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

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

The text description for the above chart is as follows: The total revenue projected for Lammersville Unified School District is $78,610,272, of which $69,714,014 is Local Control Funding Formula (LCFF), $6,259,649 is other state
funds, $1,697,663 is local funds, and $938,946 is federal funds. Of the $69,714,014 in LCFF Funds, $2,954,138 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.

<table>
<thead>
<tr>
<th>Budgeted Expenditures in the LCAP</th>
<th>Total Budgeted General Fund Expenditures, $79,282,031</th>
<th>Total Budgeted Expenditures in the LCAP $37,446,042</th>
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<tr>
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This chart provides a quick summary of how much Lammersville Unified 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: Lammersville Unified School District plans to spend $79,282,031 for the 2022-23 school year. Of that amount, $37,446,042 is tied to actions/services in the LCAP and $41,835,989 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budget expenditures not shown in the LCAP are general operating costs such as maintenance, facilities and contracts with service providers. Most funding passed directly through to school sites such as Lottery, supply and athletics allocations, so many of these costs are not included. Salaries and benefits for administrators, managers, non-academic support staff and substitutes are also not a part of the plan. Finally, contributions to other funds are not included in the LCAP.

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

In 2022-23, Lammersville Unified School District is projecting it will receive $2,954,138 based on the enrollment of foster youth, English learner, and low-income students. Lammersville Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lammersville Unified School District plans to spend $3,037,378 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 Lammersville Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Lammersville Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Lammersville Unified School District's LCAP budgeted $2,669,059 for planned actions to increase or improve services for high needs students. Lammersville Unified School District actually spent $2,616,208 for actions to increase or improve services for high needs students in 2021-22.

A shortage of teacher substitutes resulted in collaboration among staff to occur on early release days and decreased payroll expenses for subs. Also, 2021/2022 has shown a gradual increase in professional development off campus and outside of the work day due to the pandemic and return to in person. There was little impact on students related to the actions and services planned in the LCAP. Difference in expenditures is less than 1%.
Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

<table>
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<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lammersville Unified School District</td>
<td>Thorsten Harrison</td>
<td><a href="mailto:tharrison@lammersvilleusd.net">tharrison@lammersvilleusd.net</a></td>
</tr>
<tr>
<td></td>
<td>Associate Superintendent</td>
<td>209-836-7400</td>
</tr>
</tbody>
</table>

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).

Educational partners were surveyed and provided information as directed by SJ County Public Health in distance learning and safe return to in-person instruction protocols. In addition, communication from the Child nutrition services was provided to parents for universal feeding. Specific actions in the LCAP have not been changed. Needs identified were looked at when determining the use of these funds and did not impact the 2021-22 LCAP.

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.

Lammersville Unified School District does not receive concentration grant funding.

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.

Input from educational partners was gleaned through surveys and information was provided by SJ County Public Health in distance learning and safe return to in-person instruction protocols. Student need, and educational partner input, was analyzed when determining the use of
said funds, results of surveys were used to plan for learning loss mitigation, independent study and safe return to in person instruction. In addition, communication from the Child nutrition services was provided to parents for universal feeding. As a result, LUSD prepared safe return to school environments as well as staff preparation for independent and in person 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 alignment with the LCAP, LUSD successfully implemented full K-12 independent study staff and school site to accommodate parent requests for I/S. Teachers and staff transitioned seamlessly to the I/S program, this was a success. Another success was LUSD expanded mental health services and PBIS. Challenges were related to hiring and staffing of both in person and independent study classrooms.

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.

As aligned with the Local Control and Accountability Plan, the Safe Return to In-Person instruction and ESSER III Expenditure Plan detailed the use of funds for planning and execution of summer school and necessary curriculum to address learning loss. Technology to ensure 1:1 devices for all students including access. LUSD ensures a safe environment and necessary PPE. After school enrichment and tutoring is also provided to students.

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

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

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

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

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

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

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

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

**Instructions**

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

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

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

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

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

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

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

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

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

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

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

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

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

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.
Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

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

California Department of Education
November 2021
Local Control Accountability Plan

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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
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</thead>
<tbody>
<tr>
<td>Lammersville Unified School District</td>
<td>Dr. Kirk Nicholas</td>
<td><a href="mailto:knicholas@lammersvilleusd.net">knicholas@lammersvilleusd.net</a></td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td>(209) 836-7400</td>
</tr>
</tbody>
</table>

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.

Lammersville Joint Unified School District (LUSD) is located in the far western, unincorporated rural portion of San Joaquin County. Originally founded in 1876, it consists of seven K-8 elementary schools and one high school. In 2018-19, LUSD was recognized as a Distinguished School District and Mountain House High School was recognized as a Distinguished School. LUSD has approximately 304 teachers and 7,200 students from diverse backgrounds. There has been substantial residential development in the District in recent years; with correspondingly substantial increases in enrollment. Much of the District's historical enrollment hails from farms, dairies, or small ranches. More recently the development is suburban single family residences. The quality of the District’s Educational Program has attracted a moderate number of inter district transfer students. Enrollment is demographically diverse, with 2021-22 data indicating 12.74% of English Learners (EL) and over 36 languages spoken by district students. Overall, the student population is comprised of 14.6% Hispanic/Latino, 11.83% Low Income, 6.39% Students with Disabilities, .16% Foster Youth, .16% Homeless, 4.6% African American, 49.5% Asian, 7.8% Filipino, 14.4% White, 5.7% with multiple, and 1.8% other ethnicity/not reported.

The Mission of the Lammersville Unified School District, as a collaborative partnership of families, community members and staff, is to graduate all students with the knowledge and ability to make good choices, to act responsibly, to eventually enter the workforce in a profession of their choice, and to continue lifelong learning. To accomplish this, LUSD will celebrate literacy, problem solving, and building a successful future by ensuring that all first graders can read and comprehend at grade level, that all fourth graders can read and write at grade level, that all eighth graders are proficient or proficiency prepared for Algebra, and that all twelfth graders graduate college and career ready.
Reflections: Successes

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

The following assessment is based on local assessments due to a lack of Dashboard data. Students in grades 6-8 Over-all {plus 2%}, Students with Disabilities or SPED {plus 5%} and Black/African American {plus 7%} showed significant gains in Measure of Academic Progress or MAP-Reading, with Black/African American 9-12 grade students also showing significant gains {plus 9%} in Reading. In grades K-2, the English learners or EL {plus 17%}, Students with Disabilities or SPED {plus 12%} and Black/African American {plus 13%} groups showed math improvement. Grades 3-5 over-all and EL groups showed improved math, as did the SPED group in grades 6-8. California Assessment of Student Progress and Performance or CAASPP, English Language Arts {ELA} data showed improvement of over 4%. California Science Test {CAST} data improved by over 5%. Mid-year, High School D/F data decreased with only 7.07% D/F grades given. World Language had the greatest improvement as indicated by a 10% drop. ELA (7% decrease), Social Studies (8% decrease), Science (8% decrease), PE (6% decrease), and CTE (3% decrease) had the lowest percentages of D/F across grade levels. The Black/African American graduation rate exceeds that of the over-all student population at 97.1%. The number of students with a 3.0 GPA or higher increased by 13%.

School and District staff successfully navigated the tumultuous two years that the Corona Virus gave all schools. Our school and parent partners worked together to provide the best opportunities and outcomes available in a very difficult time.

A robust summer school program has been developed; course/class offerings include remediation as well as enrichment opportunities for students across grade levels. Curriculum tools are an extension of what has been used previously and/or what may be used during the 2022-23 school to ensure a cohesive student experience. Teacher professional development will continue in both new content and current content. LUSD will continue to focus on good first time instruction.

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.

Per the California Department of Education or CDE, there is not valid or reliable data on the chronic absenteeism rate for the 2020-21 school year. However, based on End of Year or EOY CALPADS {California Longitudinal Pupil Achievement Data System}/AERIES{student information system}, 5.2% of students were chronically absent for 10% or more of enrolled school days. The School Attendance Review Board or SARB hearings and site School attendance Review Teams or SART hearings implemented during the 2019-20 school resumed during the 2021-22 school year to address chronic absenteeism. The focus of the Student Services division has shifted from COVID related tasks to greater over-site and intervention for students who are chronically absent. The percentage of students receiving at least one D/F grade at the high school increased by 4%.

Local data {Winter 2021-22 MAP} is a predictor of need, said data indicate an over-all drop in Reading scores from 69% to 47% from 2020-21 to 2021-22; EL Reading scores from 16% to 5% from 2020-21 to 2021-22; SPED Reading scores from 17% to 11% from 2020-21 to 2021-22. Winter MAP math scores for grades K-2, Over-all show a decrease. Grades 3-5 Sped and Black/African American show a decrease in math MAP scores. Over-all scores in grades 6-8, EL and Black/African American MAP math scores also show a decrease. High School math MAP scores show a decrease in all groups but SPED.
Moving into the 2022-23 school year, additional focus and effort will be concentrated to address the needs of students who have performed below standard. LUSD will continue to invest in professional development in the area of ELA/ELD for good first instruction and systematic monitoring and use of strategic supports for at risk learners. This will include the effective use of small group instruction, strategic intervention and effective use of Integrated and Designated ELD using grouping for instruction. Goal 1.8 and 1.9. In 2021-22, level 2 and 3 strategic interventions will be explored and consistently applied to provide effective student support for at risk learners. In English Language Arts and math, on-going curriculum and small group instruction training will be delivered. A focus on tiered intervention for at risk student groups will continue through in-class and after school intervention. New procedures have been implemented when assigning SUCCESS! period at the high school. The valuable intervention should serve students in need more effectively with new data analysis and follow-through. An expansion of PLC training, including IMPACT Teams will take a deeper dive into student data and requisite training to bolster student performance.

LUSD will continue to hire fully qualified teachers to fill its teaching vacancies. Due to a late declaration by the Governor, LUSD was required to create a new long-term independent study program - Lammersville Elementary Online (LEO). Said program was staffed with teachers from the comprehensive school sites and some brand new teachers. Teachers that were recruited from the comprehensive school sites left late openings that had to be filled. The vacancies were filled with some teachers who had variable term waivers and other credentials that are not deemed "qualified" by the CDE. The combination of the California teacher shortage and late dictum by the Governor, caused two school sites to be staffed with under-qualified teachers. This shortage of "qualified" teachers will continue in the State of California, however LUSD will continue to hire the very best qualified teachers available, unless intervention by the Governor and/or CDE prevents it.

LUSD will continue to focus on high quality math instruction with particular focus on grades 7-12 to reverse the downward trend of math achievement for all students. Particular attention will be paid to students in our focus groups: EL, Foster Youth, African American and Hispanic as there is a significant achievement gap. Goal 1 and 2, Action 1.

LCAP Highlights

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

Lammersville Unified School District identified the following three goals of focus for next year by working collaboratively with stakeholders throughout the district.

Goal 1- Systematic Closure of the Opportunity Gaps: All students will graduate the LUSD school system College and Career ready through a coordinated/articulated instructional program that teaches each student the skills of communication, citizenship, critical thinking, collaboration, and creativity. Technology-focused facilities and programs will be a priority with the intent of creating a district-wide 1:1 learning environment. The goal was developed with input from educational partners, who affirmed the need for students to graduate with technology skills requisite to today's college and career opportunities. Furthermore, educational partners believe students should leave LUSD with communication, citizenship, critical thinking, collaboration and creativity skills to contribute thoughtfully as a citizen of our society.

Goal 2- Instruction and Curriculum Efficacy: LUSD is committed to the systematic development of instructional leadership and teaching excellence in all classrooms by identifying, implementing, and institutionalizing research validated practices district wide. Goal 2 was
developed in the spirit of great first time teaching and delivery of exceptional content to all learners. Developing great instructional leaders and teachers is achieved through ongoing improvement; improvement resplendent with professional learning and collaboration for teachers and the leaders of teachers. The basic premis of goal 2 is to realize that all educators can learn and improve their craft. With regular professional learning opportunities, exceptional content and professional development, LUSD believes our educators can provide teaching that is exceptional for all learners.

Goal 3- 21st Century Outcomes and Stakeholder Communication: LUSD will provide its community with a high quality education, fostering positive parent relationships, in a system that is focused on a 21st Century educational program, that supports and includes a rapidly expanding student population. LUSD lies within the Mountain House community, a community that is growing rapidly. Educational partner communication has been a priority for the District and school sites. Said communication serves as outreach from the school community to parents for safety, health/wellness, programs and more, while communications from the community in the form of surveys, forums, and committee meetings has revealed to the District parent and student concerns. All stakeholders believe two-way communication is the lynchpin to the success LUSD has had over the years. This goal was developed to ensure good two-way communications continue - so that education partners have a voice in the 21st century educational offerings LUSD provides and will continue to provide in the future.

### 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.

| No schools have been identified as CSI. |

**Support for Identified Schools**

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

| No Schools were reported for CSI. |

**Monitoring and Evaluating Effectiveness**

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

| No Schools were in CSI. |
Engaging Educational Partners

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

Stakeholders (parents/guardians, community members, teachers, administrators, classified staff, and students) reviewed and provided feedback for the LCAP goals, identified needs, measurable outcomes, actions, and services that impact the LCFF budget during District Advisory Committee (DAC), District English Language Advisory Committee (DELAC), School Site Leadership Teams (PAC- teachers and site administrators), Curriculum Committee, GATE, Arts, and Music Committee Meetings, school site parent organization meetings (Foundations, PTA, Boosters), staff meetings, bargaining team meetings, student body meetings, etc. These teams meet periodically to provide ongoing input and feedback for LCAP and other initiatives throughout the school year. From August 2021 to May 2022, Lammersville Unified School District (LUSD) engaged many different stakeholders such as students, staff, members from the local bargaining units, parents/guardians, community members, and board members to receive the input on the district goals, services and budget expenditures as stated in the LCAP priorities. Different stakeholders were invited to participate at community LCAP meetings and presentations at the district and site levels. Stakeholders participated in group discussions, data, and budget review and surveys to provide input for district programs and services that are written in the LCAP. Teachers, classified staff, students, parents and community members and specific representatives from the teacher and classified staff unions provided input into the LCAP during staff meetings, Curriculum Committee Meetings, GATE, Art, and Music Committee meetings, DAC meetings, School Site Council Meetings, Safety and Crisis Response Committee meetings, site LCAP meetings, focus group meetings and Wellness Committee meetings. Students provided their input during the Associated Student Body (ASB) meetings and student LCAP input meetings regarding academics and opportunities available to them. Parents/Guardians were asked to engage in LCAP through District Advisory Committee (DAC) at the district office, District English Language Advisory Committee (DELAC), Safety & Crisis Response Committee, Wellness Committee, School Site Councils, School Foundations, and Parent Teacher Associations (PTAs) meetings at the school sites.

Key stakeholders and student groups: unions, homeless, foster, SED, etc. were engaged through virtual and in-person meetings {when able}. Said meetings were facilitated by District or site staff. Input and feedback was gathered by staff to disaggregate and add to the LCAP goals and/or feedback. SELPA was provided a copy of the LCAP and given the opportunity to review and provide feedback on the LCAP. Working drafts of the LCAP and related documents are posted on the District website.

1. DAC and DELAC made the final LCAP recommendation to LUSD Governing Board after receiving input from different stakeholders. DAC and DELAC will contribute to making recommendations to the implementation of the LCAP and budget process. Meetings were conducted via Zoom and surveys were sent to stakeholder groups to solicit input. Separate focus group meetings were hosted for both Foster Youth and Homeless Youth.

Listed below are the dates for the district and site level meetings, events, workshops, etc.:

**District Level**
- First Reading of LCAP by Governing Board- June 15, 2022; Public Hearing- June 13, 2022; Adoption of LCAP-June 15, 2022
- DAC Meeting at District Office- 12/15/21 and 5/4/22
DELAC Meeting- 8/26/21, 10/21/21, 1/20/22, and 4/14/22

Site Level
Bethany School: Staff- 4/8/22; ASB- 4/12/22; ELAC- 3/10/22
Cordes School: Staff- 4/13/22; PTA- 4/13/22; ELAC- 4/13/22; SSC- 4/13/22; ASB- 4/8/22
Hansen School: Staff- 4/22/22; PTA- 4/19/22; ASB- 4/15/22
Lammersville School: Staff- 4/8/22; SSC- 3/23/22; LSF- 4/13/22; ELAC- 4/21/22; ASB- 4/7/22
Mountain House High School: Staff- 3/24/22; Leadership Council- 3/24/22; SSC- 4/13/22; Leadership Students- 4/12/22
Questa School: Staff- 4/22/22; SSC- 4/22/22; QSF- 4/27/22; Safety Committee- 3/23/22; ASB- 4/26/22
Wicklund School: Staff- 3/11/22; PAC- 3/11/22; ELAC- 4/12/22; ASB- 4/13/22

SELPA consultation: 4/4/22, 6/1/22

A summary of the feedback provided by specific educational partners.

Teachers, Classified, and Administrative Staff:
1. Elementary teachers requested an adopted science curriculum that better aligns to CAST.
2. Request for intervention materials for Response to Intervention (RTI) focus.
3. Request for supplemental ELD curriculum that is better aligned to ELPAC.
4. Request for professional development for teachers using the SCALE curriculum.
5. Concern regarding broken blinds.
6. Concern regarding light switch that does not always work in one staff restroom.
7. Request for a primary reading teacher to support students that are not meeting the District's reading goal.
8. There is a need for faster Chromebooks and internet.
9. The district is growing quickly and there is a need for more space.

Parents/Guardians:
1. Continue to fund robust elective offerings
2. Continue/expand co-curricular/enrichment activities like Science Olympiad, Speech and Debate, etc.
3. Continued focus on student mental health issues.
4. More outreach is needed to the Black community about tutoring for students who are struggling.
5. The limitation on the number of days students can be absent is both distrustful and discriminatory for students with health conditions.

Students:
1. Students would like a dedicated teacher for accelerated math so the course can be more interactive.
2. Accelerated math students find it hard to concentrate while the classroom teacher is presenting information or teaching the remainder of the class.
3. More mental health resources is an area of need.
4. Students at one of the sites expressed concerns regarding older desks which appear to have rust spots.
5. Elementary students would like better quality lunches.

SELPA Consultation:
1. Increasing parent participation in IEPs was commended.
2. SELPA staff is willing to attend any educational partner meeting.

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

Feedback and input from different stakeholders:

Under Goal 1, the following actions and metrics were updated based on verbal and written feedback from stakeholders (parents/guardians, students, teachers, classified staff, and administrative staff) during their review of the LCAP document.

- Student Achievement: Added professional development for the ELA/ELD Curriculum and staff is currently working on math curriculum material adoption process. Summer School for the high school students, specifically students with five plus years as ELs, Title 1 K-8 students Summer School. Additional Project Lead the Way Modules are added.

Under Goal 2, the following actions and metrics were updated based on verbal and written feedback from stakeholders (parents/guardians, students, teachers, classified staff, and administrative staff) during their review of the LCAP document.

- District Culture and Leadership: Continue funding for extra-curricular programs such as drama and other programs, GATE testing and enrichment opportunities for the students. Continue New Teacher Academy to provide support to teachers who are new to the district. Additional E-books and more rigorous reading options for students. Continued focus on PBIS and Restorative Practices.
Goals and Actions

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Systematic Closure of the Opportunity Gaps: All students will graduate the LUSD school system College and Career ready through a coordinated/articulated instructional program that teaches each student the skills of communication, citizenship, critical thinking, collaboration, and creativity. Technology-focused facilities and programs will be a priority with the intent of creating a district-wide 1:1 learning environment.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

This goal was developed with input from all stakeholders, who affirmed the need for students to graduate with technology skills requisite to today’s college and career opportunities. Furthermore, all stakeholders believe students should leave LUSD with communication, citizenship, critical thinking, collaboration and creativity skills to contribute thoughtfully as a citizen of our society. The actions within this goal are designed to promote student achievement by assessing student qualitative and quantitative data, followed by a rigorous analysis and action. Staff will monitor and evaluate actions by collecting and analyzing specific data including attendance, drop out rates, suspension rates, and formative and summative assessments designed to identify student success in real time. Particular focus is given to students who have not met standard and unduplicated pupils: EL, Socio-economically disadvantaged and students with disabilities. In addition, educational partner feedback will be solicited throughout the year, providing evidence of the impact of the actions on student outcomes. The goal will be achieved when the actions and metrics and desired outcomes enumerated below are fully implemented, analyzed and presented to all educational partners.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A. The percentage of teachers appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching.</td>
<td>100% CALPADS, 2020-21</td>
<td>89.4% 2021-22</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
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</tr>
<tr>
<td>1B. The percentage of pupils who have sufficient access to standards-aligned instructional materials.</td>
<td>100% 2020-21 Williams Report to Board, SARC</td>
<td>100% 2021-22 Williams Report to Board, SARC</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>1C. Percentage of school facilities are maintained in good repair.</td>
<td>100% District FIT reports, 2020-21.</td>
<td>100% District FIT reports, 2021-22.</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>4A. Percentage of students in grades 3-8 and 11 who meet or exceed standards on Statewide Assessments (CAASPP and CAST) Percentage of students in grades 3-11 whose performance on the Measures of Academic Performance (MAP) assessment is equivalent to level 3 or higher on CAASPP</td>
<td>CAASPP: ELA 70.35% Mathematics 66.23% CAST: Science 45.81% 2019 State Assessment Results MAP: ELA 56% Math 52%</td>
<td>CAASPP: ELA 74.94% Mathematics 60.26% CAST: 51.45% 2021 CAASPP Results are HIGH SCHOOL ONLY MAP: ELA 56% Math 52%</td>
<td></td>
<td></td>
<td>CAASPP: ELA 76% Mathematics 72% CAST: Science 52% MAP: ELA 62% Math 58%</td>
</tr>
<tr>
<td>4B. Percentage of students who meet</td>
<td>62% Fall 2019 CA</td>
<td>63.6% Fall 2021</td>
<td></td>
<td></td>
<td>68%</td>
</tr>
<tr>
<td>Metric</td>
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</tr>
<tr>
<td>CSU/UC a-g college entrance requirements</td>
<td>School Dashboard</td>
<td>School Dashboard</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4C. Percentage of pupils who successfully complete a course sequence or program of study that aligns with SBE-approved career technical education standards and frameworks.</td>
<td>25% Fall 2020 CA School Dashboard, CALPADS College/Career Report Original baseline was reported incorrectly as 60% in the 2021-22 LCAP.</td>
<td>29.8% Fall 2021 School Dashboard, CALPADS College Career Report</td>
<td></td>
<td></td>
<td>31%</td>
</tr>
<tr>
<td>4E. Percentage of EL students who make progress toward English proficiency by improving one level from prior test administration on the ELPAC Percentage of EL students who score level 3- Moderately Developed or level 4- Well Developed (proficient) on the Summative ELPAC</td>
<td>55.6% Fall 2019 CA School Dashboard Level 3: 43.53% Level 4: 24.12% 2018-19 Summative ELPAC</td>
<td>State Law Suspended Reporting Level 3: 38.77% Level 4: 37.70% 2020-21 Summative ELPAC</td>
<td></td>
<td></td>
<td>61.6% Level 3: 49.53% Level 4: 30.12%</td>
</tr>
<tr>
<td>Metric</td>
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</tr>
<tr>
<td>4F. Percentage of English Learners who meet LUSD standards to be redesignated as Fluent English Proficient.</td>
<td>15.49% 2019-20 Summative ELPAC, MAP, SIS</td>
<td>12.6% 2020-21 Summative ELPAC, MAP, SIS</td>
<td></td>
<td></td>
<td>21.49%</td>
</tr>
<tr>
<td>4G. Percent of students who pass an AP exam with a score of 3 or higher.</td>
<td>72% 2019-20 College Board Report</td>
<td>66% 2020-21</td>
<td></td>
<td></td>
<td>78%</td>
</tr>
<tr>
<td>4H. Percentage of 11th grade students who demonstrate college preparedness by meeting/exceeding standard on the CAASPP exam in English Language Arts and Math</td>
<td>ELA: 75% Math: 51% 2019 CAASPP</td>
<td>ELA: 74.94% Math: 60.26% 2021 CAASPP</td>
<td></td>
<td></td>
<td>ELA - 81% Math - 57%</td>
</tr>
<tr>
<td>4D. Percentage of students who completed (4B) A to G requirements and (4C) CTE Pathway</td>
<td>15% Data Quest</td>
<td>26.4% Data Quest</td>
<td></td>
<td></td>
<td>21%</td>
</tr>
<tr>
<td>5A. Percentage of pupils attending school daily on average.</td>
<td>96% 2019-20 SIS</td>
<td>95.23% 2021-22 SIS</td>
<td></td>
<td></td>
<td>96.6%</td>
</tr>
<tr>
<td>5B. Percentage of students K-12</td>
<td>7.4%</td>
<td>5.4%</td>
<td></td>
<td></td>
<td>6.8%</td>
</tr>
<tr>
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<tr>
<td>2022-23 Local Control Accountability Plan for Lammersville Unified School District</td>
<td></td>
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</tr>
<tr>
<td>identified as chronically absent pupils who are absent from school 10% or more for the total number of days that they are enrolled in school.</td>
<td>Fall 2019 Ca. School Dashboard</td>
<td>Data Quest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5C. Middle School Dropout Rate- the percentage of pupils in grades 7 or 8 who stop coming to school and who do not enroll in another school.</td>
<td>0%. Class of 2020 SIS</td>
<td>0%</td>
<td>Class of 2021 SIS</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>5D. High School Dropout Rate- the percentage of pupils in grades 9 - 12 who stop coming to school and who do not enroll in another school.</td>
<td>0%. Class of 2020 SIS</td>
<td>.005%</td>
<td>Class of 2021 SIS</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>5E. High School Graduation Rate-the percentage of pupils in the four-year cohort who meet LUSD graduation requirements.</td>
<td>97%. Class of 2020 SIS</td>
<td>96.4%</td>
<td>Class of 2021 Dashboard</td>
<td></td>
<td>97.8%</td>
</tr>
<tr>
<td>7A. All students have access to and were enrolled in a broad course of study as indicated in Education Socio-economically disadvantaged students enrolled in: High School:14% CTE classes: 15%</td>
<td>Socio-economically disadvantaged students enrolled in: High School:17% CTE classes: 13%</td>
<td></td>
<td></td>
<td></td>
<td>Equitable representation should occur across classes for the socio-economically</td>
</tr>
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<tr>
<td>Code 51210, including electives, advanced courses, visual and performing arts, Health Education, Career Technical Education. Verified by CALPADS and the master schedule.</td>
<td>AP classes: 10% Early College: 0% English learners enrolled in: High School: 3% CTE classes: 2% AP classes: 1% Early College:0% 2020-21</td>
<td>AP classes: 8% Early College: 12% English learners enrolled in: High School: 5% CTE classes: 2% AP classes: 1% Early College:0% 2021-22</td>
<td></td>
<td></td>
<td>disadvantaged and English learner student groups.</td>
</tr>
<tr>
<td>Percentage of socio-economically disadvantaged students enrolled in high school compared to enrollment in specific courses.</td>
<td></td>
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<tr>
<td>Percentage of English learners enrolled in high school compared to enrollment in specific courses.</td>
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<td>Student Information System {SIS}</td>
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<tr>
<td>8. Percentage of high school students with a grade point average (GPA) of 3.0 or higher.</td>
<td>GPA- 55% 2019-20, semester 2, SIS D/F grade- 22%</td>
<td>GPA - 68.47% 2020-21, Semester 2, SIS D/F grade - 26%</td>
<td></td>
<td></td>
<td>GPA- 61% D/F grade- 16%</td>
</tr>
<tr>
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<tr>
<td>receive one or more D/F grade annually.</td>
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## Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
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</tr>
</thead>
</table>
| 1.1      | Student Progress Check through Assessments | • Monitor students’ academic achievement on MAP and CAASPP assessments.  
• Monitor academic progress of students in significant student groups through CAASPP and MAP Assessment scores-Hispanic, African American, English Learners, Low Income, Foster Youth, and Students with Disabilities  
• CAASPP, MAP and curriculum embedded assessment scores will be used to guide instruction and individualized strategic support through ELA/ELD Curriculum Materials and Math Units.  
• CAASPP, MAP, and other district identified assessments to get a baseline data on students’ Math readiness in the beginning of the school year  
• GATE Assessment for student identification. | $192,154.00 | No |
| 1.2      | Specific Programs for the High School Students | • Use grades, CAASPP, and MAP scores to determine the rate of high school students needing support to complete the A-G requirements  
• Additional academic support to students with D and F grades through Success Period | $742,508.00 | Yes |
<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Credit recovery opportunity during Summer School for the high school students who received a D or an F Grade</td>
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<tr>
<td></td>
<td></td>
<td>• Alternative Education Program for students for credit recovery</td>
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<tr>
<td></td>
<td></td>
<td>• Online and Hybrid programs to provide alternative ways for students to receive education</td>
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<tr>
<td></td>
<td></td>
<td>• AP, PSAT, SAT, ACT assessments and Early College Program for the high school students to prepare for college</td>
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<td></td>
<td></td>
<td>• Project Lead the Way and Career Pathways to prepare students for careers</td>
<td></td>
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</tr>
<tr>
<td>1.3</td>
<td></td>
<td><strong>Implementation of the Common Core State Standards and Curriculum</strong></td>
<td>$94,026.00</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Continue to implement ELA/ELD curriculum to provide students access to the Common Core State Standards (CCSS)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Continue implementation of the Math Units to provide students access to the Common Core State Standards (CCSS)</td>
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<td></td>
<td></td>
<td>• Review and pilot math curriculum</td>
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<td></td>
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<td>• Provide curriculum and adequate instructional materials to all students including additional e-books for upper grades students</td>
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<tr>
<td></td>
<td></td>
<td>• Blended learning training, online program for high school students, and Learning Management System- Canvas for 6-12 grades to implement 21st Century Classroom strategies to reflect CCSS instructional shifts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Integration of GOORU Collections as evidenced by district-wide technology integration into daily instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td></td>
<td><strong>Maintain Career Technical Education (CTE)</strong></td>
<td>$433,006.00</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Institutionalize High School 9-12 grades CTE Programs through Project Lead the Way (PLTW): - Biomedical</td>
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<tr>
<td>Action #</td>
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</tbody>
</table>
| 1.5     | Maintain and Hire Teaching, Administration, and Support Staff        | Sciences, Engineering, Computer Science, and CISCO and other programs such as Culinary Arts  
• Continue implementation of CTE program at 6-8 grade levels through PLTW- Robotics and Automation, Design and Modeling, Electrons, Green Architect, and Medical Detectives pilot  
• Institutionalize CTE through Project Lead the Way (PLTW): K-5 grades PLTW- Introductory Launch Program for some of the classes, and buy iPads and other technology  
• Provide visual and performing arts, academic, sports, and other extra curricular opportunities to the students | $29,432,610.00 | No           |
<p>| 1.6     | Incentives for Increasing Student Attendance                        | Attendance incentives to whole class, individual students, and schoolwide to increase student attendance and decrease drop-out rates | $24,100.00   | No           |
| 1.7     | Partnership with San Joaquin Delta College                         | Continue Partnership with San Joaquin Delta College to offer advanced core and elective classes for the high school students to receive high school and college credit. The district pays for low-income students. | $13,000.00   | Yes          |</p>
<table>
<thead>
<tr>
<th>Action #</th>
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</tr>
</thead>
</table>
| 1.8     | Provide Strategic Support to meet Academic needs of the Students    | • Identification of student achievement goals with Measurable-Reading at 1st, Writing at 4th, Math at 8th and College & Career Ready at 12th grade  
• Academic support, interventions, and enrichment through programs such as, Moby Max, Edgenuity online, etc.  
• After school interventions for Low Income, ELs, and Foster Youth as needed  
• Response to Intervention (RTI) program for at risk students - Foster Youth | $388,168.00     | Yes          |
| 1.9     | Additional Support for English Learners (ELs), Foster, and Low Income Students | • Small group instruction for students in the focus area sub-groups during and after school  
• English Language Performance Assessments for California (ELPAC) to monitor EL progress  
• English Language Development (ELD) and interventions during class and during elective time  
• Additional support to English Learners by Bilingual Instructional Assistant through push in  
• Redesignation of the students and monitoring of student progress through MAP data and ongoing in class performance  
• College and career counseling for the lowest performing students as well as to meet the needs of English Learner, low income and foster youth | $125,008.00     | Yes          |
<table>
<thead>
<tr>
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<th>Description</th>
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<th>Contributing</th>
</tr>
</thead>
</table>
| 1.10    | Provide adequate facilities and instructional materials              | • Ongoing monitoring and maintenance of the facilities  
• Provide adequate instructional materials and resources for all students | $1,936,830.00     | 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.

All goals and actions were implemented as planned with the exception of action 1.5. A significant challenge related to Metric 1a and Action 1.5 was the hiring of fully qualified teachers in a time when there is a significant teacher shortage in California. The Independent Study mandate from the Governor also hampered efforts to hire fully "qualified" teachers at two school sites. Altamont and Cordes elementary schools exceeded the threshold of .15 percent unqualified teachers at .2 % and .167% respectively. Said teachers had one of the following credentials approved by the State: variable term waiver, intern credential, PIP, or STIP. The challenges of Covid continued to disrupt the educational process. Attendance was challenging with the December/January surge of cases. Student Services continued to monitor attendance and site PBIS/attendance incentive plans. Good first time instruction and comprehensive intervention continued through the challenges supporting student growth and progress. While the year 1 outcomes show a number of the metrics reaching established goals, LUSD remains cautiously optimistic; this was another year effected by Covid, so some measures may be anomalous.

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.

Threshold for material difference in all actions is 10%.
1.1 Budgeted costs for MAP & Illuminate were over estimated, by doubling the cost of Illuminate in the budget projection. Also, assessments were conducted during the professional day, reducing the need for substitutes
1.2 Additional salaries of 2 counselors, 3 teachers for EPIC - alternate education, Materials and supplies for EPIC, math techbook
1.3 The district has discontinued the use of Accelerated Reader in 2021/22.
1.6 In person instruction has created additional opportunities for attendance incentives.
1.7 There were no students in financial need for Delta College
1.8 Counseling services previously funded by Low Performing Block Grant Reading/Math/EL intervention supplies and blended learning curriculum, licenses
1.9 EL intervention materials incurred additional expenses

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

The actions seemed to be quite effective, in that many of the metrics met the 3 year end-goal. For example, The percentage of students who met the CSU/UC a-g requirements increased by 1.6% and CAASPP ELA scores increased by over 5%. It should be noted, while LUSD celebrates these successes which are due to hard work by teachers and students, said results may be skewed due to another anomalous Covid-year.

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

Based on feedback from our educational partners, the following additions will be made: professional development related to the ELA/ELD curriculum; time and training related to math curriculum and potential new content; and additional PLTW modules added. Though some of the identified needs are already part of the LCAP in a general sense the additional foci will bolster the over-all program. Metric 4c was updated to reflect accurate data for school years 2020 and 2021 respectively. The initial data was reported inaccurately. Metric 5e was updated to reflect the dashboard graduation rate instead of the student information system graduation rate. Based on feedback from our educational partners, the following will continue: funding for extra-curricular programs such as drama and other programs; GATE testing and enrichment opportunities for the students will continue; New Teacher Academy to provide support to teachers who are new to the district will continue; additional E-books and more rigorous reading options for students; and continued focus on PBIS and Restorative Practices.

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

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Instruction and Curriculum Efficacy: Lammersville Unified School District is committed to the systematic development of instructional leadership and teaching excellence in all classrooms by identifying, implementing, and institutionalizing research validated practices district wide.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

This goal was developed in the spirit of great first time teaching and delivery of exceptional content to all learners. Developing great instructional leaders and teachers is achieved through ongoing improvement; improvement resplendent with professional learning and collaboration for teachers and the leaders of teachers. The basic premise of goal 2 is to realize that all educators can learn and improve their craft. With regular professional learning opportunities, exceptional content and professional development, LUSD believes our educators can provide teaching that is exceptional for all learners. The actions within this goal are designed to promote staff and student well-being, two-way communication with parent partners and provide a safe and welcoming school environment. Educational partner feedback and data analysis will provide evidence of the impact of the goal and commensurate actions.

Measuring and Reporting Results

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<tbody>
<tr>
<td>2A- Meet or exceed the district standard by implementation of the best instructional processes through collaboration between teachers and administration to maintain an appropriate learning environment in classrooms, demonstrate knowledge of the</td>
<td>Standard Measurable Objectives Meet: 39% Exceed: 41%</td>
<td>No data available due to COVID safety protocols</td>
<td></td>
<td></td>
<td>Standard Measurable Objectives Meet: 45% Exceed: 47%</td>
</tr>
<tr>
<td></td>
<td>Student Engagement Meet: 55% Exceed: 37%.</td>
<td></td>
<td></td>
<td></td>
<td>Student Engagement Meet: 61% Exceed: 43%.</td>
</tr>
<tr>
<td></td>
<td>2019-20 Instructional Rounds observation Sheet baseline data for classrooms observed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>subjects teachers teach, design high-quality learning experiences for the students, constantly assess student progress and adapt instruction to promote student achievement, and, continuously develop and improve as professional educators. Institutionalization of district instructional strategies and delivery of standards for efficacy of instruction tied to great lesson design and delivery. Identification and analysis of effective instruction based on district leadership team practice of “Walking and Talking Instruction” as measured by longitudinal tracking of strategy implementation through Instructional Rounds-based observation sheets. While growth may not meet or exceed the district standard for each scheduled walk for Standard and Measurable Objectives (SMOs)</td>
<td></td>
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</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
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<tr>
<td>be an indicator to success, 2% growth annually is the goal.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6A. Percentage of students who are suspended at least once during the academic year.</td>
<td>1.7%</td>
<td>.3%</td>
<td></td>
<td></td>
<td>1.6%</td>
</tr>
<tr>
<td>2019-20 Data Quest</td>
<td>.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6B. Percentage of students who are expelled from the district during the academic year.</td>
<td>0.21%</td>
<td>0%</td>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>2019-20 Data Quest</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6C. Percentage of students, parents and teachers who feel the school is safe based on survey results.</td>
<td>Feel School is Safe Students: 70% Parents: 88% Teachers: 99%</td>
<td>Feel School is Safe Students: 68.25% Parents: 94% Teachers: 91%</td>
<td>Feel School is Safe Students: 68.25% Parents: 94% Teachers: 91%</td>
<td>Feel School is Safe Students: 76% Parents: 94% Teachers: 100%</td>
<td></td>
</tr>
<tr>
<td>Percentage of students, parents and teachers who feel connected to school based on survey results.</td>
<td>Feel Connected to School Students: 65% Parents: 79% Teachers: 87%</td>
<td>Feel Connected to School Students: 63.75% Parents: 83% Teachers: 85%</td>
<td>Feel Connected to School Students: 63.75% Parents: 83% Teachers: 85%</td>
<td>Feel Connected to School Students: 71% Parents: 85% Teachers: 93%</td>
<td></td>
</tr>
</tbody>
</table>

**Actions**

2022-23 Local Control Accountability Plan for Lammersville Unified School District
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
</table>
| 2.1      | Provide Professional Development to Staff                           | • Institutionalize Professional Learning Communities (PLC) at the district, level, leadership teams at the site level school, and collaboration team at grade level  
• Continue to provide Blended Learning Training to prepare teachers for 21st Century Classrooms  
• Continue to provide New Teacher Academy and BTSA training to new teachers in the school district  
• Ongoing professional development and implementation for the ELA/ELD curriculum  
• Professional Development for Math Curriculum and Units for TK-12  
• Continue to provide instructional strategies training to implement Common Core State Standards at all grade levels  
• Next Generation Science Standards professional development  
• AERIES and other mandatory trainings  
• AP Institutes for high school teachers  
• Instructional leadership, positive school culture, and anti-bullying trainings for the administrators and other staff as needed  
• Project Lead the Way and Career Technical Education trainings for the staff  
• Weekly collaboration by the TK-8 grade teachers and daily collaboration for the high school teachers  
• Safety and wellness trainings and activities for the staff                                                                 | $1,112,319.00    | Yes          |
| 2.2      | Continuous Monitoring and Improvement of Classroom Instruction      | • Grade and/or subject level collaborations  
• Monitoring of the implementation of CCSS  
• Walking and Talking Instruction to monitor: Standards and Measurable Objectives (SMOs)  
• Student Engagement Strategies  
• Collaboration between the Teachers Union and administration on classroom instruction and evaluation processes | $22,489.00       | No           |
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
</table>
| 2.3     | Focus on Student and Staff Wellness and Safety | • Student, employee relations and recognitions  
• Districtwide wellness activities- Relay Recess, Farmers Market, health fair, and other activities to reinforce physical fitness and nutrition  
• School Resource Deputy (SRD) to promote safe campuses  
• Anti-bullying Challenge Day Program for 7th- 12th grade students  
• Character Counts Program and positive behavior reinforcement for K-8 grade students to promote positive behavior  
• DARE, health and physical education classes, and Every 15 Minute program  
• Parent involvement to reduce negative student behavior conduct  
• Emergency preparedness programs drills, table top exercises, and trainings | $1,231,861.00 | No |
| 2.4     | Meeting the needs of Low Income, English Learners, and Foster Youth | • Provide ongoing professional development to teachers and support staff to document and meet the needs of students  
• Provide counseling services to the students as needed  
• Provide career readiness related counseling services to the 9-12 grade Unduplicated Pupils  
• Provide support to general education classroom teachers for student academics and behaviors  
• ELD services by teachers and bilingual instructional assistants enable ELs to access CCSS and ELD standards and meet their academic needs. | $648,171.00 | Yes |
<table>
<thead>
<tr>
<th>Action #</th>
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<th>Contributing</th>
</tr>
</thead>
</table>
| 2.5     | Provide 21st Century Classroom learning experiences through cutting edge technology and online curriculum to the high school students | • 1:1 Chromebooks for all high school students  
• Online Curriculum for K-12 students  
• Learning Management System  
• Mastery Learning Model and graduation requirements  
• Use of Google Classroom, Docs, and Drive  
• Blended Learning professional development for the teachers to provide 21st Century Classroom learning experiences to the students | $219,676.00  | No           |
| 2.6     | Provide Cutting Edge Technology to the Students at K-12 Schools      | • 1:1 TK-8th Grade  
• Computer Labs at the School Sites  
• iPads and Laptops for the Project Lead the Way Classes  
• Online Strategic Support through ELA/ELD adopted curriculum, Moby Max, etc.  
• Online Accelerated Reader Program  
• Learning Management System for 6th and 8th grade students  
• Blended Learning professional development to TK-8th grade teachers to provide 21st Century Classroom learning experiences to the students | $257,721.00  | 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.

All actions were implemented to achieve the articulated goal, with the exception of metric 2a. Walking and Talking did not occur in 2021-22 due to limitations imposed by the County Department of Public Health (CDPH). In order to prevent cross-contamination between school sites, Walking and Talking was suspended. The Social/Emotional support provided to students and staff continued and was an area of success.
LUSD staff continued to provide ELD instruction and support. Professional development continued, delivered via multiple modalities - some in-person, via Zoom and Youtube video. Student discipline went down significantly, this is a success.

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.

Threshold for material difference in all actions is 10%.
2.1 Correct calculation of staff time for early release collaboration for PLTW, blended learning, ELA, Math and new hire training. Original budget was over estimated.
2.2 Due to pandemic, Walking & Talking has been postponed. Also, LUSD has experienced a shortage of substitute teachers.
2.3 Salary increases for psychologists and behavior specialist. Additional expenses incurred for contracted LVN services at all school sites.
2.4 Meeting needs of EL (other UPP) students through counseling services such as career readiness, capstone completion. Additional ELPAC training
2.5 Savings of substitute teacher salaries and benefit costs due to lack of subs.
2.6 Additional purchases of chromebooks, licensing and needs for 1:1 usage.

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

Actions implemented were effective. There was a dip in the feeling of connectedness to school. This is not surprising considering masking mandates, spacing, modified recess and the surge during mid-year. The blended learning training and commensurate technology purchases showed great promise as student gains did not diminish over a tumultuous two year period.

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.

Action 2.6 changed to 1:1 chrome-books for grades TK-8th grade. Based on educational partner feedback and need created by the pandemic, chrome-book use is now 1:1 in all grade levels.

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

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>21st Century Outcomes and Stakeholder Communication: Lammersville Unified School District will provide its community with a high quality education, fostering positive parent relationships, in a system that is focused on a 21st Century educational program, that supports and includes a rapidly expanding student population.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

LUSD lies within the Mountain House community, a community that is growing rapidly. Stakeholder communication has been a priority for the District and school sites. Said communication serves as outreach from the school community to parents for safety, health/wellness, programs and more, while communications from the community in the form of surveys, forums, and committee meetings has revealed to the District parent and student concerns. All stakeholders believe two-way communication is the lynchpin to the success LUSD has had over the years. This goal was developed to ensure good two-way communications continue - so that parents have a voice in the 21st century educational offerings LUSD provides and will continue to provide in the future. The actions within this goal are designed to build and support meaningful relationships between educational partners and the school district, through a comprehensive analysis of survey data and feedback. Said goal will be realized when all actions and metrics and desired outcomes are achieved.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Self reflection rating on Parent and Family Engagement: Building Relationships, Question #4</td>
<td>Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.</td>
<td>Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.</td>
<td>Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.</td>
<td>Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.</td>
<td></td>
</tr>
<tr>
<td>Metric</td>
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<td>Desired Outcome for 2023–24</td>
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</tr>
<tr>
<td>(Local Indicator, Priority 3 Reflection Tool)</td>
<td>4- Full Implementation Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making</td>
<td>4- Full Implementation Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making</td>
<td></td>
<td></td>
<td>5- Full Implementation and Sustainability Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making</td>
</tr>
<tr>
<td>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability</td>
<td>2- Beginning Implementation (reported incorrectly as a 4-Beginning Implementation in the 2021-22 LCAP)</td>
<td>3- Initial Implementation</td>
<td></td>
<td></td>
<td>5- Full Implementation and Sustainability</td>
</tr>
<tr>
<td>2020-21 Local Indicator, Self Reflection Tool</td>
<td>2021-22 Local Indicator, Self Reflection Tool</td>
<td></td>
<td></td>
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</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
</table>
| 3.1 | Provide Cutting Edge Technology to the Students and Staff by following the Technology Sustainability Plan | - Parent Portal for mass emails and phone calls  
- District and school websites and social media  
- Develop, implement, and revise the Technology Sustainability Plan to update hardware and software based on students' needs | $382,573.00 | No |
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
</table>
| 3.2     | Supplemental transportation and activities          | • Provide Transportation for students with disabilities per their Individualized Educational Program (IEP) and supplement high school activities  
• Support supplemental activities designed to increase student and parent engagement  
• Additional academic support to students with D and F grades through success period | $140,000.00  | No           |
| 3.3     | Communication with Parents and Community Members    | • Use of District and site surveys to glean parent and student input  
• Ongoing and consistent communication at the district and site level with the parents and community members  
• Robo calls and mass emails by the district and all school sites for major events  
• Update district and school websites on an ongoing basis  
• Use District Website, video live streaming of meetings, social media, and other ways to communicate with the parents and community members | $26,918.00   | No           |
| 3.4     | Increase Parent Involvement at the district and site level | Recruit parents and community members to actively participate in:  
• District Advisory Committee (DAC),  
• District Facilities Committee,  
• District English Language Advisory Committee (DELAC),  
• District Gate/Arts/ Music Committee,  
• School Site Councils,  
• School Foundations and Parent Teacher Association,  
• Wellness, Safety Committee and other site and district level committees, programs, and events | $14,200.00   | No           |
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
</table>
| 3.5     | Recruit parents of students in the Focus Area Student Groups- ELs, Low Income, and Foster Youth | Make additional efforts to recruit parents representing unduplicated pupil groups to serve on by personally inviting parents and holding meetings at different times based on parents’ needs:  
- District Advisory Committee (DAC)  
- School Site Council, Parent Organizations such as Foundations, PTA, etc.  
- District English Language Advisory Committee (DELAC)  
- English Language Advisory Committee (ELAC) | $8,204.00     | Yes           |
| 3.6     | Promote parent participation of individuals with exceptional needs   |  
- Provide workshops to support education and awareness for students with exceptional needs  
- Individual 504, SST, and/or IEP meetings to monitor progress and develop educational goals and plans for the students | $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.

Consistent and clear communications to all educational partners continued through the course of the year. Additional use of virtual parent meetings and committee meetings actually improved some parent participation. Regular communications via Parent Square and other digital resources allowed the school sites and district to effectively communicate changes in CDPH guidelines, mask mandates and related school issues.
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.

<table>
<thead>
<tr>
<th>Threshold for material difference in all actions is 10%.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 Transportation expenses reduced due to decreased number of students requiring the service.</td>
</tr>
<tr>
<td>3.3 Communications managed within sites and departments.</td>
</tr>
<tr>
<td>3.4 Parent participation was limited due to the pandemic and continual fears within the Mountain House community.</td>
</tr>
<tr>
<td>3.5 Use of Parent square to recruit educational partners. Supplies for meetings such as District Advisory Committee, School site councils, DELAC, ELAC and science night.</td>
</tr>
<tr>
<td>3.6 Parent participation was limited due to the pandemic and continual fears within the Mountain House community.</td>
</tr>
</tbody>
</table>

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

| Parent participation and recruitment continued through digital means. Feedback and input was gleaned through surveys at both the school site and district office. Global communications were provided through the district web-site; more discrete communications were delivered via Parent Square and other digital means. The communications to our educational partners were very effective. |

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

| The baseline metric 3 was changed due to incorrect reporting in 2021-22. The rating reported was changed from a 4 - Full implementation, to a 2 - beginning implementation. Other than the afore mentioned corrections, the actions were implemented as planned. |

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]

<table>
<thead>
<tr>
<th>Projected LCFF Supplemental and/or Concentration Grants</th>
<th>Projected Additional LCFF Concentration Grant (15 percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,954,138</td>
<td>0</td>
</tr>
</tbody>
</table>

Required Percentage to Increase or Improve Services for the LCAP Year

<table>
<thead>
<tr>
<th>Projected Percentage to Increase or Improve Services for the Coming School Year</th>
<th>LCFF Carryover — Percentage</th>
<th>LCFF Carryover — Dollar</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.42%</td>
<td>0.25%</td>
<td>$148,941.00</td>
<td>4.67%</td>
</tr>
</tbody>
</table>

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.

1.2 Specific programs for high school students: Often students who are foster youth, English learners, and/or low income need additional academic supports to be successful in school. This is considered when assigning students to SUCCESS period, assigning students to summer school and providing additional {paid for} opportunities in the Early College program. The needs of foster youth, English learners, and/or low income students were considered when implementing additional academic counseling support and SUCCESS period to provide extra time in the students day to address learning loss or other specific needs of the student. Additional support allows for improved student outcomes in meeting A-G requirements, improvement of student grades and access to more rigorous content. Student progress checks through assessment is specifically designed to assist students who are not meeting standard, particularly students who are foster youth, English learners and/or low-income students. By providing said assessments, school sites may closely monitor the progress of foster youth, English learners and/or low-income students. At the high school students are assessed and referred to the SUCCESS program which allows students more time for remediation and acceleration, thereby improving outcomes of said student groups. The robust credit recovery plan in both summer school and in the EPIC program allow students that are foster youth, English learners, and/or low income students make up lost credits, thereby enhancing the students ability to graduate and be ready for life after high school. Assignment to SUCCESS, credit recovery and summer school is prioritized for the unduplicated students first. The action supports meeting the goal of the student group- to graduate high school and be prepared for life after high school.

1.9 Additional support for English learners, foster and low income students: Providing strategic support allows students who are not meeting
standard, particularly students who are foster youth, English learners and/or low-income students, to accelerate and eventually meet standard. By providing strategic support, at both the K-8 schools and the high school via SUCCESS period, school sites may monitor and intervene when expected progress is not met by foster youth, English learners and/or low-income students. Additional academic counseling services are provided to students who are foster youth, homeless, English learners, low income or students with special needs. The additional supports address the needs of the unduplicated population—often foster youth, English learners, and/or low income students need additional support and time to meet grade-level standards. Additional support content and strategies are utilized for EL students during designated time and integrated time. Additional resources and small group provide intensive reading and academic support for the English learners. The additional support of a Bilingual Aide provides EL students additional support in the small group learning by providing language and academic support. The additional time and support mechanisms utilized for accessing the language for ELD support the long-term success of English learners.

2.1 Provide professional development for staff: Providing 21st century classroom learning experiences and cutting edge technology, along with commensurate professional development allows teachers to enhance content and instruction through blended learning and other classroom-based technologies to better reach all learners, particularly students who are foster youth, homeless, English learners, students with exceptional needs and/or low-income students. On-going training related to the Next Gen. science standards, ELA and math curriculum are provided to teachers; strategies that address the learning needs of students who are foster youth, homeless, English learners, students with exceptional needs and/or low-income students. Weekly collaboration and PLC structures allow teachers time to strategize and prepare best practices designed to support foster youth, English learners, and/or low income students. Ongoing training better prepares teacher use of the EL-specific strategies and content to be used during small group and whole class teaching/learning. Additional time for teachers to learn from each other and learn from student data allows them to target student for extra help and time, particularly foster youth, English learners, and/or low income students. Administrators also attend said trainings to better guide the teachers and para educators/bilingual aides. Technology training provides teachers with additional tools to use both in the classroom and at home for students who need more time and support. Math, reading and other online platforms support students during the school year and during intensive summer school or after school. Additional counseling time has been used to identify students who academically qualify for AP classes and CTE classes, particularly foster youth, English learners, and/or low income students to ensure all students have access to a broad spectrum of classes, but also to enhance student connectivity to school. Student who are interested in CTE or arts programs tend to come to school more frequently and have better outcomes.

These services are principally directed towards and are the most effective use of funds to meet the District goals for its unduplicated pupils in state priority area 2, 4, 5, 7 and 8 while serving the needs of all students. Students who have trouble reaching standard, are provided structured small group instruction, intervention, and remediation. Students who have met standard receive acceleration and enrichment to enhance each student’s educational experience. LUSD believes that professional development keeps teachers up to date on new research on how children learn, and that the best professional development is ongoing, collaborative, and connected to working with students and understanding the needs and culture.

Lammersville Unified School District continued with these actions from the 2021-22 LCAP based on student academic data and feedback from parents, students, and staff. Lammersville experienced a positive increase in state testing with these actions. In the areas of ELA, Lammersville improved 1.63 points and in Math increased 5.94 points entering the 2019-20 school year. In 2021, the District did not administer the state tests. In 2021, only eleventh grade participated in state testing. Comparing the eleventh-grade state testing from 2019 to 2021, in the areas of ELA, Lammersville decreased 0.21 points and in Math increased 9.95 points. LCAP survey data from parents, students, and staff indicated a continued need for intervention supports and professional development.
1.8 Provide strategic support to meet the academic needs of the students: Providing strategic support allows students who are not meeting standard, particularly students who are foster youth, English learners and/or low-income students, to accelerate and eventually meet standard. By providing strategic support, at both the K-8 schools and the high school via SUCCESS period, school sites may monitor and intervene when expected progress is not met by foster youth, English learners and/or low-income students. Additional on-line content support students reading and math. Edgenuity and other online platforms support student credit recovery and additional content in support of math and ELA. The data gleaned from digital content and common assessments are used to identify progress toward standard for students who are foster youth, English learners and/or low-income students, to accelerate and eventually meet standard. By providing strategic support, at both the K-8 schools and the high school via SUCCESS period, school sites may monitor and intervene when expected progress is not met by foster youth, English learners and/or low-income students.

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

Professional development will be provided for certificated and classified support staff in strategies for learning loss mitigation, interventions and attendance. Counseling services for Unduplicated students will be provided with additional staff for college and career readiness. Additional in classroom support will be provided for ELD students. Teacher and students will be provided with tools and materials for blended learning, including hot spots for connectivity. Additional supports are provided to low-income students when enrolling in the Early College program, Career Technical Education courses. Additional intervention time is used to support student growth and acceleration, particularly students who are foster youth, homeless, low-income, an English learner or exceptional needs. Students who do not meet standard are provided intervention so they may meet the desired growth goals. Said students are provided counseling services to ensure appropriate progress towards graduation and/or progress towards meeting academic and social/emotional goals. Staff provide extra time and opportunity for parents/guardians of students who are foster youth, homeless, English learners, low income or students with special needs to meet and provide feedback related to school programs and services, while also providing additional academic and social/emotional support. Based on the actions and descriptions included in the Goals and Actions section of the LCAP as well as the descriptions included in the prompt above and in this prompt, Lammersville Unified School District meets the required percentage mandated.

1.7 Partnership with San Joaquin Delta College: The Early College program allows qualifying students to earn an AA degree while attending/completing high school. The program benefits foster youth, English learners, and/or low income students by providing access to the program free of charge-based on free and reduced lunch status. Students who attend the program and those that finish put themselves ahead in life and potentially college. Credits earned can be transferred to four-year schools and certificates and credentials may be applied to better enter the work-force.

2.4 Meeting the needs of low income, English learners and foster youth: On-going professional development allows teachers to enhance content and instruction through blended learning and other classroom-based technologies to better reach all learners, particularly students who are foster youth, homeless, English learners, students with exceptional needs and/or low-income students. On-going training related to the Next Gen. science standards, ELA and math curriculum are provided to teachers; strategies that address the learning needs of students who are foster youth, homeless, English learners, students with exceptional needs and/or low-income students. Weekly collaboration and PLC structures allow teachers time to strategize and prepare best practices designed to support foster youth, English learners, and/or low
income students. Ongoing training better prepares teacher use of the EL-specific strategies and content to be used during small group and whole class teaching/learning. Additional time for teachers to learn from each other and learn from student data allows them to target students for extra help and time, particularly foster youth, English learners, and/or low income students. Administrators also attend said trainings to better guide the teachers and para educators/bilingual aides. Specific training related to ELD is provided to teachers and staff. Additional counseling services are provided to low income, English learners and foster youth to better prepare them for life after high school. This may entail additional fiscal and academic support for college; career guidance from the Work Experience Coordinator (WEX); internship opportunities; and social-emotional supports.

3.5 Recruit parents of students in the focus area student groups - School sites specifically invite parents of ELs, low income and foster youth to attend PTA and related meetings at school sites. During ELAC and DELAC meetings parents are informed and invited to other LUSD parent-community meetings. Communications are sent out from the District Office and school sites inviting parents to attend district meetings, parent site meetings and other related activities. The Director of Student Services specifically invites ELs, low income and foster youth families to participate in school/District related meetings and Board meetings.

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.

LUSD did not receive Concentration Grant money.

<table>
<thead>
<tr>
<th>Staff-to-student ratios by type of school and concentration of unduplicated students</th>
<th>Schools with a student concentration of 55 percent or less</th>
<th>Schools with a student concentration of greater than 55 percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff-to-student ratio of classified staff providing direct services to students</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Staff-to-student ratio of certificated staff providing direct services to students</td>
<td>N/A</td>
<td></td>
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</table>
## 2022-23 Total Expenditures Table

<table>
<thead>
<tr>
<th>Totals</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>$37,200,526.00</td>
<td>$245,516.00</td>
<td>$37,446,042.00</td>
<td>$34,745,250.00</td>
<td>$2,700,792.00</td>
<td>$37,446,042.00</td>
<td>$34,745,250.00</td>
<td>$2,700,792.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Student Group(s)</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Student Progress Check through Assessments</td>
<td>All</td>
<td>$192,154.00</td>
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<tr>
<td>1</td>
<td>1.2</td>
<td>Specific Programs for the High School Students</td>
<td>English Learners Foster Youth Low Income</td>
<td>$742,508.00</td>
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<td></td>
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</tr>
<tr>
<td>1</td>
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<td>Implementation of the Common Core State Standards and Curriculum</td>
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<td>Maintain Career Technical Education (CTE)</td>
<td>All</td>
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<tr>
<td>1</td>
<td>1.5</td>
<td>Maintain and Hire Teaching, Administration, and Support Staff</td>
<td>All</td>
<td>$29,432,610.00</td>
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<td>1</td>
<td>1.6</td>
<td>Incentives for Increasing Student Attendance</td>
<td>All</td>
<td>$24,100.00</td>
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<tr>
<td>1</td>
<td>1.7</td>
<td>Partnership with San Joaquin Delta College</td>
<td>English Learners Foster Youth Low Income</td>
<td>$13,000.00</td>
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</tr>
<tr>
<td>1</td>
<td>1.8</td>
<td>Provide Strategic Support to meet Academic needs of the Students</td>
<td>English Learners Foster Youth Low Income</td>
<td>$388,168.00</td>
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<tr>
<td>1</td>
<td>1.9</td>
<td>Additional Support for English Learners</td>
<td>English Learners Foster Youth</td>
<td>$125,008.00</td>
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<tr>
<td>Goal</td>
<td>Action #</td>
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<td>Student Group(s)</td>
<td>LCFF Funds</td>
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<td>Local Funds</td>
<td>Federal Funds</td>
<td>Total Funds</td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>1.10</td>
<td>Provide adequate facilities and instructional materials</td>
<td>(ELs), Foster, and Low Income Students</td>
<td>$1,936,830.00</td>
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<td></td>
<td></td>
<td>$1,936,830.00</td>
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<tr>
<td>2</td>
<td>2.1</td>
<td>Provide Professional Development to Staff</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>$1,112,319.00</td>
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<td></td>
<td>$1,112,319.00</td>
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<tr>
<td>2</td>
<td>2.2</td>
<td>Continuous Monitoring and Improvement of Classroom Instruction</td>
<td>All</td>
<td>$22,489.00</td>
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<td>$22,489.00</td>
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<tr>
<td>2</td>
<td>2.3</td>
<td>Focus on Student and Staff Wellness and Safety</td>
<td>All</td>
<td>$1,231,861.00</td>
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<td>$1,231,861.00</td>
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<tr>
<td>2</td>
<td>2.4</td>
<td>Meeting the needs of Low Income, English Learners, and Foster Youth</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>$648,171.00</td>
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<td>$648,171.00</td>
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</tr>
<tr>
<td>2</td>
<td>2.5</td>
<td>Provide 21st Century Classroom learning experiences through cutting edge technology and online curriculum to the high school students</td>
<td>All</td>
<td>$219,676.00</td>
<td></td>
<td></td>
<td></td>
<td>$219,676.00</td>
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<tr>
<td>2</td>
<td>2.6</td>
<td>Provide Cutting Edge Technology to the Students at K-12 Schools</td>
<td>All</td>
<td>$152,205.00</td>
<td>$105,516.00</td>
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<td>$257,721.00</td>
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<td>3</td>
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<td>Provide Cutting Edge Technology to the Students and Staff by following the Technology Sustainability Plan</td>
<td>All</td>
<td>$382,573.00</td>
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<td>$382,573.00</td>
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<td>Supplemental transportation and activities</td>
<td>All</td>
<td>$140,000.00</td>
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<td></td>
<td>$140,000.00</td>
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<tr>
<td>Goal</td>
<td>Action #</td>
<td>Action Title</td>
<td>Student Group(s)</td>
<td>LCFF Funds</td>
<td>Other State Funds</td>
<td>Local Funds</td>
<td>Federal Funds</td>
<td>Total Funds</td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>3.3</td>
<td>Communication with Parents and Community Members</td>
<td>All</td>
<td>$26,918.00</td>
<td>$26,918.00</td>
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<td>$26,918.00</td>
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<tr>
<td>3</td>
<td>3.4</td>
<td>Increase Parent Involvement at the district and site level</td>
<td>All</td>
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<td>$14,200.00</td>
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<tr>
<td>3</td>
<td>3.5</td>
<td>Recruit parents of students in the Focus Area Student Groups- ELs, Low Income, and Foster Youth</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>$8,204.00</td>
<td></td>
<td></td>
<td></td>
<td>$8,204.00</td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>3.6</td>
<td>Promote parent participation of individuals with exceptional needs</td>
<td>Students with Disabilities</td>
<td>$500.00</td>
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<td></td>
<td>$500.00</td>
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</tbody>
</table>
### 2022-23 Contributing Actions Tables

<table>
<thead>
<tr>
<th>1. Projected LCFF Base Grant</th>
<th>2. Projected LCFF Supplemental and/or Concentration Grants</th>
<th>3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)</th>
<th>LCFF Carryover — Percentage (Percentage from Prior Year)</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)</th>
<th>4. Total Planned Contributing Expenditures (LCFF Funds)</th>
<th>5. Total Planned Percentage of Improved Services (%)</th>
<th>Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)</th>
<th>Totals by Type</th>
<th>Total LCFF Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>66,775,275</td>
<td>2,954,138</td>
<td>4.42%</td>
<td>0</td>
<td>4.67%</td>
<td>$3,037,378.00</td>
<td>0.00%</td>
<td>4.55%</td>
<td>LEA-wide Total:</td>
<td>$3,037,378.00</td>
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<td>Limited Total:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Schoolwide Total:</td>
<td>$669,375.00</td>
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<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.2</td>
<td>Specific Programs for the High School Students</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners</td>
<td>Foster Youth Low Income</td>
<td>$742,508.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.7</td>
<td>Partnership with San Joaquin Delta College</td>
<td>Yes</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>English Learners</td>
<td>Foster Youth Low Income</td>
<td>$13,000.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.8</td>
<td>Provide Strategic Support to meet Academic needs of the Students</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners</td>
<td>Foster Youth Low Income</td>
<td>$388,168.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.9</td>
<td>Additional Support for English Learners (ELs), Foster, and Low Income Students</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners</td>
<td>Foster Youth Low Income</td>
<td>$125,008.00</td>
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</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td>Provide Professional Development to Staff</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners</td>
<td>Foster Youth Low Income</td>
<td>$1,112,319.00</td>
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<tr>
<td>Goal</td>
<td>Action #</td>
<td>Action Title</td>
<td>Contributing to Increased or Improved Services?</td>
<td>Scope</td>
<td>Unduplicated Student Group(s)</td>
<td>Location</td>
<td>Planned Expenditures for Contributing Actions (LCFF Funds)</td>
<td>Planned Percentage of Improved Services (%)</td>
</tr>
<tr>
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<td>----------------------------------------------------------</td>
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</tr>
<tr>
<td>2</td>
<td>2.4</td>
<td>Meeting the needs of Low Income, English Learners, and Foster Youth</td>
<td>Yes</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td>$648,171.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.5</td>
<td>Recruit parents of students in the Focus Area Student Groups- ELs, Low Income, and Foster Youth</td>
<td>Yes</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td>$8,204.00</td>
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</table>
## 2021-22 Annual Update Table

<table>
<thead>
<tr>
<th>Last Year's Goal #</th>
<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures (Total Funds)</th>
<th>Estimated Actual Expenditures (Input Total Funds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Student Progress Check through Assessments</td>
<td>No</td>
<td>$218,181.00</td>
<td>$139,711</td>
</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>Specific Programs for the High School Students</td>
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<td>$733,508</td>
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<tr>
<td>1</td>
<td>1.3</td>
<td>Implementation of the Common Core State Standards and Curriculum</td>
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<td>$397,485</td>
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<tr>
<td>1</td>
<td>1.4</td>
<td>Maintain Career Technical Education (CTE)</td>
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<td>$919,368</td>
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<tr>
<td>1</td>
<td>1.5</td>
<td>Maintain and Hire Teaching, Administration, and Support Staff</td>
<td>No</td>
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<td>$29,428,152</td>
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<tr>
<td>1</td>
<td>1.6</td>
<td>Incentives for Increasing Student Attendance</td>
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<td>$10,418</td>
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<td>1</td>
<td>1.7</td>
<td>Partnership with San Joaquin Delta College</td>
<td>Yes</td>
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<td>0</td>
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<tr>
<td>1</td>
<td>1.8</td>
<td>Provide Strategic Support to meet Academic needs of the Students</td>
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<td>$196,038</td>
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<td>1.9</td>
<td>Additional Support for English Learners (ELs), Foster, and Low Income Students</td>
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<td>$59,061</td>
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<td>1</td>
<td>1.10</td>
<td>Provide adequate facilities and instructional materials</td>
<td>No</td>
<td>$1,912,229.00</td>
<td>$1,936,829</td>
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</tbody>
</table>

Totals: $35,673,841.00 | $37,576,238.00
<table>
<thead>
<tr>
<th>Last Year's Goal #</th>
<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures (Total Funds)</th>
<th>Estimated Actual Expenditures (Input Total Funds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2.1</td>
<td>Provide Professional Development to Staff</td>
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<td>$1,928,297.00</td>
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<td>2</td>
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<td>Continuous Monitoring and Improvement of Classroom Instruction</td>
<td>No</td>
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<td>2</td>
<td>2.3</td>
<td>Focus on Student and Staff Wellness and Safety</td>
<td>No</td>
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<td>$641,696</td>
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<td>2</td>
<td>2.5</td>
<td>Provide 21st Century Classroom learning experiences through cutting edge technology and online curriculum to the high school students</td>
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<td>$219,676.00</td>
<td>$157,972</td>
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<td>3.2</td>
<td>Supplemental transportation and activities</td>
<td>No</td>
<td>$140,000.00</td>
<td>$43,440</td>
</tr>
<tr>
<td>3</td>
<td>3.3</td>
<td>Communication with Parents and Community Members</td>
<td>No</td>
<td>$28,985.00</td>
<td>$0</td>
</tr>
<tr>
<td>3</td>
<td>3.4</td>
<td>Increase Parent Involvement at the district and site level</td>
<td>No</td>
<td>$7,651.00</td>
<td>1,310</td>
</tr>
<tr>
<td>3</td>
<td>3.5</td>
<td>Recruit parents of students in the Focus Area Student Groups- ELs, Low Income, and Foster Youth</td>
<td>Yes</td>
<td>$5,300.00</td>
<td>28,226</td>
</tr>
<tr>
<td>3</td>
<td>3.6</td>
<td>Promote parent participation of individuals with exceptional needs</td>
<td>No</td>
<td>$500.00</td>
<td>0</td>
</tr>
<tr>
<td>Last Year's Goal #</td>
<td>Last Year's Action #</td>
<td>Prior Action/Service Title</td>
<td>Contributed to Increased or Improved Services?</td>
<td>Last Year's Planned Expenditures (Total Funds)</td>
<td>Estimated Actual Expenditures (Input Total Funds)</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------</td>
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<td>------------------------------------------------</td>
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</tr>
</tbody>
</table>
### 2021-22 Contributing Actions Annual Update Table

<table>
<thead>
<tr>
<th>Last Year's Goal #</th>
<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Last Year’s Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)</th>
<th>Planned Percentage of Improved Services</th>
<th>Estimated Actual Percentage of Improved Services (Input Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.2</td>
<td>Specific Programs for the High School Students</td>
<td>Yes</td>
<td>$421,007.00</td>
<td>$733,508</td>
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<tr>
<td>1</td>
<td>1.7</td>
<td>Partnership with San Joaquin Delta College</td>
<td>Yes</td>
<td>$13,000.00</td>
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<td>1</td>
<td>1.8</td>
<td>Provide Strategic Support to meet Academic needs of the Students</td>
<td>Yes</td>
<td>$106,766.00</td>
<td>$196,038</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.9</td>
<td>Additional Support for English Learners (ELs), Foster, and Low Income Students</td>
<td>Yes</td>
<td>$35,033.00</td>
<td>$59,061</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td>Provide Professional Development to Staff</td>
<td>Yes</td>
<td>$1,928,297.00</td>
<td>$957,679</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.4</td>
<td>Meeting the needs of Low Income, English Learners, and Foster Youth</td>
<td>Yes</td>
<td>$159,656.00</td>
<td>$641,696</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.5</td>
<td>Recruit parents of students in the Focus Area Student Groups- ELs, Low Income, and Foster Youth</td>
<td>Yes</td>
<td>$5,300.00</td>
<td>$28,226</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 2021-22 LCFF Carryover Table

<table>
<thead>
<tr>
<th>9. Estimated Actual LCFF Base Grant (Input Dollar Amount)</th>
<th>6. Estimated Actual LCFF Supplemental and/or Concentration Grants</th>
<th>LCFF Carryover — Percentage (Percentage from Prior Year)</th>
<th>10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)</th>
<th>7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)</th>
<th>8. Total Estimated Actual Percentage of Improved Services (%)</th>
<th>11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)</th>
<th>12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)</th>
<th>13. LCFF Carryover — Percentage (12 divided by 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>60,665,834</td>
<td>2,765,149</td>
<td>0</td>
<td>4.56%</td>
<td>$2,616,208.00</td>
<td>0.00%</td>
<td>4.31%</td>
<td>$148,941.00</td>
<td>0.25%</td>
</tr>
</tbody>
</table>
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**

2022-23 Local Control Accountability Plan for Lammersville Unified School District
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.
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/](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.
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for Year 3 (2023–24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.</td>
</tr>
</tbody>
</table>

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.

  - **Note**: 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%).
  
  o 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 they 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 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
  o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

• Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

• 5. Total Planned Percentage of Improved Services (%)
  o This amount is the total of the Planned Percentage of Improved Services column

• 8. Total Estimated Actual Percentage of Improved Services (%)
  o This amount is the total of the Estimated Actual Percentage of Improved Services column

• Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

• 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

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

• 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
• 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022