruction while presenting as positive role models in front of the students was amazing, considering the ever-present strain put on educators during the past couple of COVID years.

At Las Lomas, the IFSEL strategies complemented and supplemented our Second Step and Rainbow Kids programs to provide responsive lessons for students and classrooms. IFSEL binders of lessons and activities were provided to teachers as a resource to respond to social-emotional needs as they occurred throughout the school year. Rather than a year-long plan or mapped curriculum, these lessons were targeted to student needs as they arose. The teachers and the paraeducators at Las Lomas received training on the IFSEL curriculum and components. At La Entrada, the IFSEL team presented start-of-year sessions to the teaching teams. The binder or resources was then shared and distributed to teachers to implement as they saw fit with their classes. As a result, many teachers included a sampling of the activities for their students and are interested in bringing more SEL tasks and strategies into their lessons moving forward.

Although our attendance and chronic absenteeism increased over the Year 1 Outcome, the introduction of Short Term Independent Study allowed students and families to access academic assignments and activities while away from school. The students were able to participate in and continue their education for various reasons, many having to do with COVID-19. At the start of the year, teaching teams prepared lists of assignments that could be implemented at any time. Many teachers also provided current materials to students who requested Short Term Independent Study. Attendance was monitored throughout the year, and parents were contacted and informed of their children's attendance when excessive. The school partnered with parents to communicate the importance of attendance and, when necessary, to create a plan to improve attendance.

Overall, parent and student perceptions of school culture were not measured on the 2021-22 survey. The Covid-19 pandemic demands on staff, students, and families took an exceptional amount of time. As a result, they infringed on the District's ability to gather all of the planned survey and assessment data. Chronic absenteeism was addressed at both sites with parent conferences that included the administration, counselors, and other relevant team members to work towards having the student access their schooling more regularly.

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.

As a result of reflections on the prior year, the District will continue the listed metrics and actions except for the following:

Metrics:

- No changes

Actions:

2f. Create safe spaces for students to retreat during the school day (e.g., Zen Den); Amended in 2022-23: add sensory elements to the spaces

3b. Community Resiliency Model (CRM) training continued with SMCOE for teachers and staff (Discontinued for 2022-23)

4a. Review existing SEL strategies, identify and pilot new SEL curricula, unify SEL messaging/tools district-wide; Amended in 2022-23: audit SEL curriculum maps and pacing at each grade level to identify needs

4b. Student, teachers, staff, and parent survey tool; Amended in 2022-23: review surveys through the lens of student access

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

Goals and Actions

Goal

Goal #	Description
4	All students will demonstrate growth towards meeting or exceeding standards in Science, Mathematics, and English Language Arts (ELA) and growth in English language proficiency as demonstrated through state assessments and local assessments. Through learning recovery supports, English Learners, students with disabilities, socio-economically disadvantaged, and Hispanic students will demonstrate growth towards meeting or exceeding standards. The District will continue taking specific steps to reduce disproportionality and the overrepresentation of Hispanic students in special education.

An explanation of why the LEA has developed this goal.

Achievement (Strategic Plan: #Inspired & Professional Development)

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Analysis of student performance on 2019 state benchmark assessments shows:

- 86% of all students met or exceeded grade-level standards in ELA
- 46% of English Learners (ELs) met or exceeded grade-level standards in ELA
- 30% of Students with Disabilities (SWD) met or exceeded grade-level standards in ELA
- 61% of Socio-economically disadvantaged Students (SED) met or exceeded grade-level standards in ELA
- 65% of Hispanic students met or exceeded grade-level standards in ELA

- 82% of all students met or exceeded grade-level standards in Math
- 52% of English Learners (ELs) met or exceeded grade-level standards in Math
- 27% of Students with Disabilities (SWD) met or exceeded grade-level standards in Math
- 37% of Socio-economically disadvantaged Students (SED) met or exceeded grade-level standards in Math
- 44% of Hispanic students met or exceeded grade-level standards in Math

Analysis of student performance on March 2021 local benchmark reading assessments shows:

- 86% of all students met or exceeded grade-level standards in Reading
- 56% of English Learners (ELs) met or exceeded grade-level standards in Reading
- 47% of Students with Disabilities (SWD) met or exceeded grade-level standards in Reading
- 50% of Socio-economically disadvantaged Students (SED) met or exceeded grade-level standards in Reading

59% of Hispanic students met or exceeded grade-level standards in Reading

The achievement gap in the identified subgroups can also be referred to as an opportunity gap based on the disproportionate numbers of Hispanic ELs identified as students with disabilities in LLESD. A student that needs a specially designed curriculum has less opportunity to remain with peers in the general education classroom. As outlined in the Significant Disproportionality Comprehensive Coordinated Early Intervening Services Plan (CCEIS), the District needs to continue to evaluate how students move from general education into special education, student assessment (including cutpoints, and data use to guide instruction), how interventions in the classroom are delivered, and how special education services are delivered.

Input received from stakeholders through the LCAP development process indicates a desire to improve ELA, Math, and Science achievement for all students. We plan to improve performance through actions that support and improve student learning and will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of all students and students of historically marginalized subgroups in grades 3-8 who score proficient on California Assessment of Student Performance and Progress (CAASPP) 2021 CAASPP results are based on 84% participation in ELA and 82% participation in mathematics	2019 CAASPP All Students: <ul style="list-style-type: none"> 86% ELA & 82% Math Language Learners (LLs): <ul style="list-style-type: none"> 46% ELA & 52% Math Students with Disabilities (SWD): <ul style="list-style-type: none"> 30% ELA & 27% Math Socio-economically disadvantaged (SED): <ul style="list-style-type: none"> 61% ELA & 37% Math Hispanic: <ul style="list-style-type: none"> 65% ELA & 44% Math 	2021 CAASPP All Students: <ul style="list-style-type: none"> 88% ELA & 84% Math Language Learners (LLs): <ul style="list-style-type: none"> 25% ELA & 45% Math Students with Disabilities (SWD): <ul style="list-style-type: none"> 54% ELA & 46% Math Socio-economically disadvantaged (SED): <ul style="list-style-type: none"> 46% ELA & 39% Math Hispanic: <ul style="list-style-type: none"> 64% ELA & 62% Math 			2024 CAASPP All Students: <ul style="list-style-type: none"> 91% ELA & 87% Math English Learners (ELs): <ul style="list-style-type: none"> 58% ELA & 64% Math Students with Disabilities (SWD): <ul style="list-style-type: none"> 42% ELA & 39% Math Socio-economically disadvantaged (SED): <ul style="list-style-type: none"> 73% ELA & 49% Math Hispanic: <ul style="list-style-type: none"> 76% ELA & 56% Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of all students and students of historically underserved subgroups in grades K-8 who meet or exceed standards on the district benchmark reading assessment	<p>Baseline set in July 2021</p> <p>All Students: Kindergarten: 73.5% met or exceeded standard</p> <p>1st Gr: 83.2% met or exceeded standard</p> <p>2nd Gr: 89.7% met or exceeded standard</p> <p>3rd Gr: 87.7% met or exceeded standard</p> <p>4th Gr: 87.5% met or exceeded standard</p> <p>5th Gr: 89.0% met or exceeded standard</p> <p>6th Gr: 85.0% met or exceeded standard</p> <p>7th Gr: 88.5% met or exceeded standard</p> <p>8th Gr: 77.8% met or exceeded standard</p> <p>Language Learners (LLs): No data</p> <p>Students with Disabilities (SWD): No data</p> <p>Socio-Economically Disadvantaged (SED): No data</p> <p>Hispanic: No data</p>	<p>All Students: Kindergarten: 80.2% met or exceeded standard</p> <p>1st Gr: 78.7% met or exceeded standard</p> <p>2nd Gr: 82% met or exceeded standard</p> <p>3rd Gr: 82.1% met or exceeded standard</p> <p>4th Gr: 86.8% met or exceeded standard</p> <p>5th Gr: 79.6% met or exceeded standard</p> <p>6th Gr: 49.8% met or exceeded standard</p> <p>7th Gr: 54.1% met or exceeded standard</p> <p>8th Gr: 67.4% met or exceeded standard</p> <p>Language Learners (LLs): No data</p> <p>Students with Disabilities (SWD): No data</p> <p>Socio-Economically Disadvantaged (SED): No data</p> <p>Hispanic: No data</p>			<p>2024 Reading Assessment set in July 2021</p> <p>All Students: English Learners (ELs):</p> <p>Students with Disabilities (SWD):</p> <p>Socio-Economically Disadvantaged (SED):</p> <p>Hispanic:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of all students and students of historically underserved subgroups in grades K-8 who meet or exceed standards on the district benchmark writing assessment	0% Never been measured (Baseline 2021-22)	New Writing Benchmark Assessment was not given in 2021-22 therefore there is no Baseline data or Year 1 Outcome data			Reasonable improvement unless 100% is reached. (Actual outcome set after there is baseline data in 2021-22)
Percent of all students and students of historically underserved subgroups in grades K-8 who meet or exceed standards on the district benchmark math assessment (MARS)	Baseline set in July 2021 All Students: 2nd Gr: 79.82% met or exceeded standard 3rd Gr: 72.55% met or exceeded standard 4th Gr: 81.15% met or exceeded standard 5th Gr: 74.59% met or exceeded standard 6th Gr: 60.29% met or exceeded standard 7th Gr: 87.12% met or exceeded standard Alg: 45.45% met or exceeded standard Geo: 77.42% met or exceeded standard Language Learners (LLs): No data Students with Disabilities (SWD): No data	District benchmark math assessment (MARS) was not given in its entirety in 2nd and 3rd grades in 2021-22 and cannot be reported District benchmark math assessment (MARS) was given outside the testing window in 4th-8th grades and cannot be reported at this time			2024 MARS Assessment set in July 2021 All Students: English Learners (ELs): Students with Disabilities (SWD): Socio-Economically Disadvantaged (SED): Hispanic:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socio-Economically Disadvantaged (SED): No data Hispanic: No data				
Percent of all students and students of historically underserved subgroups in grades K-8 who meet or exceed standards on the district benchmark math assessment	0% Never been measured (Baseline 2021-22)	New Math Benchmark Assessment was not given in 2021-22 therefore there is no Baseline data or Year 1 Outcome data			Reasonable improvement unless 100% is reached. (Actual outcome set after there is baseline data in 2021-22)
Percent of all students and students of historically underserved subgroups in grades 5 and 8 who score proficient on California Science Test (CAST)	2019 CAST Baseline All Students: 74% Language Learners (LLs):: Fewer than 10 students - No data available Students with Disabilities (SWD): 33% Socio-Economically Disadvantaged (SED): 26%	Science Assessment was not given in 2020-21 therefore there is no Year 1 Outcome data			2024 CAST All Students: 79% English Learners (ELs): Fewer than 10 students - No data available Students with Disabilities (SWD): 45% Socio-Economically Disadvantaged (SED): 38% Hispanic: 56%
Increase in K-2 students' competency and well-being as measured on Panorama Survey	64% students report having sufficient learning strategies (Baseline 2021-22)	66% students report having sufficient learning strategies 64% students report believing they can			69% students report having sufficient learning strategies 74% students report believing they can

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	69% students report believing they can succeed in achieving academic outcomes (Baseline 2021-22)	succeed in achieving academic outcomes			succeed in achieving academic outcomes
Increase in 3-5 students' competency and well-being as measured on Panorama Survey	67% students report having sufficient learning strategies (Baseline 2020-21) 68% students report believing they can succeed in achieving academic outcomes (Baseline 2020-21)	72% students report having sufficient learning strategies 66% students report believing they can succeed in achieving academic outcomes			72% students report having sufficient learning strategies 73% students report believing they can succeed in achieving academic outcomes
Increase in 6-8 students' competency and well-being as measured on Panorama Survey	61% students report having sufficient learning strategies (Baseline 2021-22) 59% students report believing they can succeed in achieving academic outcomes overall <ul style="list-style-type: none"> • 75% ELA • 78% Math • 82% History/Social Science 	64% students report having sufficient learning strategies 62% students report believing they can succeed in achieving academic outcomes overall <ul style="list-style-type: none"> • 71% ELA • 83% Math • 76% History/Social Science • 84% Science 			66% students report having sufficient learning strategies 64% students report believing they can succeed in achieving academic outcomes overall <ul style="list-style-type: none"> • 80% ELA • 83% Math • 87% History/Social Science • 88% Science

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> 83% Science (Baseline 2020-21) 				
Increase in teachers' social-emotional learning and wellness as measured on Panorama Survey	68% of teachers report confidence in educating all students (Baseline 2020-21)	74% of teachers report confidence in educating all students			73% of teachers report confidence in educating all students
Increase in staffs' social-emotional learning and wellness as measured on Panorama Survey	67% of staff report confidence in educating all students (Baseline 2020-21)	Survey was not given in 2021-22 therefore there is no Year 1 Outcome data			72% of staff report confidence in educating all students
Decrease the District's Risk Ratio for Hispanic students with an IEP for a Specific Learning Disability (SLD) Updated the baseline to 4.12 as it was reported incorrectly in 2020-21	2020 Risk Ratio: 3.12 (Baseline 2020-21)	2020 Baseline Risk Ratio: 4.12 2021 Risk Ratio: 3.82			The number of Hispanic students with an IEP for SLD will be reduced by 10% and/or reach a Risk Ratio lower than the 3.0 criterion
Percent of science teachers implementing board adopted curriculum as evidenced by administrator observation and survey.	0% Never been measured (Baseline 2021-22)	100% of the teachers			100% of the teachers

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Staffing	1a. Learning Recovery Staff (Certificated and Classified)	\$1,005,451.00	Yes
4.2	Staffing	2a. Certificated and Classified staffing to support Language Learners	\$134,593.00	Yes
4.3	Professional Development and Training (PD)	3a. PD opportunities in mathematics, reading, writing, and science 3b. PD opportunities in using English learners and inclusion strategies in the classroom 3c. PD opportunities in innovation (e.g, design, coding, inquiry) 3d. PD opportunities to teachers and paraprofessionals in the co-teach/co-plan instructional model 3e. PD opportunities in using technology in the classroom 3f. Integrate vertical articulation conversations during team meetings and create time and space during the school year for coordination and integration of insights 3g. Identify student groups and facilitators to create a vision and infrastructure for thematic learning opportunities, including the selection of initial theme and design/prototyping opportunities 3h. Create a design committee to support the implementation of the Strategic Plan 3i. Amended in 2022-23: Continuous staff education regarding how to appropriately and specifically address students with academic concerns (Tier 1) before recommended for special education services 3j. Amended in 2022-23: Continuous staff education regarding how to appropriately and specifically address students with academic concerns (Tier 2) before recommended for special education services	\$155,000.00	No
4.4	Instructional Materials and Assessments	4a. Pilot Benchmark Assessment System (BAS); Amended in 2022-23: add additional grade levels to the pilot and PD as required	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>4b. Pilot Universal Dyslexia Screener (Discontinue in 2022-23); Amended in 2022-23: implement the use of the dyslexia screener and other universal screeners K-5</p> <p>4c. Study proficiency cutpoints for local assessments</p> <p>4d. Refine/Create/pilot benchmark assessments at all grade levels</p> <p>4e. Purchase digital instructional materials</p> <p>4f. Administer reading assessment multiple times per year to inform the reading instruction</p> <p>4g. Use data management system to collect and analyze reading assessment data. Provide training on Illuminate</p> <p>4h. Develop a local writing assessment; prompts, rubrics, process, and scoring</p> <p>4i. "On Demand" writes given as formative assessments and results analyzed to determine student learning and any needed intervention.</p> <p>4j. Review, revise, create, and adopt K-8 math assessments</p> <p>4k. Teachers engage in frequent, collaborative analysis of student work products and assessment results to determine the effectiveness of lessons, student growth and learning, and next instructional steps.</p> <p>4l. Amended in 2022-23: Identify local assessments/tools to be used as progress monitoring tools and pilot new progress monitoring tools (i.e. reading, math, SEL, etc)</p>		
4.5	Instructional Materials and Assessments	<p>5a. ELD teachers will choose piloted instructional materials for designated ELD.</p> <p>5b. Purchase ELD Instructional Materials</p> <p>5c. Amended in 2022-23: analyze the student ELPAC scores to inform instruction</p>	\$3,000.00	Yes
4.6	Support for Student Groups	<p>6a. Reduce disproportionality for students in identified groups to ensure that all students receive as much support as possible in general education classrooms, reduce unnecessary referrals to</p>	\$108,769.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>special education, and increase time and resources for additional time in a general education setting.</p> <p>6b. Identified students, meeting district criteria, attend district-sponsored summer school programs that focus on reading and math improvement.</p> <p>6c. Identified students will receive math and reading support during, before and after the school day through support classes, intervention pull out, homework center and other after school classes.</p> <p>6d. Explore and formalize Response to Intervention Program at the sites</p> <p>6e. Review and redesign the Student Study Team process (SST)</p>		

Goal Analysis [2021-22]

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

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

In 2021-22 LLESD prioritized supporting students' growth towards meeting or exceeding standards in Science, Mathematics, and English Language Arts (ELA) and increasing English language proficiency as demonstrated through state assessments and local assessments. Language Learners, students with an IEP, socio-economically disadvantaged, and Hispanic students showed growth towards meeting or exceeding standards through the support of our Learning Recovery Model. In addition, the District took specific steps to reduce disproportionality and the overrepresentation of Hispanic students in special education. There were no substantive differences between the planned actions and the actual implementation except in the area of some professional development, assessment, and progress monitoring.

At the beginning of the school year, the administrative team met with the support staff to design and develop a learning recovery plan for all students needing academic, language, and social emotional support. An individual learning plan (ILP) was designed for each student based on their needs and not their "label" (Language Learner, students with an accommodation plan, etc.) The team collectively supported the students in the way that each student needed. As the team learned more about each student through empathy interviews, reviewing assessment data, and interactions with the student and the family, each plan and support was adjusted. In addition, the Learning Recovery Team (LRT) worked closely with the classroom teachers to support the students inside and outside of the classroom.

The Learning Recovery Plan at Las Lomas and La Entrada was launched thoughtfully to learn about the whole child. Assessment data from 2020-2021 and literacy and math screeners were used to identify students most impacted by the COVID Pandemic. With special attention to historically underserved students (multilingual, SED, Hispanic), the Learning Recovery Teacher conducted empathy interviews with each identified child. Classroom teachers were also consulted to identify the students who needed the most support. They planned to learn about

the whole child and address their academic and social-emotional needs. Students identified as needing additional help were provided Tier 2 intervention from our learning recovery team in reading, writing, math, and social emotional learning. Independent Learning Plans (ILP) were created for each child to track intervention type and frequency and monitor progress. The intervention settings included 1:1 and small group sessions and were either push-in or pull-out based on student needs. Our multilingual students received additional support through push-in paraprofessional support.

All students also received Tier 1 intervention through small groups and 1:1 instruction by the classroom teacher. Extended day support was also implemented for students needing additional help in reading and mathematics. In addition, an extended day was provided for our most novice English Language Learners to create affinity groups and practice English in a fun, play-based setting. Student ILPs were reviewed regularly by the Learning Recovery Team and formally in November and March once schoolwide benchmark assessments were conducted. This information was used to update ILPs, exit students from Tier 2 intervention, and adjust the level of intervention others received based on progress. A goal for 2022-23 is to formalize and sanction classroom and school-level progress monitoring tools to make the program's adjustments more frequently.

To build on the inclusive support model designed and developed by the learning recovery teams, the District needed to offer more professional development opportunities to teachers and paraprofessionals in the co-teach/co-plan instructional model. Due to substitute shortage, many professional development activities were postponed until 2022-23. The shortage also affected the District's ability to carve out time for vertical articulation conversations during team meetings, create time and space during the school year for coordination and integration of insights, and identify student groups and facilitators to develop a vision and infrastructure for thematic learning opportunities. Mid-year, as planning started for the 2022-23 school year, the District launched a two-month-long process to gather staff, students, and community input on our learning recovery efforts and other priorities as the District moved out of pandemic restrictions. The cross school, cross grade level, and vertical articulation informed the District and Staff Leadership teams on the program needs, thus informing the staffing needs for 2022-23. Changes in learning recovery, elective and specialist choices, and the addition of Transitional Kindergarten as an early intervention strategy resulted.

LLESD planned to evaluate and create new assessments and benchmarks in reading, writing, and mathematics based on the common core standards (CCS) and developmentally appropriate levels. Although the sites did not complete all of the actions, progress was made. Both sites utilized a variety of assessments to screen students for Tier 2 support and inform classroom teachers' Tier 1 interventions in the classrooms.

- Las Lomas piloted the Benchmark Assessment System (BAS) and reviewed the entire battery of reading assessments given at Kindergarten. Following the Kindergarten and 3rd grade lead, the 1st and 2nd grade teachers had multiple conversations on how they might move from the Developmental Reading Assessment (DRA) to the BAS and planned a pilot for fall 2022-23. The goal is to have a common reading assessment at K-5 (6th-8th as needed). They also piloted a dyslexia screener at LL and will continue that work in fall 2022. Once there are year over year, consistent grade level assessments, the teachers will be more able to engage in systematic, collaborative analysis of student work products and assessment results to determine the effectiveness of lessons, student growth and learning, and next instructional steps.

- The teachers also La Entrada implemented the Benchmark Assessment System (BAS) for all students in Grades 4-5 and for students below grade level in reading in Grades 6-8. Grades 4-8 used the CommonLit pre- and post- assessments to screen students for Tier 2 support and to inform teachers Tier 1 interventions in the classrooms. The site used Leveled Literacy Intervention (LLI) and Orton-Gillingham assessments to decide on continuing or exiting students from Tier 2 reading support. T La Entrada began preliminary discussions on incorporating a math pre-assessment tool, and learning recovery teachers piloted the EasyCBM program as a screener. The MARS assessment will be administered and scored at the end of the year. These rich mathematical tasks will allow students to apply their conceptual understanding while also providing feedback to teachers on ways to adjust their mathematical instruction strategically.
- Teachers across both campuses utilized Units of Study pre- and post-unit reading and writing assessments to measure students' progress and inform instruction. In addition, 3-8 teachers administered CAASPP Interim assessments to inform instruction and expose students to the structure and technology of the CAASPP Assessment.
- The California Science Test (CAST) was optional in 2021 and therefore the 5th and 8th grade students did not participate. However, the teachers implemented the adopted NGSS curriculum and unit assessments to guide and evaluate science progress throughout the year. They will participate in the 2022 CAST assessment.

Stakeholder and Leadership teams were identified to address our significant disability status. The District's identified group is Hispanic students with an IEP for a specific learning disability (SLD). With the help of a CCEIS facilitator, the teams explored the root causes that contribute to disproportionality. In addition, teams identified system changes to improve the provision of services to students and reduce disproportionality. Root causes were determined to be:

- differences in the level and type of multi-tiered systems of support teachers were providing for students in the general education classroom
- a need for more support for classroom teachers to provide effective EL instruction in the classroom
- an inconsistent Study Study Team (SST) process across sites.

Many activities have occurred in response to the root causes. As a part of redesigning and understanding the next steps for our students, the District facilitated Equity Walks with students to gain insight and understanding into their school experiences and help inform the activities for the CCEIS plan. Target students receive specialized interventions through individual learning recovery plans (ILP) that specify respective benchmarks and help staff monitor and document student progress as defined in the CCEIS plan. Detailed student file reviews have occurred to help staff identify student's journey into special education. Significant professional development has been provided to teachers and classified staff in the following areas:

- distinguishing language differences from a disability
- adjusting benchmarks to become more developmentally appropriate
- piloting and using more effective progress monitoring tools.

The Covid-19 pandemic demands on staff, students, and families took an exceptional amount of time. As a result, they infringed on the District's ability to do all of the planned activities and gather the planned survey and assessment data. The District understood the stress and trauma of the pandemic and prioritized social-emotional health and wellness over administering and analyzing additional and extensive metrics. Informal assessments were given as alternatives to those listed in the Measuring and Reporting Results but the results were not

gathered and are not reportable on the LCAP.

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.

Expenditures changed for action 4.3 as new interests and opportunities arose throughout the year. Due to substitute shortage, many professional development activities have been postponed until 2022-23. The professional development plan is adjusted based on teachers' readiness, their professional learning goals, and the needs of the students. In addition, the Covid-19 pandemic demands on staff, students, and families took an exceptional amount of time. As a result, they infringed on the District's ability to do all of the planned activities and gather the planned survey and assessment data.

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

The work of reviewing, revising, and creating benchmark assessments with adjusted developmentally appropriate cut points in reading, writing, and math was not completed this year. Therefore, there are no new baseline or Year 1 Outcomes to report in some cases. However, some grade level assessment data are based on previous benchmarks, like reading and math. The District reported baseline data for 2020-21 MARS but cannot report Year 1 outcome data because the sites did not comparably give the exam in 2021-22. The MARS exam is a summative math performance assessment to measure students' ability to solve non-routine problems, explain and justify their solutions and promote high level thinking skills. Standardized use of the assessment and as a tool for professional development will continue to develop in the 2022-23 school year. The reading data collected in June will inform the progress of our students with Individual Learning Plans (ILPs) and inform the Learning Recovery work in 2022-23. CAASPP data from spring 2021 shows some trends but doesn't show the complete picture of what our students achieved in 2020-21 since the scores are based on 84% participation in ELA and 82% participation in mathematics. In addition, there was no science portion (CAST) of the state assessments system in 2020-21. The teachers look forward to reviewing the 2022 CAST to see the impact of the new NGSS curriculum partially implemented in 2020-21 and fully implemented in 2021-22.

Many activities outlined under Goal # 4 improved the significant disproportionality risk ratio numbers. The District's ratio was 4:12 in 2020 and has moved downward to 3.82. It is required to be 3:0 or less. Professional development, benchmark review, the implementation of new, ongoing progress monitoring systems, and new learning recovery programs for target students all assisted in an improved risk ratio.

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.

As a result of reflections on the prior year, the District will continue the listed metrics and actions except for the following:

Metrics:

- No changes

Actions:

- 3i. Amended in 2022-23: Continuous staff education regarding how to appropriately and specifically address students with academic concerns (Tier 1) before recommended for special education services
- 3j. Amended in 2022-23: Continuous staff education regarding how to appropriately and specifically address students with academic concerns (Tier 2) before recommended for special education services
- 4a. Pilot Benchmark Assessment System (BAS); Amended in 2022-23: add additional grade levels to the pilot and PD as required
- 4b. Pilot Universal Dyslexia Screener (Discontinue in 2022-23); Amended in 2022-23: implement the use of the dyslexia screener and other universal screeners K-5
- 4l. Amended in 2022-23: Identify local assessments/tools to be used as progress monitoring tools and pilot new progress monitoring tools (i.e., reading, math, SEL, etc.)
- 5c. Amended in 2022-23: analyze the student ELPAC scores to inform instruction

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

Goals and Actions

Goal

Goal #	Description
5	Strengthen stakeholder engagement and strategic communications to support student success. Deliver consistent, timely, and culturally responsive communications that promote family and staff engagement. Increase the percentage of students, staff, and parents who feel engaged and successful at the school sites. Foster relationships, trust, and collaboration among all district stakeholder groups.

An explanation of why the LEA has developed this goal.

Parent Engagement and Communication (Strategic Plan: Engagement & Communications)

- Priority 3: Parental Involvement (Engagement)
- Priority 6: School Climate (Engagement)

The benefits to student success of investing in effective communication with stakeholders are backed by years of education research that shows it: (1) increases family engagement, the number one predictor of student success, (2) creates an informed, connected, inviting, professional workplace, which increases teamwork, productivity, employee morale, job satisfaction and retention, and ultimately strong school leadership and staffing, and (3) enhances community trust, which builds political will for financial initiatives like bond measures.

Input received from stakeholders through the LCAP development process indicates a desire to improve parent engagement and communication. We plan to improve performance through actions that increase and improve parent engagement and communication and will measure progress towards our goal using the metrics identified below.

Sources: Blank, Marvin, J.; Melaville, Atelia; and Shah, Bela P., Making the Difference: Research and Practice in Community Schools, Coalition for Community Schools, May 2003; Bryk, Anthony, and Barbara Schneider. "Trust in Schools: A Core Resource for School Reform." Educational Leadership, Mar. 2003; Mapp, Karen L. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. National Center for Family and Community Connections with Schools, 2002.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase in parent satisfaction regarding communication as measured on parent survey	0% Never been measured (Baseline 2021-22)	3.9 on a 5 point scale from very unsatisfied to very satisfied			Reasonable improvement unless 100% is reached. (Actual outcome set after there is baseline data in 2021-22)
Increase in the family-school relationship as measured on Panorama Survey	20% of the families engage in the schools (Baseline 2020-21) 85% of the parents indicate there are no barriers to family engagement (Baseline 2020-21) 82% of the parents report a positive school climate (Baseline 2020-2021)	19% of the families engage in the schools 83% of the parents indicate there are no barriers to family engagement 82% of the parents report a positive school climate			25% of the families engage in the schools 85% of the parents indicate there are no barriers to family engagement 92% of the parents report a positive school climate
Increase in teachers' social-emotional learning and wellness as measured on Panorama Survey	57% of the teachers report a positive school climate (Baseline 2020-21) 56% of the teachers have a sense of belonging (Baseline 2020-21)	62% of the teachers report a positive school climate 62% of the teachers have a sense of belonging			62% of the teachers report a positive school climate 61% of the teachers have a sense of belonging
Increase in staffs' social-emotional learning and wellness	64% of the staff report a positive school	72% of the staff report a positive school climate			69% of the staff report a positive school climate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
as measured on Panorama Survey	climate (Baseline 2020-21) 64% of the staff have a sense of belonging (Baseline 2020-21)	66% of the staff have a sense of belonging			69% of the staff have a sense of belonging

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Communication Plan	<p>1a. Allocate resources to pilot communications and engagement staffing (Discontinued for 2022-23)</p> <p>1b. Create an LLESD communications plan/strategy and pilot it for one year</p> <p>1c. Assess communications plan pilot success/outcomes</p> <p>1d. Determine the overarching messages that should be present in all site/district/board communications</p> <p>1e. Evaluate and coordinate LLESD’s systems of communications (including intra-district communications) for content management, learning management, student info., mobile apps, notifications</p> <p>1f. Determine the types of technology LLESD stakeholders use in order to reach everyone/hear all voices</p> <p>1g. Focus on making communications personal through the inclusion of stories, photos, etc. in order to build community connections, student belonging, success, and ownership</p> <p>1h. Update and improve websites</p>	\$25,000.00	No
5.2	Family Engagement	2a. Create more family events that meet all families’ needs. Include diverse geographies and backgrounds	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
5.3	Family Engagement	3a. DELAC and Parent organizations will review immigrant patterns and languages and adjust school and parent events to increase participation 3b. Engage volunteers as cultural ambassadors to orient families from their home country 3c. Pilot a multilingual family liaison/family coordinator or program 3d. Amended in 2022-23: Add additional translation services (i.e. conferences, newsletters, surveys, etc)	\$25,000.00	Yes
5.4	Staffing	5a. Amended in 2022-23: Hire Communication personnel	\$100,399.00	No

Goal Analysis [2021-22]

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

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

In 2021-22 LLESD strengthened educational partnership engagement and strategic communications to support student success. All levels of the organization worked to deliver consistent, timely, and culturally responsive communications that promote family and staff engagement. As a result, there was an increase in students, staff, and parents who feel engaged and successful at the school sites. The District aims to continue to foster relationships, trust, and collaboration among all educational partners. There were no substantive differences between the planned actions and the actual implementation.

As the COVID -19 restrictions were lifted in late winter and spring, the schools were able to increase the number of student and family events: Some highlights were:

- phone calls to every new family in 2021-22
- family and classroom tours
- mingling opportunities for families with music, food, and drinks
- middle school dances
- school picnic
- movie night
- student performances
- Dance Festival
- in person School Board Meetings
- in person DELAC meeting

- field trips with parent chaperones
- PTA Playdates
- spring service event
- Fun Run
- Las Lomas Foundation Auction

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

The Covid-19 pandemic demands on staff, students, and families took an exceptional amount of time. As a result, they infringed on the District's ability to do all of the planned activities. The majority of the differences were in the area of family engagement, action 5.1. The District hired a Director who will use the baseline communication data, Panorama survey data, and interviews with educational partners to expand the actions of this goal in 2022-23.

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

The baseline communication data showed that on a scale from 1-5, the overall satisfaction with communication was 3.9. As a result, all levels of the organization worked to deliver consistent, timely, and culturally responsive communications that promote family and staff engagement. At the District level, this meant a consistent pattern of staff and family video chats, District newsletters on events, initiatives, and health and safety, and School Board meeting highlights shared monthly. At the school sites, this meant frequent SchoolLoop and School Messenger communications about grade level specific or schoolwide relevant events, 4th and 6th grade orientations via zoom, parent/teacher conferences, and Principal's Coffees. As a result, there was an increase in students, staff, and parents who feel engaged and successful at the school sites.

At Las Lomas, parent communication was shared with staff first for feedback and input. Principal's coffees in the spring were held on a dual platform to make them more accessible. In addition, there were videoconferencing opportunities to discuss MOSAIC and share the program and its focus for the year. Finally, new family tours were held in person in the spring. La Entrada prioritized student voice and engagement in developing ways for students, staff, and families to engage with the school community. The site switched the format of our 4th and 6th grade orientations to be student-facilitated with the support of the principal. Coupled with a digital videoconferencing platform, these orientations allowed incoming 4th and 6th grade students to engage with a presentation that supports their social emotional well-being. Previously, these events were adult-oriented and presented by the principal to the parents. The Gay-Straight Alliance Club of middle school students (GSA) was asked to communicate with educational partners and plan events this year. Working groups such as the PTA, students, parents, and staff partners shared throughout the year to plan and organize events that have benefitted the school community.

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.

As a result of reflections on the prior year, the District will continue with the listed metrics and actions except for the following amendments:

Metrics:

- No changes

Actions:

1a. Allocate resources to pilot communications and engagement staffing (Discontinued for 2022-23)

1i. Amended in 2022-23: Hire Communication personnel

3d. Amended in 2022-23: Add additional translation services (i.e., conferences, newsletters, surveys, etc.)

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$231,741	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.30%	0.00%	\$0.00	2.30%

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

Required Descriptions

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

Goal 2: Conditions of Learning (Strategic Plan: Facilities & Technology)

- Actions: Support for Student Groups

Las Lomas Elementary School District does not routinely receive foster or homeless youth as students. However, if we were to have foster or homeless youth enrolled, a support plan would be developed and coordinated by the Director of Student Services. This action will address the need by supporting the families and students with learning and health and wellness.

Goal 4: Achievement (Strategic Plan: #Inspired & Professional Development)

- Actions: Staffing, Instructional Materials, and Assessments (1, 2, 5)

After assessing the needs, conditions, and circumstances of our low-income students and our multilingual learners, we learned that the achievement data of our low-income is 42% lower in ELA and 45% lower in Math and for multilingual learners is 63% lower in ELA and 39% lower in math than the achievement data for all students. Therefore, to address the conditions of our low-income students and multilingual learners, we will redesign our intervention program to address some of the major causes of lower achievement, including the loss of status

and instruction when pulled out of the classroom, as well as an understanding and frequency of assessment to target learning gaps.

With so few unduplicated students across all classrooms, the District reviewed the data and employed 5.4 FTE Learning Recovery Teachers to push in and work with a small group of students across the classrooms, including unduplicated students. The addition of 2 FTE Transitional Kindergarten will support the early intervention efforts. This extra staffing and the purchasing of instructional materials will help the multilingual learners achieve English acquisition by providing staffing and materials for designated and integrated English Language Development.

Increased Learning Recovery staff in 2022-223, classroom libraries, assessments, and digital supports are the most effective use of the funds to meet these goals for its unduplicated pupils based on the formal and informal data which showed improved student reading and math progress in 2021-22.

Goal 5: Parent Engagement and Communication (Strategic Plan: Engagement & Communications)

- Actions: Family Engagement

After assessing our low-income and multilingual families' needs, conditions, and circumstances, we learned that the barriers to engagement of our multilingual families continue to be lower than the other families in K-8. To address this condition of our multilingual families, the new Director of Communication will create a communication plan and pilot communications and engagement strategies, including introducing more multilingual and multicultural opportunities so that the families have an increased comfort level at the schools and access information. These actions are being provided on an LEA-wide basis, and we expect/hope that all families will benefit. However, because of the higher barriers to engagement of multilingual families and because the actions meet needs most associated with multilingual needs, we expect that the engagement data for multilingual learners will increase more than the achievement of all other students.

Translations and parent meetings will help the multilingual families achieve increased engagement and involvement by increasing access to information in their primary language and increasing the opportunity to come together as multilingual families.

Increased attention and support for the families of multilingual students in 2022-223 is the most effective use of the funds to meet these goals for its unduplicated pupils based on the information gathered through formal and informal focus groups and surveys in 2021-22 and the increased participation by all families in events held in spring 2021-22.

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

In 2022-23, Las Lomitas Elementary School District is projecting it will receive \$231,741.00 based on the enrollment of foster youth, multilingual learners, and low-income students. The District plans to spend \$1,165,044.00 towards meeting this requirement. Services

provided for unduplicated pupils are increased or improved by more than the percentage calculated compared to the services provided for all students in the 2021-22 LCAP. Specific activities included in the plan:

- Additional language learner support (Goal 4)
- Summer and school year ELD professional development for teachers and staff (Goal 4)
- Purchase ELD instructional materials (Goal 4)
- Additional Learning Recovery Specialists to support the lowest-performing students who historically are multilingual learners and low-income students (Goal 4)

Limited in scope - specifically serving, the primary beneficiary of service

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 - LLESD does not receive concentration grant

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$25,745,046.00	\$593,000.00	\$2,510,000.00	\$174,769.00	\$29,022,815.00	\$26,820,568.00	\$2,202,247.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Staffing	ELs, SWD, SED, Hispanic All Students with Disabilities					
1	1.2	Professional Development and Training (PD)	ELs, SWD, SED, Hispanic All Students with Disabilities				\$10,000.00	\$10,000.00
1	1.3	Community Engagement	ELs, SWD, SED, Hispanic All Students with Disabilities			\$20,000.00		\$20,000.00
1	1.4	Instructional Materials and Assessments	ELs, SWD, SED, Hispanic All Students with Disabilities			\$90,000.00		\$90,000.00
2	2.1	Instructional Materials and Assessments	ELs, SWD, SED, Hispanic All Students with Disabilities		\$255,500.00			\$255,500.00
2	2.2	Professional Development and Training (PD)	ELs, SWD, SED, Hispanic All Students with Disabilities		\$40,000.00			\$40,000.00
2	2.3	Staffing	ELs, SWD, SED, Hispanic All Students with Disabilities	\$20,704,747.00	\$50,000.00	\$2,400,000.00		\$23,154,747.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	Facilities and Technology	ELs, SWD, SED, Hispanic All Students with Disabilities	\$3,004,655.00				\$3,004,655.00
2	2.5	Support for Student Groups	Foster Youth	\$0.00				\$0.00
3	3.1	Staffing	ELs, SWD, SED, Hispanic All Students with Disabilities	\$678,201.00				\$678,201.00
3	3.2	Support for Student Groups	ELs, SWD, SED, Hispanic All Students with Disabilities				\$120,000.00	\$120,000.00
3	3.3	Professional Development and Training (PD)	ELs, SWD, SED, Hispanic All Students with Disabilities		\$40,000.00			\$40,000.00
3	3.4	Instructional Materials and Assessments	ELs, SWD, SED, Hispanic All Students with Disabilities		\$2,500.00			\$2,500.00
4	4.1	Staffing	English Learners Foster Youth Low Income	\$1,005,451.00				\$1,005,451.00
4	4.2	Staffing	English Learners	\$134,593.00				\$134,593.00
4	4.3	Professional Development and Training (PD)	ELs, SWD, SED, Hispanic All Students with Disabilities		\$155,000.00			\$155,000.00
4	4.4	Instructional Materials and Assessments	ELs, SWD, SED, Hispanic All Students with Disabilities	\$50,000.00				\$50,000.00
4	4.5	Instructional Materials and Assessments	English Learners	\$1,500.00			\$1,500.00	\$3,000.00
4	4.6	Support for Student Groups	ELs, SWD, SED, Hispanic All Students with Disabilities	\$15,500.00	\$50,000.00		\$43,269.00	\$108,769.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5.1	Communication Plan	ELs, SWD, SED, Hispanic All Students with Disabilities	\$25,000.00				\$25,000.00
5	5.2	Family Engagement	ELs, SWD, SED, Hispanic All Students with Disabilities	\$0.00				\$0.00
5	5.3	Family Engagement	English Learners	\$25,000.00				\$25,000.00
5	5.4	Staffing	All	\$100,399.00				\$100,399.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$10,089,807	\$231,741	2.30%	0.00%	2.30%	\$1,166,544.00	0.00%	11.56 %	Total:	\$1,166,544.00
								LEA-wide Total:	\$1,166,544.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	Support for Student Groups	Yes	LEA-wide	Foster Youth	All Schools	\$0.00	
4	4.1	Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,005,451.00	
4	4.2	Staffing	Yes	LEA-wide	English Learners	All Schools	\$134,593.00	
4	4.5	Instructional Materials and Assessments	Yes	LEA-wide	English Learners	All Schools	\$1,500.00	
5	5.3	Family Engagement	Yes	LEA-wide	English Learners	All Schools	\$25,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$27,021,599.00	\$24,537,346.00

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	Staffing	No	\$309,366.00	\$204,511
1	1.2	Professional Development/Training (PD)	No	\$10,000.00	\$10,000
1	1.3	Community Engagement	No	\$10,000.00	\$0
2	2.1	Instructional Materials and Assessments	No	\$168,388.00	\$168,388
2	2.2	Professional Development and Training (PD)	No	\$30,000.00	\$15,000
2	2.3	Staffing	No	\$20,620,796.00	\$19,102,636
2	2.4	Facilities and Technology	No	\$3,916,771.00	\$3,015,768
2	2.5	Support for Student Groups	Yes	\$0.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Staffing	No	\$583,634.00	\$678,201
3	3.2	Support for Student Groups	No	\$120,000.00	\$120,000
3	3.3	Professional Development and Training (PD)	No	\$102,552.00	\$50,000
3	3.4	Instructional Materials and Assessments	No	\$5,000.00	\$0
4	4.1	Staffing	No Yes	\$811,069.00	\$1,004,749
4	4.2	Staffing	Yes	\$169,023.00	\$134,593
4	4.3	Professional Development and Training (PD)	No	\$100,000.00	\$6,000
4	4.4	Instructional Materials and Assessments	No	\$5,000.00	\$2,000
4	4.5	Instructional Materials and Assessments	Yes	\$5,000.00	\$500
4	4.6	Support for Student Groups	No	\$0	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.1	Communication Plan	No	\$50,000.00	\$20,000
5	5.2	Family Engagement	No	\$0	\$0
5	5.3	Family Engagement	Yes	\$5,000.00	\$5,000

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$215,615	\$932,431.00	\$1,090,088.00	(\$157,657.00)	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)
2	2.5	Support for Student Groups	Yes	\$0	\$0		
4	4.1	Staffing	Yes	\$776,679.00	\$956,904		
4	4.2	Staffing	Yes	\$150,752.00	\$128,184		
4	4.5	Instructional Materials and Assessments	Yes	\$5,000.00	\$5,000		
5	5.3	Family Engagement	Yes				

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$9,887,907	\$215,615	0%	2.18%	\$1,090,088.00	0.00%	11.02%	\$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.

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022