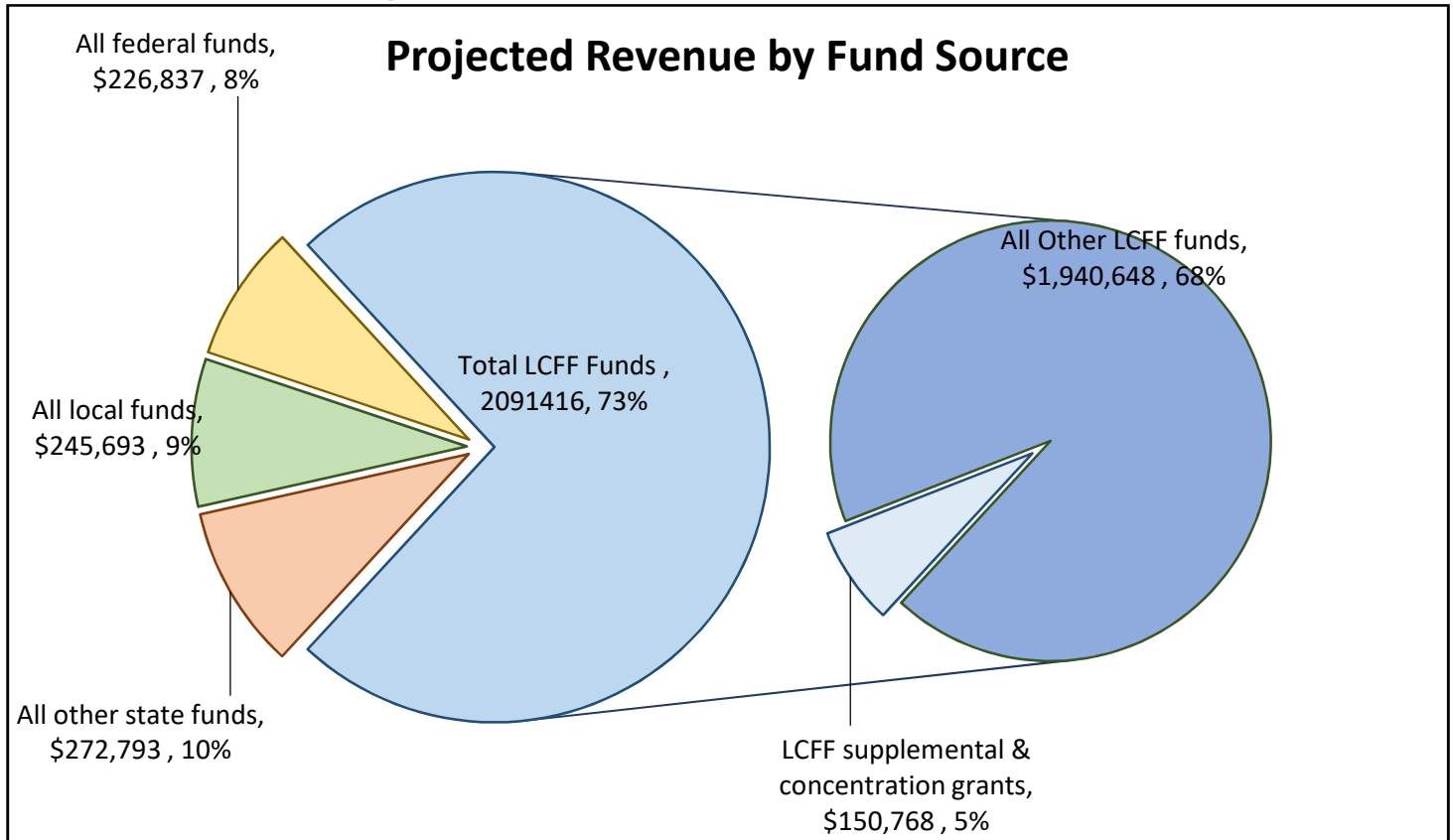# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hughes Elizabeth Lakes Union Elementary School District

CDS Code: 19-64626-0000000

School Year: 2023-2024

LEA contact information: Cecelia Cummings

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

Budget Overview for the 2023-2024 School Year

Projected Revenue by Fund Source

All federal funds, $226,837 , 8%

All local funds, $245,693 , 9%

All other state funds, $272,793 , 10%

Total LCFF Funds , 2091416, 73%

All Other LCFF funds, $1,940,648 , 68%

LCFF supplemental & concentration grants, $150,768 , 5%

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

The text description for the above chart is as follows: The total revenue projected for Hughes Elizabeth Lakes Union Elementary School District is $2,836,739.00, of which $2,091,416.00 is Local Control Funding Formula (LCFF), $272,793.00 is other state funds, $245,693.00 is local funds, and $226,837.00 is federal funds. Of the $2,091,416.00 in LCFF Funds, $150,768.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
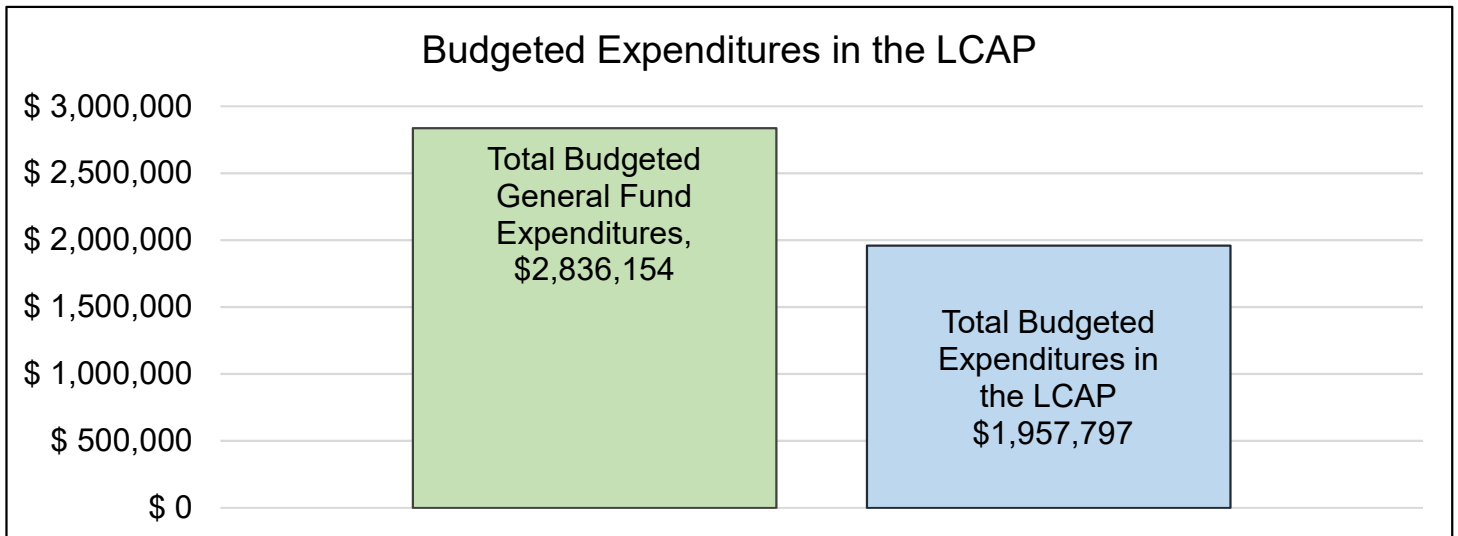
This chart provides a quick summary of how much Hughes Elizabeth Lakes Union Elementary School District plans to spend for 2023-2024. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hughes Elizabeth Lakes Union Elementary School District plans to spend $2,836,154.00 for the 2023-2024 school year. Of that amount, $1,957,797.00 is tied to actions/services in the LCAP and $878,357.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
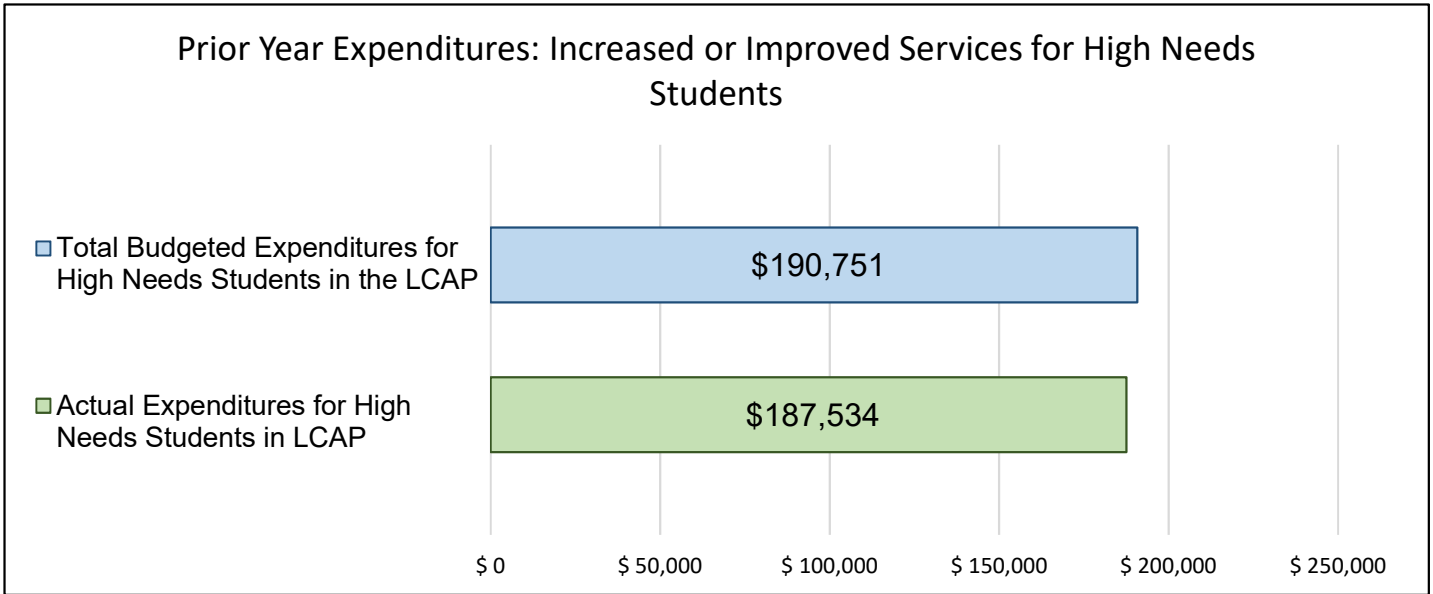
Expenditures not included in the LCAP include the district costs for administration salary & benefits, retiree health benefits, liability insurance, utilities, facility repairs, legal, audit and election costs, advertising and communications, Sp Ed excess costs and interfund transfers.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-2024 School Year

In 2023-2024, Hughes Elizabeth Lakes Union Elementary School District is projecting it will receive $150,768.00 based on the enrollment of foster youth, English learner, and low-income students. Hughes Elizabeth Lakes Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hughes Elizabeth Lakes Union Elementary School District plans to spend $156,202.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-2023

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$190,751
☐ Actual Expenditures for High Needs Students in LCAP	$187,534

$0 $50,000 $100,000 $150,000 $200,000 $250,000

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

LCFF Budget Overview for Parents

The text description of the above chart is as follows: In 2022-2023, Hughes Elizabeth Lakes Union Elementary School District's LCAP budgeted $190,751.00 for planned actions to increase or improve services for high needs students. Hughes Elizabeth Lakes Union Elementary School District actually spent $187,534.00 for actions to increase or improve services for high needs students in 2022-2023. The difference between the budgeted and actual expenditures of $3,217.00 had the following impact on Hughes Elizabeth Lakes Union Elementary School District's ability to increase or improve services for high needs students:

Original budgeted expenditures for the high needs students included services for after school tutoring and activities, increased professional development for staff to work with new methods for the students, and new social-emotional curriculum. The actual costs for the social emotional curriculum to be renewed was less than was projected no professional development was included with this curriculum as in the prior year. Increased new streams of professional development activities were presented to help offset the planned social emotional curriculum. Staffing costs After school tutoring and activity programs were implemented for all students, with an emphasis on engaging the high needs students - foster students, ELL and low-income. As this was a new program starting, the attendance by students was slow to start, as well as some costs were supplemented by the additional one-time federal funds. Instructional and support staff were increased due to the number of new aides and the increase in their payrates. The difference of the budgeted expenditures to the actual expenditures is $3,217 with a carry-over percentage to be .30% resulting in $4,790 which were added to the budgeted expenditures for the 2023-24 actions and services for high needs students.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hughes-Elizabeth Lakes Union Elementary	Susan Denton Superintendent/Principal	sdenton@heluesd.org 6617241231

Plan Summary 2023-2024

General Information

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

The Hughes-Elizabeth Lakes Union Elementary School District serves students in kindergarten through eighth grade. The district's school is located between the communities of Elizabeth Lake and Lake Hughes on the southern flank of the Portal Ridge at an elevation of 3,300 feet. The school enjoys a panoramic view of the surrounding Sierra Pelona and San Gabriel Mountains. Students live in the communities of Lake Hughes, Elizabeth Lake, and Green Valley, as well as parts of Leona Valley and Pine Canyon. We offer small class sizes in a natural setting. Our average Transitional kindergarten through third-grade class size is 24 students. Our average class size in fourth through eighth grade is 24 students. A summary of our demographic statistical profile includes enrollment of 178 students per 2020-2021 Data Quest consisting of 68.5% white, 28.1% Hispanic, and 3.4% other. Our English Learner enrollment is 3.4%, with one eighth grade initially fluent and five English learners. There are two reclassified students (one being an eighth grader.) Our Foster Youth enrollment is 1.1% (two students). Homeless enrollment per the California Dashboard is 2.8% (five students.) 48% of our students qualify for free or reduced lunch. Our student demographic data has been consistent and no current information was obtained at the time of the LCAP preparation.

We have a dedicated staff of highly qualified teachers and support personnel. There is one Superintendent-Principal, nine certificated teachers, and eighteen classified employees. Many students come to us from the Antelope Valley because of our small setting and positive aspects of our district. We offer a "traditional" middle school schedule of five core classes (Language Arts, Math, Social Studies, Science and Physical Education) plus an elective. We were designated as a California Distinguished School by the State of California in 2010. The teachers are constantly working with the students - both those who need additional support and those who need to be challenged. Our campus helps students learn to be responsible and provides an excellent education in an atmosphere that supports students as they develop into outstanding members of the community.

The Board has adopted four guiding core beliefs that will help to propel the District forward toward the vision of academic success for each student. The mission of the District is to provide a challenging and rigorous educational experience for each of the students. HELUS believes students, parents, staff, and community have a shared responsibility for embracing Hughes Elizabeth Lakes School District Core Beliefs.

HELUS Core Beliefs
1. We believe all students have the opportunity to learn and the ability to succeed with emotional and intellectual support. They are at the very beginning of their journey. Any outcome is still possible. Perfection does not happen in one step. We strive to nurture and grow the best within each child.

2. In and out of the classroom, our focus will be to embrace and grow our students at their emotional, psychological, social and academic levels with the goal to further their growth.

3. We believe all teaching staff should be highly educated as well as nurturing and caring with our students while enriching the learning experiences for all students with respect and patience.

4. We believe that the future of our nation and country depends on students' possessing the skills and love of
learning so as to be effective contributing members of society

Reflections: Successes

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

Based on a review of performance of state and local performance indicators, the Hughes-Elizabeth Lakes School District has shown success in several areas. HELUS is proud to be one of two school districts in LACOE who did not get placed in differentiated assistance. The 2022 revised California School Dashboard reported in ELA, HELUS students scored only 7.3 points below the standard, above the state score of 12.2 below standard. In Mathematics, students scored 44.3 points below standard, above the state score of 51.7 below standard. Students academic achievement is attributed to the quality of instruction .

Our student testing data has no current information for 2022-23 at the time of the LCAP preparation. We will use the information from the 2022 revised CA Dashboard as our baseline until we are able to update the information.

Teachers continue to use best practices and differentiate instruction based on student progress or lack of progress. By providing professional development in common core English language arts and English language development standards, teachers and instructional assistants provided meaningful and instructional strategies, and effective curriculum instruction to meet the needs of English learners, foster youth and low income students. The use of instructional assistants and instructional materials provided English learners extra help in accessing the language, and low income students and foster youth opportunities for reteaching and additionally practice to master standards. Increasing parental involvement with programs and free live scan for parents and volunteers, created more opportunities for student interactions with adults as well as additional time to assist students with learning.

Chronic Absenteeism throughout the state increased to 30%, while HELUS had a rate of 27.4% , according to the 2022 CA Dashboard data. The CA Dashboard for 2022 indicate that the socioeconomically disadvantaged, hispanic and white students rated in the very high rate of absenteeism. The addition of the AERIES information system has assisted in keeping track of absences and provides early notification if students are on the road to chronic absenteeism. After school programs, a well kept learning environment and facility, PBIS, counseling, additional adults to assist with assignments, parental involvement, transportation and classroom supplies all contribute to the want and desire for students to come to school by providing services and a positive climate for students.

HELUS continues to work to improve Chronic Absenteeism, and to address it, the district formed a School Attendance Review Team (SART) Committee to research the issue and analyze data. The SART committee will be developing an Attendance Campaign to address the findings.   The Attendance Campaign does continue to included incentives, acknowledgements, and awards for good attendance. HELUS also trained staff in AERIES to improve attendance tracking and monitoring, and provided training to teachers to track attendance, truancy and chronic absenteeism.

There was one suspension in the 2022-2023 school year, and none prior to or since 2017 based on local data. By providing Counseling Services for social skills and academic achievement for Low Income pupils, English Learners, and Foster Youth, these students will able to overcome barriers to attending school and behaving appropriately. The implementation of PBIS, counseling, and attendance monitoring contribute to improvements for all students. This added support as well as after-school activities assisted with a desire for students to participate in school activities and thus attend school and behave appropriately.

Hughes Elizabeth Lakes Union Elementary School District, Staff, Parents, and the Community are most proud of their small, strong community and their small school setting. The majority of those surveyed feel that the teachers are highly qualified and that the staff is amazing. Teachers set high academic academic standards for all students. They are proud of their state academic assessment scores. The HELUS students out perform most students in all of the school districts in the Antelope Valley. They believe this achievement is due to the high expectations established through a partnership between the school and the families. Teachers frequent communication with parents through text, email, and phone calls about assignments, successes and challenges. Our educational partners feel that the school is safe and that the staff

provides a supportive environment for students.

There were no new needs identified based on the review of available state and local data or education partner feedback from the current year, however the new action of adding AVID and a formalized MTSS structure will help the district maintain and build on the success the students are having in academics, attendance, and a positive learning climate.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a review of the performance of state and local performance indicators on the CA Dashboard, the Hughes-Elizabeth Lakes School District continues to face challenges, particularly in Chronic Absenteeism.

We will use the information from 2021-2022 and 2022-2023 school years, when available, to continue to act on plans set forth to improve student academics, and address social-emotional learning and chronic absenteeism.

Needs assessment surveys from parents, teachers, staff, and students indicated that they would like to see the implementation of more afterschool and in-school programs to broaden the interests of students. Across all educational partner groups, they would all like to see more Art, Music, and Sports. In addition, clubs, electives, technology classes, life skills, and tutoring were mentioned several times. Educational partners, particularly parents, would like the seventh and eighth grades to not be in a split classroom and have more opportunities as a traditional middle school. Several Educational partners stated that they wished for no split classes but several understood the limitations of a small school district with a limited budget. The needs assessment also indicated of those who responded feel that School Climate should be the State Priority given the most attention and many suggested an increase in counseling and a social-emotional curriculum. Course Access was the next State Priority of the Educational partners indicating it was also a top-three priority. The recommendations here were for more course offerings and a new science curriculum with imbedded STEM. Educational partners would like to see more staff, certificated and classified, expanded transportation, and updated materials and facilities.

HELUS continues to work to improve Chronic Absenteeism, which is in the yellow range on the 2022 CA Dashboard. To address Chronic Absenteeism the district formed a School Attendance Review Team (SART) Committee to research the issue and analyze data. The Attendance Committee developed an Attendance Campaign to address the findings. The Attendance Campaign included incentives, acknowledgments, and awards for good attendance. HELUS also purchased AERIES and provided training to staff, including teachers, to track attendance, truancy and chronic absenteeism.

HELUS will work to focus on improving the ELA achievement of Low-Income students. Instructional Assistants will provide extra support and provide teachers with more opportunities to work with small groups of Low-Income students so they can improve in reading, vocabulary, comprehension and writing. Supplement materials will be used to support the struggling readers.

HELUS is focused on academic achievement for all in Mathematics. To address the math concerns, additional support through afterschool math tutoring club will continue to be part of the afterschool activities and tutoring. for all grade levels. In grades 6 through 8 a daily dedicated time is set aside to address student needs, particularly in math. Additionally, HELUS will be utilizing AVID instructional strategies to improve student engagement and achievement in math.

Educational partners identified the need for continued counseling service and more assistance with social-emotional concerns. To build on the success of the counseling services for both social skills and academic achievement, as well as a return to re-establishment of PBIS implementation, the District will utilize the social-emotional curriculum purchased, as well as address through AVID social emotional resources, and by utilizing online counseling services through LACOE. HELUS has researched social studies curriculum coursework and will be purchasing Social Studies Curriculum in the 2023-24 year.

There were no new needs identified based on the review of available state and local data or education partner feedback from the current year.

LCAP Highlights

The HELUSD 2021-2024 LCAP will build on what has been successful and work on making continued improvements that will compliment the positive growth and remediate the areas of need. There District will continue with its three Goals with a total of 15 Actions:

Goal 1: Effectively deliver the Common Core State Standards (CCSS) using state board approved aligned material in content areas. Actions include: Next Generation Science curriculum, other curriculum as needed, instructional materials, professional development, and teacher recruitment and retention.

Goal 2: Improve student achievement for all ethnic groups, socioeconomically disadvantaged, English learner, and foster youth students through adherence to best practices and excellence in education. Actions include: certificated salaries, instructional student supports, and classroom materials.

Goal 3: Increase student attendance by maintaining positive correspondence and learning environments, and providing opportunities to increase overall engagement for students through support from parents, students, and staff. Actions include: a social-emotional curriculum, counseling services, PBIS including AVID implementation, After School Activities and tutoring, facility repairs, transportation, and AERIES.

A review of current year data and input from our educational partners, and the needs, conditions and circumstances of unduplicated students were all taken into consideration as the goals and subsequent actions are reviewed for this coming year. Metrics based on the state priorities will provide insight on the success of the goals. To strengthen goal outcomes, the implementation of a revised PBIS program, along with the implementation of AVID schoolwide will improve student outcomes (Goal2: Action 2). The new social-emotional curriculum will strengthen a child's attachment to school and reduce negative classroom behavior (Goal 2: Action1).

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.

Hughes-Elizabeth Lakes Unified School District is a one school school district. The school is not a Comprehensive Support and Improvement school.

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

Hughes-Elizabeth Lakes School District considers the meaningful interaction with its educational partners important and necessary for a successful school. Being a small district, reaching out to all parents, teachers, staff and students for their perspectives and insights is invaluable, especially with the LCAP. Strategic planning to ensure all voices are heard is necessary. The input from the educational partners is gathered through site meetings, Parent Advisory meetings, School Site Council Meetings, Board meetings, and surveys. All of the statutorily required groups were consulted and had an opportunity to ask questions, make suggestions, and share their perspectives in relation to the LCAP. Parent surveys are sent to all parents to ensure they all have an opportunity to share their perceptions and ideas. The teachers and classified staff are also all surveyed to provide feedback and input for the LCAP. Students in grades 5-8 were surveyed and allowed to provide their perspective on the school's strength and weaknesses. The Parent Advisory Committee is the LCAP Advisory Committee. The School Site Council provides input to the LCAP since the LCAP becomes the School Site Plan due to the school being under 250 students. HELUS has less than 10 English learners and is not mandated to form an ELPAC. The Lakes Teachers Association and the Classified Employees Association provided input for the LCAP and officially reviewed and provided feedback before it is finalized for the Board of Trustees.

Surveys were prepared and received February 16th to March 9th, 2023.

Public Forum: March 14th, 2023

School Site Council Meetings -January 19, 2023; February 10, 2023; April 6, 2023; May 4, 2023; May 31, 2023

The Parent Advisory Committee reviewed the LCAP on April 6, 2023, and provided input the plan on May 31, 2023. The School Site Council approved the plan on May 31, 2023. No comments from the PAC were made on May 31, 2023.

Lakes Teachers Association Meetings - February 6, 2023

Classified Employees Association Meetings- April 21, 2023

Staff & Faculty Meetings - 11/14/2022, 12/5/2022, 1/9/2023, 2/6/2023, 3/27/2023, 4/24/2023, 5/15/2023

AV SELPA consultation in May 2023 - LCAP Consultation with AV SELPA on May 2023.

Board Meetings- 10/11/2022, 12/6/2022, 1/10/2023, 1/18/2023, 2/14/2023, 3/14/2023, 4/11/2023, 5/9/2023, 6/13/2023, 6/22/2023

All members have had the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP. There were no questions or comments in which a written response from the
Superintendent was needed. The district notified the public of the LCAP draft and public hearing through family email and the district website. The notices, email and website notified the public of their opportunity to submit questions for a written response from the superintendent. The superintendent did not receive any questions.

On June 13, 2023 a LCAP Public Hearing was held for the updates on the three-year LCAP 2021-2024.
On June 22, 2023, the Board of Trustee approved the updated LCAP Plan and the District budget. The California School Dashboard local indicators were also shared at this meeting.

HELUS does not have a DELAC due to being under the threshold of EL student enrollment criteria.

Note: This Superintendent is the Principal and only administrator for HELUS.

A summary of the feedback provided by specific educational partners.

Improving attendance to ensure students are present for instruction.
Providing parent training to recognize the value of instruction and ways to encourage their children's engagement.
Utilizing leveled supplemental books or computer programs for foundational reading at the primary level.
Increasing the availability of Chromebooks.
Increasing the number of parent conference times.
Optimizing the presence of instructional aides in the classroom.
Setting up activity time in a specific classroom with additional manipulatives and books.
Enlisting volunteers to maximize library use.
Implementing Response to Intervention (RTI) when enrollment allows.
Improving access to computers and ensuring a solid Wi-Fi connection.
Staff development on the STAR 360 and other programs
Adoption of a new Social Studies series.
Incorporating more engaging and fun activities/projects to teach concepts, making learning exciting for students.
Increasing the use of technology, such as game-based programs, to enhance student engagement and learning.
Recognizing students with excellent attendance and contacting families regarding students with poor attendance.
Conducting parent training on the impact of consistent attendance.
Allowing activities to be inclusive of TK-8 students, creating anticipation for their turn.
Encouraging parents to attend Student Success Team (SST) meetings or similar sessions for addressing perpetual absences or tardiness.
Organizing special activities to celebrate monthly attendance and student achievements.
Enhancing learning engagement and offering incentives for excellent attendance.

Tackling the issue of chronic absenteeism by educating parents about the importance of attendance and the negative impact of pulling their child out for vacations, both academically and financially for the school.
Maintaining a safe school environment.

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

To improve student engagement, and thus work to improve attendance, HELUS is becoming an AVID school TK-8. Teachers and instructional aides will be trained and the school will develop annual goals to create common language for learning throughout the school.
The district will adopt new Social Studies curriculum for TK-8th grade.
The school has revitalized the PBIS committee to review and improve the social-emotional and connectedness of students on campus.
The district will provide counseling through telehealth live sessions for students who opt in.
Staff will be trained on the social-emotional curriculum.
The district has created a School Attendance Review Team (SART) committee to regularly review and troubleshoot improving student attendance through outreach and communication, parent education, and following the SARB regulations of the state.

Goals and Actions

Goal

Goal #	Description
1	Improve student achievement for all ethnic groups, socioeconomically disadvantaged, English learner, and foster youth students through adherence to best practices and excellence in education.

An explanation of why the LEA has developed this goal.

The CA Dashboard format was updated with new indicator bars for the 2022 results. The students scored in both Math and ELA in the Low range, with ELA being 7.3 points below standard and Math was 44.3 points below standard. Due to the few numbers of English Learners, state data as a group is not available. Zero students have been reclassified in the past two years. All students, but especially unduplicated students, require skilled, highly qualified teachers to provide quality instruction for student academic growth and success. Unduplicated students often require the assistance and additional support of instructional assistants and support staff to make learning accessible and meaningful. Students require supplies and learning materials for their full participation in the classroom and meaningful learning. The CA Dashboard distance from standard will be used to measure the Low Income students' growth. EL proficiency growth and reclassification will measure English Learner progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
CA Dashboard Mathematics for foster youth and socioeconomically disadvantaged students. (Priority 4)	CA Dashboard Mathematics 2018-2019 Socioeconomically disadvantaged students are 40.3 points below standard.	A Dashboard Math 2019-2020, Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's website if they were determined to be valid	The revised CA Dashboard for Math for 2021-22 indicated that students in the subgroups of Low Socio-Economic, Hispanic and White, scored 44.3 points below standard, which was still greater than the 51.7 below standard for the state. Most students cored in the Low or Medium ranges. Low socioeconomic Math achievement levels (36 students) were 36.11%		Socioeconomically disadvantaged students will be increase by at least 10.3 points on the CA Dashboard for Mathematics and be 30 points below standard.

		and reliable. More information regarding 2020 accountability is available on the 2020 COVID-19 Accountability FAQs web page. CA Dashboard Reports Math 2021-2022, Academic Performance. There is no data available for this report.	below standard 41.67% Standard not met (level 1) 33.33% Standard nearly met (level 2) 16.67% Standard met (level 3) 8.33% Standard exceeded (level 4)		
CA Dashboard English Language Arts for socioeconomically disadvantaged students. (Priority 4)	CA Dashboard ELA 2018-2019 Socioeconomically disadvantaged students are 6.5 points below standard.	CA Dashboard ELA 2019-2020, Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. More information regarding 2020 accountability is available on the 2020 COVID-19 Accountability FAQs web page. CA Dashboard Reports ELA 2021-2022, Academic Performance. There is no data available for this report.	The revised CA Dashboard for 2021-22 indicated students scored 7.3 points below standard, greater than the 12.2 points of the state. Low-socioeconomic students scored in the low range, and the white students scored in the medium range.		Socioeconomically disadvantaged students will be at or above standard by improving by at least 7 points on the CA Dashboard for ELA.
English Language Proficiency as measured by the	English Learners are at the following Proficiency Levels 2018-2019 ELPAC:	English Learners are at the following Proficiency Levels 2020-21 ELPAC:	On the revised CA Dashboard for 2021-22, English Learner Progress		20% of English Learners will increase by one level of language proficiency on the

ELPAC. (Priority 4)	2 @ Level 1 3 @ Level 3	2 @ Level 2 2 @ Level 3 2 students are the same from 2018 to 2021. Matching student data = Student #1 Level 3 to Level 3, Student #2 Level 1 to Level 2.	data could not be displayed due to the the low numbers of EL students (less than 11).		ELPAC each year.
English Learner Reclassification Rate. (Priority 4)	0 students reclassified 2019-2020 due to the abrupt school closing to COVID 19. District only has 5 English Learners. 2 are Proficiency Level 1 and 3 are at Proficency Level 3	0 students reclassified 2020-2021. District only has 4 English Learners. 2 are Proficiency Level 2 and 2 are at Proficiency Level 3.	0 students reclassified 2021-2022. District only has 4 English Learners. 2 are Proficiency Level 2 and 2 are at Proficiency Level 3.		1 or more English Learner reclassified.
English Learners will receive English Language Development (ELD) instruction. (Priority 7)	2018-2019, 100% of English Learners receive ELD instruction as determined by classroom schedules.	2020-2021, 100% of English Learners receive ELD instruction daily through integrated and designated ELD.	2021-2022, 100% of English Learners receive ELD instruction daily through integrated and designated ELD.		100% of English Learners receive ELD instruction as determined by classroom schedules.
2021 Local Math Benchmark for All Pupil Outcomes. (Priority 8)	2021 Local Math Benchmark: 19.2% Exceeds 58.6% Met	2022 Local Math Actual 17.71% Exceeds 51.04% Met	2023 Local Math Actual 38% At/Above		The bands of Exceeded and Met will increase each by 3%: 22.2% Exceeds 61.6% Met
2021 Local ELA Benchmark for All Pupil Outcomes. (Priority 8)	2021 Local ELA Benchmark: 35.1% Exceeds 39.4% Met	2022 Local ELA Benchmark 28% Exceeds 44% Met	2023 Local ELA Benchmark 56.4% At/Above Benchmark		The bands of Exceeded and Met will increase each by 3%: 38.1% Exceeds 42.4% Met

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Salaries	To improve student achievement for all students, the District will employ teachers, who will provide instruction which includes small group instruction for focused instruction and reteaching with adherence to best practices and excellence in education for all student academic success.	$963,446.72	No
2	Instructional Assistants &	To ensure that English Learners, Foster Youth, and Low Income students are provided	$258,540.73	Yes

	Support Staff	additional academic and literacy support to meet grade level standards and help with social-emotional issues, the District will provide instructional assistants and other support staff to assist English Learners, Foster Youth, and Low Income students in academic success as an increased service LEA wide for additional support in making meaningful connections among fundamental concepts in the curriculum, academic and behavioral support, and to reduce the risk of school failure.			
3	Classroom Materials	Teachers often purchase supplies for students who may not be able to provide them and enrichment materials to make learning more meaningful. As a result, the District will provide all classroom teachers materials and student supplies for the full participation and to enhance classroom learning for all student academic success.	$39,350.00		No

Goal Analysis for 2022-2023

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.

Although there are financial differences between the planned actions to the actual actions, HELUESD was still able to work on improving student achievements for all students. Attendance was more difficult due to returning from Coronavirus years and its variants that caused both students and staff to be out for days. The staff worked well to cover each other and through utilization of substitutes when they were out. Teachers and instructional aides continued to work with students to keep a positive learning environment and to watch for those students who are at risk of falling behind.   Students especially were at risk of negativity due to outside factors that would be most evident when they were quarantined for a week. Staffing continued to be the biggest factor working daily with less than 100%. Staff also began training on AVID instructional strategies to be implemented in the 2023-2024 school year.

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

Certificated costs were higher due to new administration, step and column increases, and substitute costs. In addition, substitutes were also hard to find to hire on a part time basis. Instructional aides and support staff were increasingly difficult to hire due to family and personal commitments, availability, applicants wanting full time and/or higher wages, and educational requirements.

We purchased less class equipment and materials due to the availability of the items and the long turn around time to receive them. Materials that were not received in the 2223 year will be planned for the subsequent years. Because the federal funds have pressing timelines in which to use for the additional needs of the District for the students and staff, these were used before the planned budgets for LCFF.

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

Considering the difficulties of changing educational methods, continued ill-effects of the Coronavirus and its variants, and the changes with program requirements from the state, the District expected to have a down trend in student results and positivity. The District began the process for AVID training for staff to improve academic goals and support social-emotional learning. The teachers and aides continue to work with the students as well as meet with the Administration to look for new ideas and opportunities, such as using the Star 360 and new SEL curriculum. STAR 360 is used with the resources in Renaissance for benchmarking to track students' progress throughout the 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.

There are no changes in the planned goal, metrics, desired outcomes, and actions for the coming year. We will continue our efforts towards the goal as planned. We will

proceed as planned and use the upcoming data to determine if any changes are needed. We are also monitoring the learning loss of students in grades 1st through 3rd. Due to the previous years' school closure, there has been an increase in the number of students in those grades not meeting grade-level standards putting them at risk and in need of additional support or interventions. Our plan may need changes in the future to mitigate the learning loss with increased intensity by increasing instructional assistants' time for small groups or one-on-one target lessons based on students' academic gaps, as well as review programs that can assist by providing additional supports through a multi-tiered system of support (MTSS).

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.

Goal

Goal #	Description
2	Increase student attendance by maintaining positive correspondence and learning environments, and providing opportunities to increase overall engagement for students through support from parents, students and staff.

An explanation of why the LEA has developed this goal.

HELUS absenteeism rate for 2021-22 was 27.4% and which was less than the state at 30%. Increased regular student attendance is needed.
HELUS suspension rate is 0.0% for the 2021-22 school year on the CA Dashboard. Positive interactions and activities, a sense of belonging, and social emotional support help students to make better choices and decisions. Surveys indicate that parents, in particular, would like to see additional opportunities for students after school. Surveys also suggest that stakeholders feel more social emotional support/curriculum is needed.   The California Healthy Kids Survey (CHKS), Positive Behavioral Interventions and Supports (PBIS), parental input and participation, attendance, suspensions, drop out rates, and the William's Facility Inspection Tool (FIT) will will measure success of Goal 2.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
California Healthy Kids Survey (CHKS). (Priority 6)	CHKS 2018 Parents "Agree" and "Strongly Agree": School allows input and welcomes parents' contributions. 42% Parents feel welcome to participate at this school. 83% School is a safe place for students. 84% Students: "Yes, All of the time" or "Strongly Agree" School Connectedness 20% High expectations of adults in school 42%	CHKS 2021-2022 Parents "Agree" and "Strongly Agree": School allows input and welcomes parents' contributions. 94% Parents feel welcome to participate at this school. 91% School is a safe place for students. 87% Students: "Yes, All of the time" or "Strongly Agree" School Connectedness 40% High expectations of adults in school 42% Feel safe at school 60%	Due to the change in administration, CHKS survey was not given for 2022-2023. Instead, the LCAP survey of 2022-23 incorporated feedback regarding safety and security in school. Quality Instruction: 95.7% Satisfied or Highly Satisfied Satisfaction to maintain or increase student attendance and involvement: 75% Satisfied or Highly Satisfied School Safety: 87.5% Safe to Extremely safe school conditions Involving parents: 95% Involved or Very Involved School use of various measures to address		Parents "Agree" and "Strongly Agree": School allows input and welcomes parents' contributions will increase to 50% or above. Parents feel welcome to participate at this school will maintain 80% or above. School is a safe place for students will maintain 80% or above. Students: "Yes, All of the time" or "Strongly Agree" School Connectedness 20% will increase to 30%. Adults have high expectations 42% will increase to 50%. Feel safe at school 67% will increase to 80%. Teacher data will be collect in 2021-2022. Currently there is no baseline.

	Feel safe at school 67% Teacher data will be collect in 2021-2022. Currently there is no baseline.	Teachers/Staff: "Yes, All of the time" or "Strongly Agree" School Connectedness / Caring Relationships 74% High expectations of adults in school 59% Feel safe at school 61%	student needs: 87% informed or well informed		Teacher % will increase by 10% from Outcome 1.
Positive Behavioral Interventions and Supports (PBIS) Implementation Staff Surveys. (Priority 6)	2018-2019, PBIS Implementation of Level 1, Step 1.	PBIS Implementation of Level 1, Step 2. A video is recreated every two years. 2021 was a video production year. The video will be used for 2022-2023 and 2023-2024 school years. A new video will be created during 2023-2024.	With the change in district and school administration in the 2022-23 school year, the PBIS committee was reconstituted to improve the PBIS matrix of expected behaviors, levels of acknowledgement, and success indicators. Additional all staff training will occur in August 2023 for 2023-24 implementation.		Full Implementation of PBIS Level 1, Step 3.
Parent participation and attendance at scheduled parent-teacher conferences. (Priority 3)	2021 Parent attendance at scheduled parent-teacher conferences is 92.4%.	2022 Parent attendance at scheduled parent-teacher conferences is 94%.	Fall parent attendance at the scheduled parent-teacher conferences was 94%.		90% or greater parent participation at scheduled parent-teacher conferences.
Parent Involvement and Input Survey Participation. (Priority 3)	Parent Input: Parents participated at an average rate of 35.9% in surveys from 8/2020-4/2021.	Parent Input: Parents participated at an average rate of 32% in surveys in 2021-2022.	Parent input: Parents participated at an average rate of 25% in surveys in 2022-23. Surveys we conducted through Google Forms and distributed through email, text messages, and through the weekly school newsletter.		40% of parents will participate in surveys throughout the year.
Average Daily Attendance and Chronic Absenteeism per CA Dashboard and Local Data .	Local Average Daily Attendance (ADA) as of May 3, 2021 is at 98.15%. 2019 CA Dashboard Chronic Absenteeism at	2020 CA Dashboard Chronic Absenteeism data was not recorded due to COVID. 2021-2022 Local Chronic	With the revised CA Dashboard, Chronic Absenteeism was listed as very high at 27.4% during the 2021-22 school year, with an ADA of 179. This		Average Daily Attendance (ADA) at >96% Chronic Absenteeism < 10%

(Priority 5)	13.5%. 2020-2021 Local Chronic Absenteeism as of May 3, 2021 is 5.49%.	Absenteeism as of May 3, 2022 is 9.8%. The 2021-2022 ADA reported at P2 was 149.02 which has been a drop from the prior year reported ADA of 168.	was less than the state average at 30%.		
Suspension & Expulsion Rate per CA Dashboard and Local Data. (Priority 6)	2018-2019 CA Dashboard 1.4% (3 suspensions) 2019-2020 Local Date 0% suspensions and 0% expulsions.	2020-2021 CA Dashboard, Conditions and Climate. There is no data available for this report. Local Data 0% suspensions and 0% expulsions.	The revised 2021-22 CA Dashboard and local data indicated 0.0% of suspensions and expulsions.		CA Dashboard at or less than 1% suspension rate. Local data of at or less than 1% expulsion rate.
Middle School Drop Out Rate per Data Quest. (Priority 5)	2017 Data Quest Middle School dropout rate 0%. Local Data indicates no dropouts since 2017.	2021, The Middle School dropout rate remains at 0%. Local Data indicates no dropouts since 2017.	2022, The Middle School dropout rate remains at 0.0%. Local data continues to indicated no dropouts since 2017.		Maintain a low (< 2%) Middle School drop out rate.
Williams Facility Inspection Tool (FIT) Report. (Priority 1)	2020-2021 Williams FIT Report - GOOD rating	2021-2022 Williams FIT Report - GOOD rating	2022-23 Williams FIT Report - GOOD rating		Maintain or improve Williams FIT Report at GOOD rating.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Social-Emotional Curriculum	To provide social-emotional skills and strategies for Foster Youth and Low Income students, the District will purchase a social-emotional curriculum. Effective social-emotional education has the power to strengthen a child's attachment to school and reduce negative classroom behavior. Both are significant predictors of success in school and reduce drop-out rates, which are conditions that Foster Youth and Low Income students face. This increased service will be utilized LEA wide to benefit all students while providing strategies to strengthen Foster Youth and Low Income students' social emotional health and school success. because the federal funds have pressing timelines in which to use for the additional needs of the District for the students and staff, these were used before the planned budgets for LCFF which included using less of the Supplemental funds. Special Ed, social and counseling services and PBIS services have been difficult to obtain in our area for any in person visits and many providers do not have enough time. This has resulted in the 21-22	$20,700.00	Yes

		year to have much lower estimated costs for these services.		
2	Counseling Services	Due to the social emotional needs, sometimes behavioral needs, as well as the conditions of feeling anxious, confused and or isolated of the English Learners, Foster Youth, and Low Income students, the District will provide contracted counseling services with a credentialed and qualified counselor for the social emotional skills and academic achievement needs of all students particularly English Learners, Foster Youth, and Low Income students so they can compete academically, participate in a positive school climate, and avoid Middle School dropout.	$61,252.00	No
3	Positive Behavioral Interventions and Supports (PBIS)	In an effort to improve the effectiveness, efficiency, and equity of HELUS, the District will re-establish PBIS for students and staff to improve social, emotional, and academic outcomes for all students by teaching students appropriate behaviors and having staff intervene early before behaviors escalate. This will including adding AVID practices to the district instructional program. Low Income students often do not learn the social skills to be successful in school and are 13 times less likely to graduate from high school on time. By teaching them social-emotional strategies and creating a positive learning environment, Low Income students are better prepared to be successful in school, both academically and socially.	$18,164.00	No
4	After School Activities & Tutoring	To provide additional learning time and help close the achievement gap for English Learners, Foster Youth, and Low Income students, the District will provide afterschool activities (such as soccer, basketball, math club and grade level tutoring lead by credentialed teachers, instructional assistants, and volunteers) for English Learners, Foster Youth, and Low Income students as an increased service LEA wide and provide a balance of social emotional, and academic support for the unduplicated students' success. Unduplicated students would have the opportunity to participate in the programs first. If there are any available spots, other students would be welcomed to participate depending on space. These opportunities will help all students with positive, supportive engagement and academic assistance.	$103,115.00	Yes
5	Facilities	To continue to provide a minimum of the "Good Repair" standard of school facilities, the District will maintain safe, clean, and functional facilities which improve the quality of the student environment in the school, thus improving the quality of education for all students. This protects employees and their property, prevents unauthorized access for student safety, and ensures the facility meets legal requirements.	$169,123.00	No
6	Transportation	Due to remoteness of HELUS, the District will provide transportation services for all students with a scaled fee, a reduced fee, and or no fee for Low Income students, to provide a method to get to and from school as to improve absenteeism, as well as, academic success by being in school daily.	$219,996.00	No
7	AERIES	To monitor attendance, chronic absenteeism, and truancy, the District will pay for the annual fee and training for the staff who utilize the AERIES student information system to	$6,820.00	No

| 8 | Parent Engagement and Involvement | To gather and increase parent input in decision-making and promoting parental participation in education programs for students, the District will provide live scan check free of charge for parent volunteers. The District will also celebrate parental involvement through recognition activities. Parents play a significant role in the academic achievement of their children. Therefore, it is important for parents and schools to develop partnerships and build ongoing dialogues to improve student achievement. Parental involvement is essential for student development and offers many benefits: It helps improve student behavior in the classroom; Parent-teacher communicate helps students feel more motivated in their classes; Student self-esteem and attitudes in class improve. | $750.00 | No |

reduce student chronic absenteeism and truancy, and improve student daily attendance and days of instruction to maximize the students' educational opportunities.

Goal Analysis for 2022-2023

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.

Hughes-Elizabeth Lakes did increase student attendance by maintaining positive correspondence and learning environments, and providing opportunities to increase overall engagement for students through support from parents, students and staff. Office staff contacted families daily regarding absences, and teachers supported students with positive learning environments structured for student success. Staff communicated with families on a regular basis on student achievement and attendance.

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.

Due to the federal funds have pressing timelines in which to use for the additional needs of the District for the students and staff, these were used before the planned budgets for LCFF which included using less of the Supplemental funds. Special Ed, social and counseling services and PBIS services have been difficult to obtain in our area for any in person visits and many providers do not have enough time.   This has resulted in the 22-23 year to have much lower estimated costs for these services. Implementing our after school program has been slower that we planned for, but we will continue to use state funds to grow the after school program learning opportunities and experiences for our students. Additionally, the addition of new district administration and office staff required transitional time to meet service needs. Our transportation costs have been reduced on the whole only because the number of students that need the bus services has decreased since March 2020. The District planned federal funds for upgrades, but these were slow to be completed as many contractors had gone out of business and those remaining in our small area were fully scheduled and this caused delays. These planned items will still be planned to complete in the coming year.

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

Considering the difficulties of changing educational methods, continued ill-effects of the Coronavirus and its variants, and the changes with the educational delivery methods over the past three years, the District remain diligent in reaching out to the families and staff for input through surveys to know the climate of the students. In addition, the District focused on getting the normalcy of Back to School night, Parent Teacher conferences, small field trips and holiday programs back into the students' schedules. Keeping the students active outside the classroom was a challenge met with new playground equipment and providing special classes including music and robotics. This helps the students' positive outlook, playing together and allowing them some of their own downtime.

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.

Goals 2.1, 2.3: The changes made to the planned goal, metrics, desired outcomes, or action for the coming year as a reflection of the prior practice include providing

professional development for teachers on STAR360 data analysis and using the data to group students for small group targeted lessons based on student needs. During the 2022-23 school year, new Administration and Teachers began the process of reviewing the Multi-Tiered System of Support for Tier 1 instruction and social emotional supports. Once Teachers utilized was the STAR360 assessments in English language arts and math during the 2022-23 school year, and it was found value beyond what was expected. Teachers found that the STAR360 reports detail the standards not met allowing teachers to pull students with common standards not met for reteaching. The STAR360 reports also became an instrumental tool in communication with parents regarding student learning levels, learning growth, and end-of-year growth projection during parent-teacher conferences, Student Success Team meetings, and 504 meetings. In the coming year, AVID will be implemented district-wide to improve engagement and student outcomes.

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.

Goal

Goal #	Description
3	Effectively deliver the Common Core State Standards (CCSS) using state board approved aligned material in content areas.

An explanation of why the LEA has developed this goal.

HELUS included this goal after an analysis of data and the desire to improve student success. Low Income students performed in the low range on the CA Dashboard in ELA and Math. Hispanic and White subgroups also scored in the low range for Math.   The stakeholders want all the students to score in the medium and above range strand in both ELA and mathematics.   Ensuring students are taught with materials aligned to what is tested to obtain a valid measure of learning is key to improving achievement. Materials aligned to common core state standards are adopted and implemented for all courses of study. Students also require a broad course of study, and the District implemented a Common Core Science Aligned curriculum and will be implementing a new Social Studies curriculum in the fall of 2023. Teachers will be trained to effectively deliver the aligned material and impact unduplicated student achievement. Students deserve highly qualified and appropriately assigned teachers to assist them in meeting high academic success in all curricular areas. The Williams Audit of the Common Core Materials in ELA, Math, and Science; teachers credentialed for their assignment; and statewide ELA, Math, and Science assessments for all students, including Hispanic,, Low Income Students, and White subgroups will be used to measure the impact of this goal and its actions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Annual Williams Audit of CCSS aligned instructional materials for all students. (Priority 1)	2019-2020, 100% compliance of CCSS aligned Mathematics instructional materials.

2029-2020, 100% compliance of CCSS aligned ELA/ELD instructional materials.

2019-2020, 0% compliance of CCSS aligned Next Generation Science instructional materials. | 2021-2022, 100% compliance of CCSS aligned Mathematics instructional materials.

2021-2022, 100% compliance of CCSS aligned ELA/ELD instructional materials.

2021-2022, 50% compliance of CCSS aligned Next Generation Science instructional materials in that two CCSS aligned science curricula were piloted. A selection will be made for one core | 2021-2022, 100% compliance of CCSS aligned Mathematics instructional materials.

2021-2022, 100% compliance of CCSS aligned ELA/ELD instructional materials.

2021-2022, 50% compliance of CCSS aligned Next Generation Science instructional materials in that two CCSS aligned science curricula were piloted. A selection will be made for one core CCSS aligned Next Generation Science curriculum for the 2022-2023 school year. | | All students will have CCSS aligned instructional materials for ELA/ELD, Mathematics, and Next Generation Science. |

		CCSS aligned Next Generation Science curriculum for the 2022-2023 school year.	2022-23 100% compliance of CCSS aligned Next Generation Science instructional materials.		
Annual Williams Audit of Teachers fully credentialed for their assignment. (Priority 1)	100% of teachers are fully credentialed and appropriately assigned.	77.78% of teachers are fully credentialed and appropriately assigned. 7 of out of 9 teachers.	77.78% of teachers are fully credentialed and appropriately assigned. 7 of out of 9 teachers.		100% of teachers are fully credentialed and appropriately assigned.
Statewide Assessment SBAC English Language Arts for all students. (Priority 4)	SBAC ELA 2018-2019: 26.47% Exceeded 31.37% Met	SBAC ELA2020-2021 19.78% Exceeded 29.67% Met	CAASPP SBAC 2021-22 ELA Low 7% below standard 26.56% Standard Met (Level 3) 20.50% Standard Exceeded (Level 4)		The bands of Exceeded and Met will each increase by 3%: ELA Schoolwide Goal: 23.50% Exceeded 29.56% Met
Statewide Assessment SBAC English Language Arts (ELA) for Low Income students. (Priority 4)	SBAC ELA 2018-2019 Low Income: 11.11% Exceeded 31.11% Met	SBAC ELA 2020-2021 18.6% Exceeded 25.58% Met	CAASPP SBAC LEA 2021-22 Socioeconomically Disadvantaged student group 22.4 points below standards (54 students) 11.11% Exceeded 33.33% Met		The bands of Exceeded and Met will increase by 6% each: 17.11% Exceeded 39.11% Met
Statewide Assessment SBAC Math for all students. (Priority 4)	SBAC Math 2018-2019: 11.76% Exceeded 24.51% Met 36.27% Nearly Met	SBAC Math 2020-2021: 9.78% Exceeded 20.65% Met 38.04% Nearly Met	CAASPP SBAC Math 2021-2022 44.3 points below standard (91 students) 8.42% Exceeded 23.16% Met		The bands of Exceeded and Met will increase each by 3%: 11.42% Exceeded 26.16% Met
Statewide Assessment SBAC Math for Low Income students. (Priority 4)	SBAC Math 2018-2019 Low Income: 2.22% Exceeded 24.44% Met	SBAC MATH 2020-2021 11.36% Exceeded 25.00 % Met	2021-22 CAASPP SBAC Math 2021-22 44.3 points below standard (91) students 8.33% Exceeded 16.67% Met		The bands of Exceeded and Met will increase by 6% each: 14.33% Exceeded 22.67% Met
Statewide Assessment SBAC Science for all	SBAC Science 2018-2019: 13.89% Exceeded 22.22% Met	SBAC Science 2020-2021: 13.33% Exceeded 16.67% Met	CAST Science scores 2021-22: 11.11% Standard		The bands of Exceeded, and Met will each increase by 3%: 14.11% Exceeded

				Exceeded (Level 4) 22.22% Standards Met (Level 3)		25.22% Met
Statewide Assessment SBAC Science for Low Income students. (Priority 4)	SBAC Science 2018-2019 Low Income: 5.88% Exceeded 11.76% Met	California Science Test (CAST) 2020-2021 Low Socioeconomic 5.88% Exceeded 29.41% Met	California Science Test (CAST) 2021-2022 Low Socioeconomic 8.33% Exceeded 25.00 % Met			The bands of Exceeded and Met will each increase by 3%: 11.33% Exceeded 28.00% Met
Implementation of Common Core State Standards measured by periodic review of lesson plans.	2019-2020, 100% Implementation of Common Core State Standards.	2020-2021, Maintained 100% implementation of Common Core State Standards	2021-22, Maintained 100% implementation of Common Core State Standards			100% implementation of Common Core State Standards .
Implementation of State Standards in Science. (Priority 2)	2019-2020, 0% of Teachers have been trained in Next Generation Science Curriculum.	2021-2022, 87.5% of Teachers attended training in Next Generation Science Curriculum	2021-2022, 100% of Teachers attended training in Next Generation Science Curriculum			100% of Teachers have been trained in Next Generation Science Curriculum.
Student Access to a Broad Course of Study. (Priority 7)	2019-2020, 100% of students receive ELA, Math, Social Science, Science, Arts, Health, and Physical Education studies in their self contained classrooms as demonstrated by classroom schedules.	2021-2022, Maintained 100% of students receive ELA, Math, Social Science, Science, Arts, Health, and Physical Education studies in their self-contained classrooms as demonstrated by classroom schedules.	2022-2023, Maintained 100% of students receive ELA, Math, Social Science, Science, Arts, Health, and Physical Education studies in their self-contained classrooms as demonstrated by classroom schedules.			100% of students receive ELA, Math, Social Science, Science, Arts, Health, and Physical Education studies in their self contained classrooms as demonstrated by classroom schedules.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Science Common Core Materials	To provide a broad course of study for all students, the District will pilot, purchase, and provide professional development for teachers in a Next Generation Science Curriculum to ensure all students have access to curriculum aligned instructional materials.	$25,000.00	No
2	Instructional Materials	To continue to raise student achievement and student access to state adopted instructional materials, the District will purchase core and supplemental instructional materials that will	$35,150.00	No

		enhance and challenge all students to meet and exceed grade level standards.		
3	Professional Development	To effectively implement the state academic standards and provide focused improvement in delivering instruction to English Learners, Foster Youth, and Low Income students, the District will provide professional development to teachers and instructional assistants as an improved service LEA wide. The strategies teachers will learn to meet the needs of the unduplicated students will assist the English Learners, Foster Youth, and Low Income students close the learning gap and perform at the same performance levels as the general population. The strategies teachers will learn for the success of unduplicated students through the professional development will assist all students in learning the material presented.

Federal and state grants have pressing timelines in which to use for the Professional Development for the staff, these were used before the planned budgets for LCFF which included using less of the Supplemental funds.   This has resulted in the 21-22 year to have much lower estimated costs for these services. As well, the teachers scheduled more professional development in the next three years. | $34,540.00 | Yes |
| 4 | Teacher Recruitment and Retention | To ensure classrooms are assigned appropriately-credentialed teachers and that students are provided the best instruction and are making academic progress to meet grade level standards, the District will recruit and retain fully credentialed staff.   Due to the small, remote District of HELUS, stipends and benefits for teachers for longevity, masters and additional duties will be offered to attract and retain the best teachers.

Teacher retention funds that were planned were not needed as the teachers did not negotiate for any additional compensation. As well, there was no need to provide incentives for the teachers outside of the their already agreed compensation and stipends and all teaching positions were filled prior to the beginning of the school year. | $1,850.00 | No |

Goal Analysis for 2022-2023

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.

This District has began the adopted Next General Science curriculum this year. The CCSS subjects of Math, ELA/ELD and Science will be completely implemented. Social Studies curriculum is currently under review to update for all grades TK-8. The Administration continues to work with the teachers to become fully credentialed and continues to reinforce with the teachers for additional course work. State testing assessments were completed this year and the Administration will work with the teachers on moving the students forward.

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.

Budgeted expenditures for professional development and teacher retention will be continued into the coming years. This is a important part of keeping teachers and other staff fully qualified with current changes and to be able to meet new challenges. The new Science curriculum was adopted and new Social Studies curriculum is

forthcoming for the 2023-24 school year. Increased costs are attributed to time for substitutes and extra time for teachers for professional development. Action 3.1

An explanation of how effective the specific actions were in making progress toward the goal.
The training and piloting of the Science adopted materials this year helped the teachers in preparing instruction. They were able to get feedback from the students and each other to see how best it was working . Also, the teachers were integral in preparing plans for additional profession development for the coming years, even though the costs were less this year, they will be planned for more in the subsequent years. Action 3.1

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
There are no changes to the planned goal, metrics, desired outcomes, or actions for the coming year. We will proceed as planned. Our next steps in building on what has been accomplished so far towards Goal 3, include additional professional development on the selected Next Generation Science Standards and the new science curriculum, new Social Studies curriculum, and implementation of AVID strategies throughout the school in all grade levels. Action 3.1, 3.3

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 for 2023-2024

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$150,768.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.95%	0.30%	$4,789.54	9.25%

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

Required Descriptions

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

The District is small enough that the staff, certificated and classified, know the students who are to be given the additional services. Instructional aides are able to provide additional services for the students during the classroom time to help reinforce their course work.

The teachers are using Renaissance STAR 360 throughout the year to assess the students and their progress. As the teachers see that a student is in need of additional support, the instructional aides are provided the student's information and what they are in need for course support.

Actions/Services contributing to meeting the increased or improved services and identified as LEA-wide are also school-wide since HELUS is a single school district. The actions identified are the most effective services based on our data, research, and experience. These actions are principally directed toward unduplicated students, since their needs were considered first, and the actions are the most effective use of funds to meet the goals for English Learners, Foster Youth, and Low Income students in meeting the state and local priorities. Note that there are fewer than 10 students identified as English Learners and Foster Youth so no state data is available. Nonetheless, the needs, conditions, or circumstances of these unduplicated were considered in developing the Goals and Actions.

A review of the needs of the HELUS unduplicated students found these needs, conditions and or circumstances are necessary to consider when developing the Goals and Actions. The Low Income students have limited additional academic support due to parents working outside the home. They need help with homework and require extended learning opportunities. They have limited or no access to materials and supplies as well as transportation. Due to the remoteness of the District, students have had limited exposure to a broader learning environment. The Foster Youth students have had high mobility and thus have an educational experience that are not lineal. There are gaps in their learning. They often feel lonely and have low self-esteem. These students are highest risk for drop out and retention. The English Learners struggle to communicate and require additional literacy instruction (particularly vocabulary development), support, and interventions. These are the needs, conditions, and circumstances of the unduplicated students in HELUS and were considered as the Goals and Actions were developed.

GOAL 2: Action 1- Social Emotional Curriculum (Prior year Goal 3: Action 1)
Stakeholders clearly expressed the need for a social emotional curriculum as student return to the classroom after this pandemic and virtual learning. Low Income students are chronically more absent than other students due to conditions and circumstances beyond their control. They often have feelings of low esteem, loneliness, and struggle with how to display their emotions. Foster Youth have difficulty making connections to their learning and to others due to their high mobility. They often lack how to make peer relationships and how to deal with their emotions. This action supports the specific needs of Low Income and Foster Youth. It would provide strong social emotional education and skills to help Low Income and Foster students, as well as all students LEA wide to promote better relationships, strengthen their attachment to school, reduce negative behavior, and improve academic achievement and attendance. This action is principally directed toward Low Income and Foster Youth and meant to meet the expected measurable outcomes for all students in this Goal, however it is considered likely that the Low Income students will improve significantly more than the average measurable outcomes in attendance, suspension, drop out rate, and CHKS of the general population.

GOAL 3: Action 3 - (now Action 3) Professional Development (Prior Year Goal 1: Action 3)
Professional Development in common core curriculum was effective as evident in the CA Dashboard. The focus for HELUS for future focused professional development will be an improved service for Low Income students in core academic areas and will assist this unduplicated group to improve. Low Income students generally have less access to additional support and struggle academically and require reteaching and additional practice with skilled practitioners to master standards.   Foster Youth require academic support and lessons focused on their needs due to nonlinear educational experiences.   English Learners have difficulty making meaningful connections due to language and often need extra help in accessing the language and require content specific vocabulary development. The professional development for staff will include reviewing common core adopted curriculum, training in AVID practices and instructional strategies, PBIS, MTSS effective levels of tiered support, and social-emotional curriculum. This will be effective by providing them specific strategies and a deep understanding of the standards to assist the Low Income students in making progress of scoring comparably to all students and meeting their expected measurable outcomes in the metrics for SBAC ELA, Math and Science.

GOAL 1: Action 2 - Instructional Assistants and Support Staff (Prior Year Goal 2: Action 2)
Instructional assistants and support staff working with unduplicated students will assist with their success on state standards and is intended so that English Learners will achieve the expected measurable outcome for language proficiency and reclassification demonstrated on the CA Dashboard. The work of the instructional assistants focused on reteaching and additional practice of the standards. HELUS feels that continued use of instructional assistants to work with unduplicated students will provide continued growth on the CA Dashboard for Low Income in core academic areas and will assist this unduplicated group to improve. This additional support will help Low Income students who have less access to additional support at home, struggle academically, and require reteaching and additional practice with skilled practitioners to master standards.   Foster Youth require academic support and lessons focused on their needs due to nonlinear educational experiences. English Learners have difficulty making meaningful connections due to language and often need extra help in accessing the language and require content specific vocabulary development. The support of instructional assistants will be effective by providing unduplicated students in making progress of scoring comparably to all students and continue their annual growth by meeting the expected measurable outcomes for improving points below standard on the ELA and Math Dashboard at a faster rate than the general population.

GOAL 2: Action 4 - After School Activities and Tutoring (Prior Year Goal 2: Action 3)
After school activities and tutoring were effective as evident in the CA Dashboard. The Low Income and Hispanic students had increased chronic absenteeism, along with a majority of the state as seen on the CA Dashboard. The after school program provides a safe and nurturing environment for students. It also gave them the opportunity to engage with peers on a social level. HELUS feels that the afterschool activities and tutoring only enhances the Low Income students educational and social condition. It helped Foster Youth by providing activities they may not have access to otherwise. English Learners had more opportunities to practice English language development through activities with peers in a non-threatening way. This action will be provided on an LEA-wide basis yet support the unduplicated students so that they will feel a stronger connectivity to school, as well as provide expanded learning opportunities for unduplicated students.
Due to the significantly lower attendance rate, this action will improve student participation in and after school resulting in a higher attendance rate.

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

This year we increased the availability for unduplicated pupils to participate in a number of afterschool activities including drama, music, art, building, sports, and tutoring. Enrollment in the after school program increased by over 200% once we reformatted the after school sessions.
Planning for the 2023-24 school year includes adding 30 intercession days which will include tutoring, STEM activities, field trips, music, art, and expanded sports for students. Additionally, by becoming an AVID district and utilizing AVID strategies for student engagement and achievement, the staff will work to improve outcomes of students identified as foster youth, English learners, and low-income.

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.

NA-HELUS does not receive concentration grant funding due to low unduplicated pupil count.

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

Action Tables

2023-2024 Total Planned Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,318,040.78	$203,124.46	$311,762.62	$124,869.59	$1,957,797.45	$1,425,132.45	$532,665.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Certificated Salaries	All	$874,508.37	$58,832.03	$27,832.32	$2,274.00	$963,446.72
1	2	Instructional Assistants & Support Staff	Foster Youth, Low Income, English learner (EL)	$90,814.41	$34,575.43	$46,807.30	$86,343.59	$258,540.73
1	3	Classroom Materials	All	$20,100.00	$8,250.00	$500.00	$10,500.00	$39,350.00
2	1	Social-Emotional Curriculum	Low Income, Foster Youth	$5,700.00	$0.00	$15,000.00	$0.00	$20,700.00
2	2	Counseling Services	All	$0.00	$0.00	$55,000.00	$6,252.00	$61,252.00
2	3	Positive Behavioral Interventions and Supports (PBIS)	All	$18,164.00	$0.00	$0.00	$0.00	$18,164.00
2	4	After School Activities & Tutoring	English learner (EL), Foster Youth, Low Income	$33,115.00	$70,000.00	$0.00	$0.00	$103,115.00
2	5	Facilities	All	$0.00	$0.00	$163,623.00	$5,500.00	$169,123.00
2	6	Transportation	All	$210,996.00	$8,000.00	$0.00	$1,000.00	$219,996.00
2	7	AERIES	All	$6,820.00	$0.00	$0.00	$0.00	$6,820.00
2	8	Parent Engagement and Involvement	All	$750.00	$0.00	$0.00	$0.00	$750.00
3	1	Science Common Core Materials	All	$20,000.00	$5,000.00	$0.00	$0.00	$25,000.00
3	2	Instructional Materials	All	$8,650.00	$10,500.00	$3,000.00	$13,000.00	$35,150.00
3	3	Professional Development	English learner (EL), Low Income, Foster Youth	$26,573.00	$7,967.00	$0.00	$0.00	$34,540.00
3	4	Teacher Recruitment and Retention	All	$1,850.00	$0.00	$0.00	$0.00	$1,850.00

2023-2024 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,684,599.00	$150,768.00	8.95%	0.30%	9.25%	$156,202.41	0.00%	9.27%	**Total:**	$156,202.41
								LEA-wide Total:	$156,202.41
								Limited Total:	
								Schoolwide Total:	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Instructional Assistants & Support Staff	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$90,814.41	0.00%
2	1	Social-Emotional Curriculum	Yes	LEA-wide	Low Income, Foster Youth	All Schools	$5,700.00	0.00%
2	4	After School Activities & Tutoring	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$33,115.00	0.00%
3	3	Professional Development	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$26,573.00	0.00%

2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$1,836,810.00	$1,740,309.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Certificated Salaries	No	$870,500.00	$903,274.00
1	2	Instructional Assistants & Support Staff	Yes	$239,820.00	$241,222.00
1	3	Classroom Materials	No	$37,750.00	$28,298.00
2	1	Social-Emotional Curriculum	Yes	$33,000.00	$6,735.00
2	2	Counseling Services	No	$94,225.00	$54,103.00
2	3	Positive Behavioral Interventions and Supports (PBIS)	No	$15,025.00	$20,184.00
2	4	After School Activities & Tutoring	Yes	$62,500.00	$64,820.00
2	5	Facilities	No	$147,733.00	$182,644.00
2	6	Transportation	No	$211,602.00	$119,224.00
2	7	AERIES	No	$8,300.00	$9,400.00
2	8	Parent Engagement and Involvement	No	$750.00	$454.00
3	1	Science Common Core Materials	No	$55,000.00	$56,393.00
3	2	Instructional Materials	No	$39,756.00	$16,047.00
3	3	Professional Development	Yes	$19,349.00	$36,411.00
3	4	Teacher Recruitment and Retention	No	$1,500.00	$1,100.00

2022-2023 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$152,818.00	$190,751.00	$187,533.77	$3,217.23	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	2	Instructional Assistants & Support Staff	Yes	$118,753.00	$122,701.14	0.00%	0.00%
2	1	Social-Emotional Curriculum	Yes	$33,000.00	$6,735.00	0.00%	0.00%
2	4	After School Activities & Tutoring	Yes	$27,500.00	$28,697.63	0.00%	0.00%
3	3	Professional Development	Yes	$11,498.00	$29,400.00	0.00%	0.00%

2022-2023 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
$1,596,514.00	$152,818.00	2.48%	12.05%	$187,533.77	0.00%	11.75%	$4,789.54	0.30%

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	$46,793.50	$0.00	$0.00	$0.00	$0.00	$78,076.09

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Certificated Salaries	$0.00	$0.00	$0.00	$0.00	$0.00	$2,274.00	$963,446.72
1	2	Instructional Assistants & Support Staff	$43,793.50	$0.00	$0.00	$0.00	$0.00	$42,550.09	$258,540.73
1	3	Classroom Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$10,500.00	$39,350.00
2	1	Social-Emotional Curriculum	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$20,700.00
2	2	Counseling Services	$0.00	$0.00	$0.00	$0.00	$0.00	$6,252.00	$61,252.00
2	3	Positive Behavioral	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$18,164.00

		Interventions and Supports (PBIS)							
2	4	After School Activities & Tutoring	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$103,115.00
2	5	Facilities	$0.00	$0.00	$0.00	$0.00	$0.00	$5,500.00	$169,123.00
2	6	Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$1,000.00	$219,996.00
2	7	AERIES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$6,820.00
2	8	Parent Engagement and Involvement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$750.00
3	1	Science Common Core Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$25,000.00
3	2	Instructional Materials	$3,000.00	$0.00	$0.00	$0.00	$0.00	$10,000.00	$35,150.00
3	3	Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$34,540.00
3	4	Teacher Recruitment and Retention	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,850.00

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

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

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

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

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

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

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

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

   - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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