

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wheatland School District

CDS Code: 58-72751-0000000

School Year: 2022-23

LEA contact information:

Craig M. Guensler

Superintendent

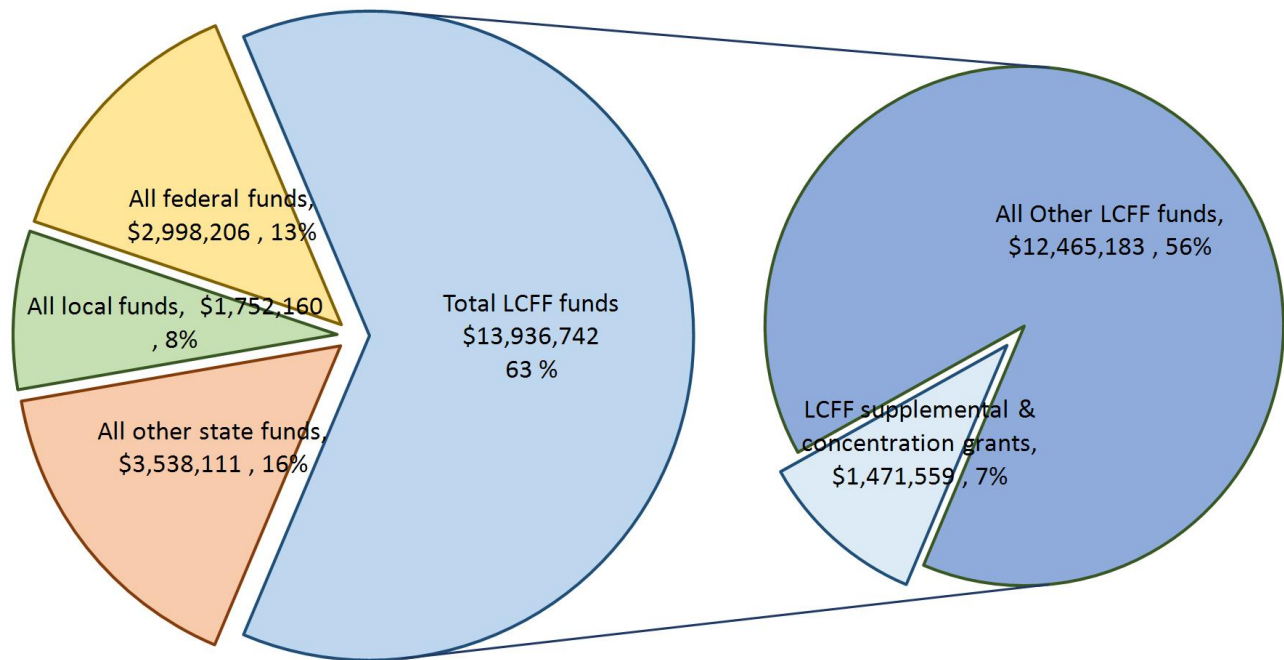
cguensler@wheatland.k12.ca.us

(530) 633-3130

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

## Budget Overview for the 2022-23 School Year

### Projected Revenue by Fund Source



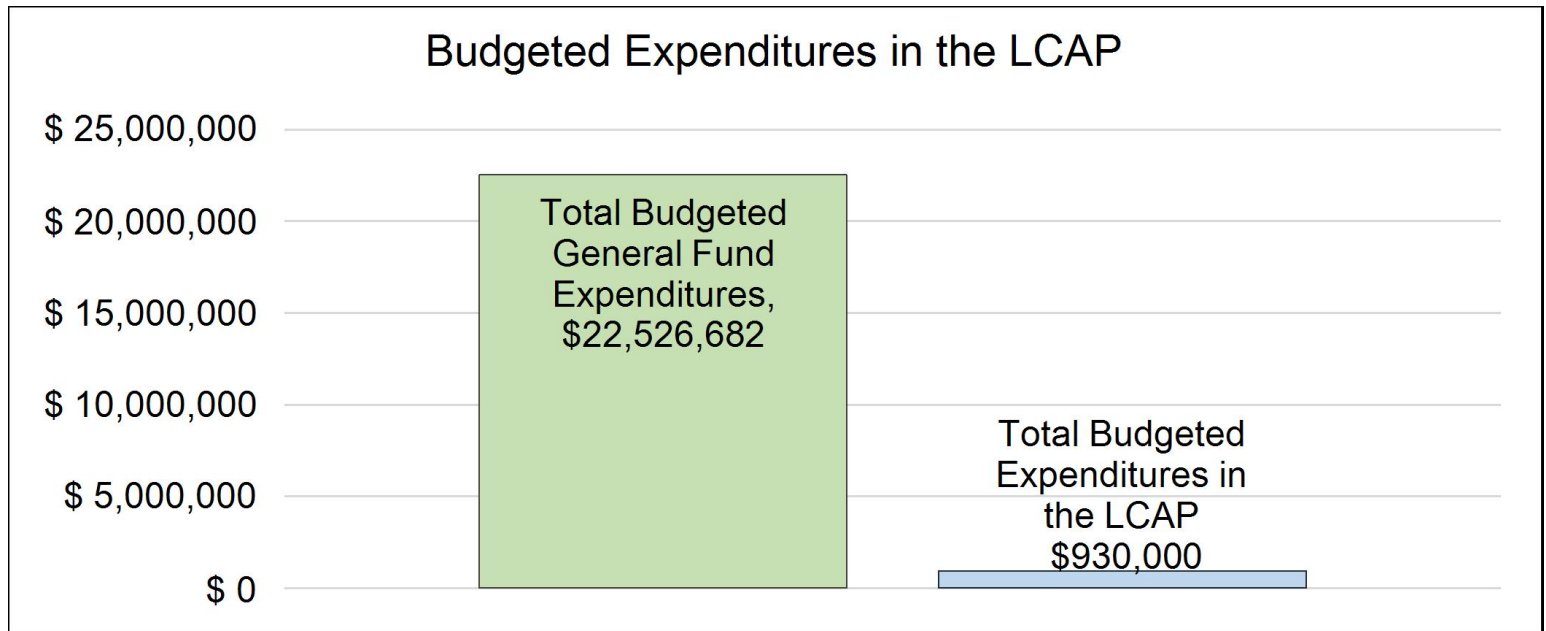
This chart shows the total general purpose revenue Wheatland School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Wheatland School District is \$22,225,218.85, of which \$13,936,742.22 is Local Control Funding Formula (LCFF), \$3,538,111.17 is other state

funds, \$1,752,159.75 is local funds, and \$2,998,205.71 is federal funds. Of the \$13,936,742.22 in LCFF Funds, \$1,471,559.00 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.



This chart provides a quick summary of how much Wheatland School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Wheatland School District plans to spend \$22,526,681.53 for the 2022-23 school year. Of that amount, \$930,000.00 is tied to actions/services in the LCAP and \$21,596,681.53 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

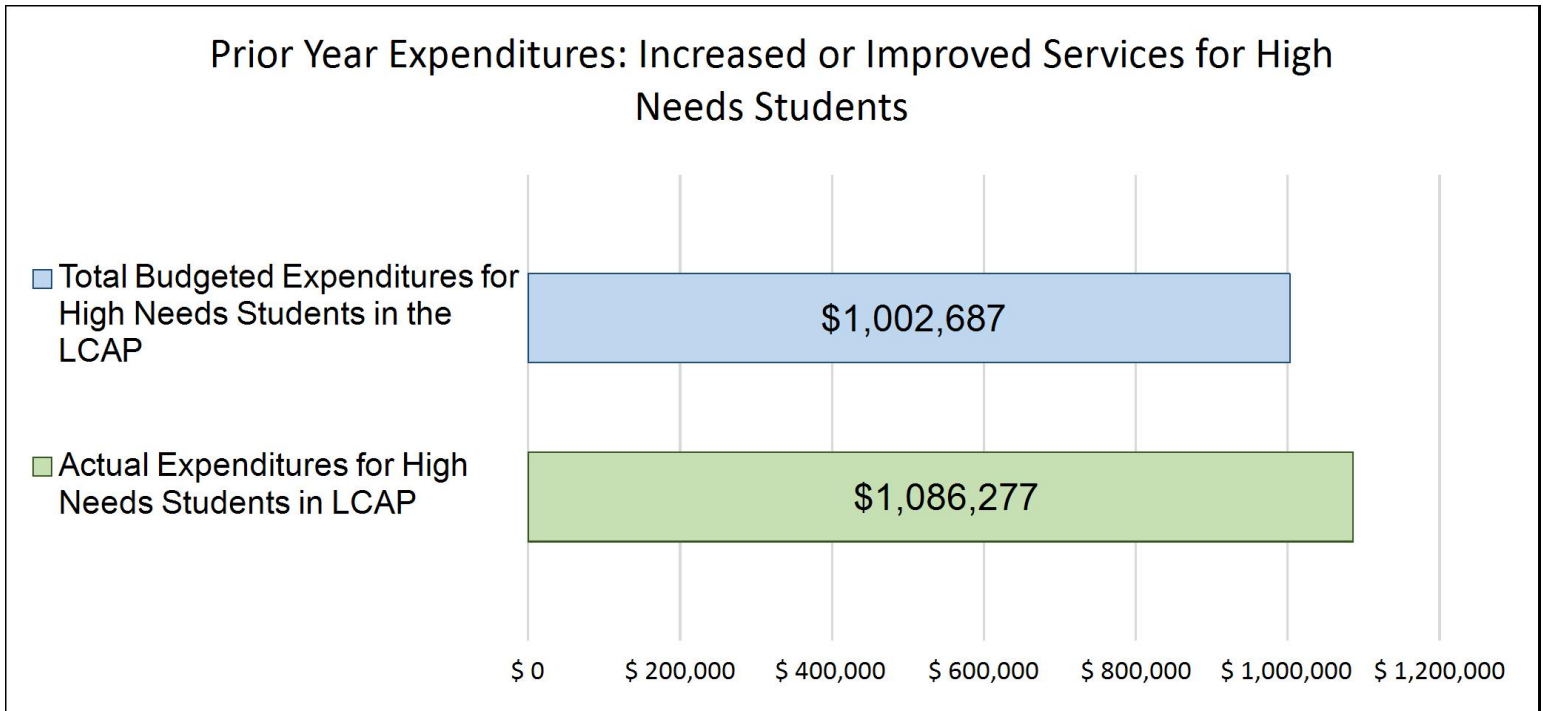
Salary and Benefits account for 85% of the general fund and not included in the LCAP as well as multiple restricted grants

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

In 2022-23, Wheatland School District is projecting it will receive \$1,471,559.00 based on the enrollment of foster youth, English learner, and low-income students. Wheatland School District must describe how it intends to increase or improve services for high needs students in the LCAP. Wheatland School District plans to spend \$1,170,096.18 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Wheatland School District's LCAP budgeted \$1,002,687.00 for planned actions to increase or improve services for high needs students. Wheatland School District actually spent \$1,086,276.87 for actions to increase or improve services for high needs students in 2021-22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Wheatland School District	Craig Guensler Superintendent	cguensler@wheatland.k12.ca.us 530-633-3130

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

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

The Wheatland School District received three grants through the Budget Act of 2021 that were not included in the 2021-2022 Local Control & Accountability Plan (hereinafter, "LCAP"), (1) the Educator Effectiveness Block Grant (\$360,534 - \$341,787 District & \$18,747 WCA), and (2) the Expanded Learning Opportunities Program (\$923,413) and (3) the Elementary and Secondary School Emergency Relief funds which is referred to as ESSER III funding (\$1,352,915). The District works with their Site Administrators, Staff, School Site Councils, the DELAC committee, the School Board, parents and community members, as well as the County Office to seek input on the expenditure of these funds to support both the mitigation of learning loss, expanding the education of students, staff development needs and to provide social and emotional support for students.

The District intends to use these additional, supplemental funds to ensure Excellence in Education in the following manner (not in any priority order):

1. Professional Development that is supportive of sustained academic achievement, positive school culture and climate, and building leadership among staff and students;
2. Extend instructional learning time;
3. Increase Student Supports to address other barriers to learning;
4. Access to technology;
5. Provide additional academic supports and services for students;
6. Support additional opportunities for the community to engage with the school administration for the exchange of information and to improve the culture and climate of the school;
7. Provide New Teacher Mentoring through TCIP;
8. Work to Provide Professional Learning Communities (PLC) across the District and County;
9. Provide additional Counselor Time;
10. Provide Training for classified staff to implement supports to build a positive school climate;

11. Promote Inclusion;
12. Provide training and resources for our second language students;
13. Provide learning opportunities for our school administrators;
14. Provide strategies for continuous and safe in person learning
15. Address Lost Instructional Time;
16. Increase summer learning opportunities;
17. Provide safe cleaning products and PPE for the sites;
18. Increase Para time in the classrooms;
19. Provide Mental Health Services;
20. Provide academic intervention as needed and student specific;
21. Provide additional health services

The District has engaged with the stakeholders at a variety of Board meetings and site meetings. The District also reviews all plans, including all COVID-related plans with the school board and the public at the monthly school board meetings. On May 20, 2021 the District reviewed the Expanded Learning Opportunities Grant Plan. On October 21st, the District reviewed the ESSER III Plan and the update to the California Dashboard. At the December 13 meeting, the District reviewed Educator Effectiveness Block Grant Plan with the Committee. This Supplemental to the Annual Update will be reviewed on February 10, 2022.

The Site Administration meets regularly with staff and with school site council to discuss the needs of our students and the district. This LCAP Supplement to the Annual Update, along with the Educator Effectiveness Block Grant, Expanded Learning Opportunities Program and the ESSER III Expenditure Plan have been available on our District Website and will continue to be made available. The plans are fluid and will change as the needs of our students and staff change.

The District has posted the annual LCAP on the website as well and will be writing a new LCAP plan this spring.

The District is fortunate that it has experienced limited learning loss and that is partly because we have tried to keep our students in school whether that be a hybrid model last year or full day instruction this year. The District has determined that the approach to address the learning loss should be focused in a targeted manner on those students that have experienced the loss. Furthermore, research supports the most effective learning method and supplemental support a student can receive comes from the classroom teacher and those closest to the student. The funding is structured to support targeted intervention for those students needing support. Funds are and will be used to provide learning experiences and provide additional before and after-school tutoring for students by the classroom teacher and academic enrichment classes.

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

The Wheatland School District does not receive concentration grant funding or additional concentration grant add-on funding outside of the

LCFF.

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

The Wheatland School District received three grants through the Budget Act of 2021 that were not included in the 2021-2022 Local Control & Accountability Plan (hereinafter, "LCAP"), (1) the Educator Effectiveness Block Grant (\$360,534 - \$341,787 District & \$18,747 WCA), and (2) the Expanded Learning Opportunities Program (\$923,413) and (3) the Elementary and Secondary School Emergency Relief funds which is referred to as ESSER III funding (\$1,352,915). The District works with their Site Administrators, Staff, School Site Councils, the DELAC committee, the School Board, parents and community members, the County Office to seek input on the expenditure of these funds to support both the mitigation of learning loss, expanding the education of students, staff development needs and to provide social and emotional support for students.

The District has received input from stakeholders and used this input to help prioritize the expenditures of one-time federal funds. These stakeholders have prioritized Social/Emotional Learning, Para Educators to support students, and after school intervention, reading intervention, and a increasing specialist program to meet the needs of the whole child. A strong emphasis is placed on teachers providing individualized attention and expanding the learning opportunities to those students that need it. Teachers have provided individualized intervention to students in their classes and have provided support to those students that are participating in short-term Independent Study.

All funding is being used to support all students in reducing learning loss, providing a safe and orderly environment, and providing greater student engagement in academics and enrichment activities.

The Wheatland School District is continuing to gather insight of the implementation data of the ESSER III plan due to its recent adoption. The ESSER III dollars, although substantial, has only brought in 10% of our allotment. Currently what has been recognized is the additional support staff hired to assist with learning loss as well as assisting staff, students and families with COVID protocols has benefited staff and students to not take away from regular duties and assignments that have been in place to support our students. WSD also hired a full time substitute which has benefited the continued learning to take place with consistent and familiar staff for students. It has also allowed for the District to adjust classified schedules to provide for more support to our students with disabilities. Independent Study has better supported our students who are participating in that type of learning due to quarantines and it is helping to keep our students focused on the what they may miss if they cannot attend in person. This additional funding will also benefited greatly if we are able to offer opportunities for students to attend school during the summer.. The challenges have been with staffing. Finding substitutes for teachers and coverage for classified. The testing protocol on campus has also been a challenge with the number needing to be testing and taking staff to do that.

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

The Wheatland School District anticipates receiving \$1,352,915 in Elementary and Secondary School Emergency Relief ("ESSER") III funds. To date the District has only received \$100,144 of this money. The funds are to be divided into three categories of expenditures: (1) Strategies for Continuous and Safe In-Person Learning; (2) Addressing Lost Instructional Time; and, (3) Use of Remaining Funds. The District adopted a plan that allocated funding based on these three categories. The District also prioritizes COVID-19 mitigation materials and supplies. We have budgeted \$782,332 in the first category which is Strategies for Continuous and Safe In-Person Learning. WSD has budgeted \$270,583 for the second category which is addressing Lost Instructional Time. The WSD has budgeted \$300,000 for other uses which is the third category. The ESSER III Funds plan is available and was approved. It is an ever changing plan based on the needs of our students. Based on previous stakeholder input and future stakeholder input, the funds will go where they are most needed. Focused supplemental services and instruction to those students that are in need of supplemental services will continue to be a priority.

The District will continue to seek input from stakeholders through site meetings and regular meetings of the Governing Board.

Academic interventions continue to be implemented by the classroom teachers, specialist teachers, para educators and other staff. Every effort has been made to ensure a small group ratios whenever possible. As a result, the academic intervention and class-size reduction have been extremely helpful tools for keeping students safe, healthy, and in-person during the COVID-19 Pandemic. Targeted instruction by the classroom teachers for mitigating any learning loss that may have resulted from the Pandemic are and continue to be essential to the success of all students. Finally, professional development has been and will be made available for teachers and other staff with the tools to provide additional emotional support to students and fellow staff members.

This additional funding provided has and will greatly benefit any opportunities for students to attend school in person and in the summer. We would like to see these opportunities to be taught by certificated teachers, supporting our students academically to address their learning gaps and needs.

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

The Wheatland School District has had continuous In-Person Learning this school year. The return to safe In-Person learning and continuity of services has coordinated well with the ESSER III Expenditure Plan. The funding available has helped to enable the WSD to stay safe and keep students in school while following CDPH Guidelines and working towards meeting the LCAP Goals. Our staff continues to prioritize student safety and the students and staff continue to work on safe practices. Staff, parents and students are communicated with frequently by the Administration through in person meetings, emails, phone calls and other means in order to keep everyone informed of practices that are in place and address questions. Stable cohort groups are in place, hand sanitizer stations and water bottle fill stations available throughout



campus, students are limited with sharing items, face coverings are made available, regular cleaning and disinfecting continuing to take place by custodial staff as well as classroom teachers on a daily basis and COVID Health protocols are done daily by staff as well as COVID testing is available for staff and students. The ESSER III Expenditure Plan aligns with both the LCAP and the Safe In-Person Continuity of Service Plan. The District has made adjustments to the HVAC Systems with air purifiers. We have additional staff hired to assist with the additional COVID requirements this has enabled WSD to improve school facility and to reduce the risk of students/staff transmission of the virus and impacting student's learning. In order to meet the metrics in our LCAP, it is essential to ensure the safety of our students and staff are taken care of in order to keep both staff and students on campus and learning to help close the learning gaps created during school closure. All the plans for the additional funding are available and have been shared and approved at Board Meetings. The plans are fluid and will be adjusted based on the needs of the students and staff.

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

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

## Introduction

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

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

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

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

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

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

## Instructions

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

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

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

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

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

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

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

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students

at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

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

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

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

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

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

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

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

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

California Department of Education  
November 2021

# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Wheatland School District	Craig M. Guensler Superintendent	cguensler@wheatland.k12.ca.us (530) 633-3130

## Plan Summary [2022-23]

### General Information

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

The Wheatland School District serves approximately 1350 students within the City of Wheatland and Beale Air Force Base in Yuba County. The District schools are Wheatland Elementary (grades TK-3), Lone Tree School (grades TK-5), Bear River School (grades 4-8), Wheatland Charter School (grades K-5) and two preschools.

The District employs approximately 225 employees. Using a positive bargaining approach, an open door policy, and having a mutual respect, the employee groups and the District have a positive working relationship.

The District student population is approximately 22% Hispanic/Latino, 58% Caucasian, and 20% other. Students have access to excellent core academic programs which are complimented by strong curricular and extra-curricular activities, including visual/performing arts, electives, technology , student leadership, athletics and other opportunities.

A variety of resources are available to support staff in providing a quality education to the students. The District receives State and Federal funding for programs, including Title I, School Improvement Programs, Gifted and Talented Education, Migrant Education, as well as participating in the TCIP New Teacher Program through a consortium with Yuba, Sutter and Colusa Counties.

The Wheatland and Beale Air Force Communities have a history of involvement in its schools, and the District welcomes parent involvement at all grade levels.

The School Board has 5 elected officials and a volunteer liaison from Beale AFB. They are very involved and attend many events. They have set their goals to show that students are the priority in this district and having a well rounded education is foremost.

The District has a working budget of approximately 20 million dollars

The District has recently taken back the speech program from the County and the SDC program to serve our own students. We are also a regional provider for SDC to include only Plumas Lake School District

## Reflections: Successes

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

This has been a very unusual year with the Pandemic but we have kept our students in school. Our success is that we have had our students back on campus all year and have not had to offer an Distance Learning option. We did have a few students request this option but we worked with Plumas Lake and they transferred to their program. We have all or our preschool students as well as our TK - 8th grades back to a regular 5 day a week schedule. Our students are working hard and we expect to see that they are continuing to grow academically even with this pandemic interruption. We have offer academic intervention, homework club and enrichment classes to help with the needs of our students. We have a excellent After School Program that has been successful for many years and is back fully operational. We are suffering from lack of staff as we have a number of open positions that we can not seem to fill. We continue to meet the needs of all of our students and have meet all the targets for Special Education and therefore are not on the State watch list.

## 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.

After reviewing the California Accountability and School Dashboard, our identified greatest need continues to be Math Progress for 2022-23 for all students. The poorest performing groups where our White Students and our Students with Disabilities. We will continue to support this by using the MTSS model so that we can make improvements for "ALL" Students

Our Academic Performance for ELA has improved but we still need to focus on students with disabilities and students with two or more races for 2022 - 2023 and beyond.

Suspensions continue to be a problem for us. We have 3 subgroups that we need to continue to work with. They are the English Learners, Homeless students and students with two or more races. We will continue to have counselors at all sites so that we can work on the behaviors that are causing the suspensions. Communication with the parents is an essential function to positive student behavior and we will continue to find ways to connect with the parents of all students. We need to look at alternatives to suspension in 2019-20 and beyond

Other areas for students with disabilities are English Language Arts Progress and Math Progress. ELA is indicated by our district wide students being below standard.

Chronic absenteeism continues to be an issue for our students and the Pandemic has not helped in this regard. We have offered independent study for students that have had to quarantine which has been somewhat successful. Overall during the pandemic our attendance rate has dropped significantly. We believe now that students are out of masks and quarantine rules have changed as well as COVID seems to have lightened we should see a significant improvement in the attendance rate.

Staff attendance has also been an issue for us and the lack of substitute employees has played a toll on our district and the students.

We need to look at the math curriculum and hopefully adopt a program that is better for students.

We have increased our adult to student ratio in our special education rooms in order to help provide additional service.

We have added hours to all of our Para positions so we have more help in the regular ed classrooms as well.

We will focus on Specific and Targeted Staff Development for both Math and ELA programs and interventions

## LCAP Highlights

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

The focus for 2022-23 is as follows:

The District adopted a new Math Program in 2016/17. We have completed a district wide pacing guide for this new math program. It is time to look at a new curriculum and hope the state moves away from the "new math" style of instruction

The District adopted a new Language Arts program for 2017/18. The change of curriculums is always difficult but our staff has embraced the ELA curriculum. We need to continue to focus on students writing skills.

The District piloted Social Science Programs but has chosen to hold off on the adoption until all the lawsuits in California regarding the curriculum have been settled

The District adopted a new Science program in 2020/2021 and implemented it in 2021/2022

We received a number of Grants. One is related to Inclusion at the Preschool Level which is very helpful since we brought back the SDC preschool classroom previously served by the county. A few grants are related to CTE and has a focus on technology and agriculture. We also received a DODEA grant to help with our military connected students.

We will continue to staff our FRC's and offer support to the students that need it. We have offered homework club as well which does help the students that have less parental involvement after school hours.

We will analyze the implementation of actions/services

We will continue to meet with our stakeholder groups and look at our strengths and opportunities.

We will continue to support by using the MTSS model so that we can make improvements for "ALL" Students

We are working with the county on our PLN model

We will be using the money associated with COVID and returning to school to build the skills of our students including some summer intervention.

We have invested heavily in our HVAC, PPE and safety as it related to COVID and we continue to prioritize the safety of our students and staff.

We have extended out health aide time in order to have proper coverage on our sites to work with students and staff as it relates to COVID. We have a full time District Nurse as well as a full time LVN that works with our diabetic students and other students with specialized health needs

Additional Para time was added

With the implementation of the new grants and the reporting that goes with this as well as the lengthy list of state required reports we will be adding another position to our business department

The administration continues to hold multiple roles to make sure we have everything covered. Our Middle School Principal is also our Special Ed Director, our Lone Tree Principal is also our Charter Director, our Wheatland Elem Principal is our DELAC coordinator, our Middle School VP is our Homeless and Foster Youth Coordinator and our Superintendent is the Preschool Director, CBO, Maintenance Director, Food Service Director and Executive Director of the Charter.

## **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.

None of our Schools are eligible for comprehensive support and improvement

### ***Support for Identified Schools***

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

N/A

### ***Monitoring and Evaluating Effectiveness***

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

N/A

# Engaging Educational Partners

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

All of our meetings have been available for in person as well as virtual. We have used Zoom as the main system for virtual meetings. With the addition of virtual options for meetings we have seen a significant increase in our meeting attendance and input. However we have also found that this option brings on more negative comments as the audience does not have to say things face to face. All of our board meetings are recorded and we respond to all questions, comments and concerns. We will continue to meet with our stake holders as needed. We will continue to offer the virtual meeting option until August of 2022 at which time Board Meetings will be only available for in person. We plan to allow other meetings to remain in person or virtual depending on the need to the meeting teams.

We have surveyed the staff and parents with regards to needs especially regarding COVID and school schedules.

Our site administration discusses needs with staff at staff meetings and with parents at parent meetings including Site Council, DELAC, Parent Advisory Committee-PAC and other groups

We interact with our bargaining groups often and take all of their input into account when making decisions. We have settled negotiations with all groups for the 2021-2022 year and will look at negotiations for 2022-2023 in the fall of 2022.

Our Board Meetings are attended regularly by administrative staff and a few others. The parents only seem to attend when their is a hot topic such as masks or vaccinations.

The Superintendent works with both certificated and classified management as well as the school board and the unrepresented employees on the needs of the district.

A summary of the feedback provided by specific educational partners.

When working with the parents it was very clear they want a few things as their top priorities - The first is they want their children out of masks and school to be as normal as possible. Second they want the schools to be safe places for their children. Third they want an academic rich environment but also a fun place to learn.

Our staff also had a desire to shed the masks and get back to normal as well. They also want help with the students that have had trauma in their lives. They are seeing an increase in Special needs and want to make sure we look at this as well. They want to be supported in their profession and they are concerned that the respect for teachers has diminished by both parents and students.

There was a consensus from multiple educational partner groups to support of the major items included in the LCAP. A reorganized and simplified set of actions and services emerged from this work. One goal of our LCAP work this year was to focus the LCAP on a few high leverage areas rather than continuing to include everything being done in the district. Our goal was to create an LCAP that was less detailed and technical and more comprehensible to the average reader.

We posted the draft of the LCAP on our website on June 3, 2022. The public is invited to submit comments related to the draft LCAP, including feedback about specific actions, services, and expenditures. The public will be given the opportunity to comment on the plan at



public hearings on the 2022-23 LCAP and district budget at our Board meeting on June 9, 2022. The Board will vote to adopt the LCAP and district budget at their meeting on June 16, 2022.

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

We value the input of our stakeholders. We use their feedback to determine some of the goals and actions in our LCAP. Our budgets are driven by the needs of our students and our staff and they play a role in looking at those priorities. Our overarching feedback is that our stakeholders (parents and staff) want the students to improve academically, be happy at school, have a elective program that meets their needs, work with our special needs population, continue with CTE type programs and make sure our campus is a safe and inviting place. Currently their focus continues to be about having students get back to normal and start rebuilding necessary skills they may have lost over the last 2 years of the pandemic.

# Goals and Actions

## Goal

Goal #	Description
1	Wheatland School District will improve student achievement for all students including Special Education, EL, Low Income, Foster Youth.

An explanation of why the LEA has developed this goal.

This Goal is what our stakeholders are asking for many years. They want to see that student achievement continues to improve and is the focus of what we do. They are asking for the children to be challenged but also have fun. Stakeholders would like students to experience field trips again as soon as that is feasible.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A. Implementation of State Standards	The Self Reflection tool will indicate the baseline this year	We have implemented 100% of the State Standards			100% of State Standards will be implemented
1B. Percent of students reclassified as Fluent English Proficient	24% of our students were reclassified	14% of our students were reclassified			50% of our students will be reclassified
1C. Percent of students Proficient & Advanced on CELDT/ELPAC	15.94% of Proficient & Advanced	33.33% of Proficient & Advanced			60% of our students will be proficient or advanced on CELDT/ELPAC
1D. Percent of students advancing grade level on Accelerated Reader	61% of students advancing grade level on AR	58% of the students advanced a grade level on AR			85% of students will have advanced one or more grade levels on AR

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1E. Percent of students ready for next grade level in math as measured by local formative assessments	64% of students are ready for next grade level in math	72% of the students are ready for the next grade level in math			75% of students are ready for next grade level in math
1F. Student achievement growth on CAASPP assessments as measured by average scale score in math and ELA	2020/21 will be the new baseline for students that met level 3 or above for ELA and Math	47.74% of students met the ELA Standard and 33.06 of the students met the Math Standard			75% of the students will meet level 3 or above for ELA and Math
1G. 100% students have access and enrollment in all required courses of study	100% students have access and enrollment in all required courses of study	100% students have access and enrollment in all required courses of study			100% students have continue to have access and enrollment in all required courses of study
1H. Implementation of Technology Plan	30% of the technology plan was implemented	40% of the technology plan was implemented based on local measures			75% of the technology plan should be implemented
1I. Implementation of Professional Learning	2020/21 will be the new baseline for Professional Learning plan implementation	Professional Learning was limited due to the pandemic but what was available was offered to our staff			Professional Learning will be available for all
1J. 100% of students have standards-aligned instructional materials as measured by Williams Act.	100% of our students having standards aligned instructional materials	100% of our students having standards aligned instructional materials			100% of our students having standards aligned instructional materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1K Special Ed Services will be increased	The District will bring back the programs serviced by the county in July of 2021	The District brought back the SDC programs serviced by the county in July of 2021			District will continue run programs previously serviced by the county

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	1.1 Provide professional development to support all teachers including; Transitional Kindergarten (TK), Science Technology Engineering and Math (STEM) in grades 6-8, California State Teaching Standards in grades K-8, Science instruction materials adoption TK-8 during in-service on minimum days, additional calendar days, and with outside service providers as necessary.	\$43,200.00	No
1.2	Class Size Reduction	1.2 Continue to provide staff to support TK-3rd grade Class Size Reduction (CSR) (FTE),	\$754,723.00	No
1.3	District Technology	1.3 Continue to support technology district wide including improving network infrastructure, one to one student devices grades 6-8 , and technology curriculum.	\$281,732.00	No
1.4	Data Systems	1.4 Continue to implement data system of formative, interim, & summative assessments for grades 3-8, and Accelerated Reader in grades TK-8.	\$211,000.00	No
1.5	District Level Support	1.5 Plan for an Admin position for data collection, entry, LCAP implementation & program implementation.	\$10,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Para Educator Support	1.6 Para-educators for Foster Youth, Low Income and English Learner students (FTE). Increase the support of Para's in the classrooms by adding additional hours and grade levels	\$493,508.27	Yes
1.7	Grade Level Collaboration	1.7 Teacher collaboration to review English Learner, Foster Youth and Low Income students progress.	\$167,916.00	Yes
1.8	Supplemental Materials	1.8 Purchase supplemental materials to use for unduplicated students to promote engagement, encourage attendance and to increase their academic performance	\$349,155.92	Yes

## Goal Analysis [2021-22]

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

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

No substantive differences

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.

No material differences

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

The Pandemic has made all the goals more challenging. It is the Districts hope that getting back to normalcy will make the goals more achievable and progress will be easier

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.

N/A

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

# Goals and Actions

## Goal

Goal #	Description
2	Wheatland School district will recruit and retain high quality teachers, administrators and classified staff and the District will ensure that all school campus facilities provide a safe, and clean environment for student learning.

An explanation of why the LEA has developed this goal.

Its is imperative that we attract the best staff we can in order to accomplish Goal #1. We also continue to concentrate on providing a safe environment for our students so they can succeed.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2A. Teacher assignment and credentials as measured by Williams Act.	90.5% of our teachers and principals are highly qualified	95% of our teachers and administrators are highly qualified			100% of our teachers and principals are highly qualified
2B. School facilities maintained as measured by Williams Act.	100% of our facilities have a Good/Exemplary rating	100% of our facilities have a Good/Exemplary rating			100% of our facilities will continue to have a Good/Exemplary rating

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Highly Qualified Staffing	2.1 Maintain current Highly Qualified staffing including certificated, classified and administrative positions.	\$518,699.05	No

## Goal Analysis [2021-22]

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

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

No substantive differences

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.

No material differences

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

The Pandemic has made all the goals more challenging. It is the Districts hope that getting back to normalcy will make the goals more achievable and progress will be easier

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.

N/A

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



# Goals and Actions

## Goal

Goal #	Description
3	Increase community, parent and student engagement, involvement, and satisfaction to build trust through transparency, data sharing, and communication.

An explanation of why the LEA has developed this goal.

Successful School Districts have a large amount of participation from the parents and community. We always try to be transparent but also know that is something parents continue to advocate for. We will engage our students, parents and community in order to continue to build on this outstanding district.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A. Student attendance rates for all students	We currently have a 96.7 Student Attendance Rate	We currently have a 97.2 Student Attendance Rate			98% Student Attendance Rate
3B. Reduce chronic absentee rates for all students	We currently have a 3.3% chronic absentee rates for all students	We currently have a 1% chronic absentee rates for all students due to the pandemic and virtual learning for a portion of the academic			Less than 2% chronic absentee rate
3C. Reduce middle school dropout rates for all students	We currently have a .17% Middle school dropout rate	We currently have a .10% Middle school dropout rate			0% drop out rate
3D. Reduce pupil suspension rates for all students	We currently have a 4.2% Pupil suspension rates	We had a 2% suspension rate mainly due to the change of schedule due to the pandemic			less than 2% suspension rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3E. Reduce pupil expulsion rates for all students	We currently have a .1% Pupil expulsion rates	We currently have a .0% Pupil expulsion rate			0% expulsion rate
3F. California Healthy Kids Survey Students Feeling Safe	58% of those surveyed perceived the school to be safe or very safe	78% of those surveyed perceived the school to be safe or very safe			90% of our students feel safe at school
3G. California Healthy Kids Survey Students Feeling Connected to School	57% of those surveyed felt connected to the school	62% of those surveyed felt connected to the school			90% of our students feel connected
3H. California Healthy Kids Survey response rate	CHKS Parent response rate = 84%	CHKS Parent response rate = 81%			CHKS Parent response rate = 95%
3i. Local parent survey response rate for all student subgroups	We had a 10% local parent survey response rate	We had 14% return the local parent survey			50% local parent survey response rate

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Staff and Support the Family Resource Center	3.1 Continue to provide staff, materials and supplies to support Family Resource Centers (FRC) at each school site after FRC funding was eliminated	\$130,570.00	No
3.2	Communication with Parents/Stakeholders	3.2 Implement School Way and Remind communication programs and maintain district website to support communication with all community stakeholders.	\$13,500.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Counseling Services for Student Support	3.3 Provide social emotional counseling services to support student success	\$323,577.00	Yes
3.4	Student Recognition through Renaissance Program	3.4 Continue to enhance the implementation of Renaissance student recognition program.	\$86,200.00	Yes
3.5	Academic Intervention and Extra Curricular Activities	3.5 Provide staff stipends to support Academic Intervention for unduplicated students; EL, Foster Youth and Low income student groups. Provide extracurricular programs; High Achiever Club, After School Programs, Middle school sports, and Music in grades 1-8.	\$750,831.11	Yes
3.6	High interest parent and community involvement activities	3.6 Provide high interest parent and community involvement activities events each trimester; math night, STEM night, Music and Art shows.	\$2,000.00	No

## Goal Analysis [2021-22]

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

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

No substantive differences

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.

No material differences

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

The Pandemic has made all the goals more challenging. It is the Districts hope that getting back to normalcy will make the goals more achievable and progress will be easier

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.

N/A

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

# Goals and Actions

## Goal

Goal #	Description
4	Increase opportunities for students with disabilities to participate in general education classroom instruction and improve their academic achievement.

An explanation of why the LEA has developed this goal.

We received a grant to look at Inclusion in the Preschool. We plan to make sure we give opportunities for inclusion in all grade levels. Bringing back our SDC classes from the county makes this even more important.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of general education inclusion time for students with disabilities.	0% of general education inclusion time for students with disabilities.	10% of our students with disabilities were included in the general education classes			50% of general education inclusion time for students with disabilities.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional Development - Inclusion	4.1 Professional Development and collaboration with general education and special education teachers	\$3,600.00	No
4.2	Preschool Inclusion - Collaboration	4.2 Staff meeting training and collaboration with general education and special education teachers and staff	\$6,000.00	No
4.3	SDC Classrooms	4.3 Purchase furniture, equipment and supplies to support students with disabilities inclusion in general education classrooms	\$180,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Inclusion Support through Para Educator	4.4 Hire para educator position(s) to support inclusion practices	\$2,200.00	No

## Goal Analysis [2021-22]

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

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

We took back the county programs so we will have more control of the inclusion for this goal

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.

Students with disabilities have seen a dramatic increase in our district so therefore the amount of funding required will increase proportionally

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

The Pandemic has made all the goals more challenging. It is the Districts hope that getting back to normalcy will make the goals more achievable and progress will be easier

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.

N/A

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

# Goals and Actions

## Goal

Goal #	Description
5	The Wheatland School District is committed to implementing and strengthening the 10 CTE program requirements.

An explanation of why the LEA has developed this goal.

We have received multiple grants regarding CTE and working to move our middle school students to the high school with a focus on CTE classes for those students wanting to go in this direction.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Courses aligned to career cluster standards in Ag & Natural Resources	3 Current Ag & Natural Resources Electives	3 Current Ag & Natural Resources Electives			Expand the Ag & Natural Resources Electives
CTE Courses aligned to career cluster standards in Art, Media & Entertainment	4 Current Art, Media & Entertainment Electives	4 Current Art, Media & Entertainment Electives			Expand Art, Media & Entertainment Electives
CTE Courses aligned to career cluster standards in Communication & Technology	2 Current Communication & Technology Electives	2 Current Communication & Technology Electives			Expand Communication & Technology Electives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PreK – 3rd grade Buddy Program activities aligned to CTE Cluster Standards	Buddy Programs exist in Ag and Music currently	Buddy Programs exist in Ag and Music currently			Expand the Buddy Programs that exist in Ag and Music Classes

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	CTE	5.1 Support CTE mentoring opportunities for students	\$32,000.00	No
5.2	Ag	5.2 Expand Ag course offerings	\$106,146.00	No
5.3	Facilities Improvement	5.3 CTE facilities improvement	\$67,000.00	No
5.4	CTE Electives	5.4 Provide CTE exposures for students through conferences, contests, and speakers	\$17,500.00	No
5.5	Coordination	5.5 Provide Career Path Coordinator	\$28,000.00	No
5.6	CTE Program Implementation	5.6 Provide support staff for CTE program implementation	\$220,300.00	No
5.7	CTE	5.7 Host Career Fair	\$1,000.00	No



Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

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

No substantive differences

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.

CTE is grant funded and conditional on receiving Grants

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

The Pandemic has made all the goals more challenging. It is the Districts hope that getting back to normalcy will make the goals more achievable and progress will be easier

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.

N/A

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$992,795.00	\$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
9.69%	3.02%	\$297,801.00	12.70%

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.

2022-2023

After reviewing 2021-22 CAASP data we found that only 10% of our English Learners met or exceeded grade level standards as compared to 47.74% of all our students in ELA

After reviewing 2021-22 CAASP data we found that only 7.5% of English Learners met or exceeded grade level standards as compared to 33.06% of all our students in mathematics

After reviewing 2021-22 CAASP data we found that only 36.68% of our students with low socio-economic status met or exceeded grade level standards in ELA as compared to 47.74% of all our students in ELA

After reviewing 2021-22 CAASP data we found that only 24.61% of our students with low socio-economic status met or exceeded grade level standards in Math as compared to 33.06% of all our students in Math

To address these needs, we will provide additional paraeducator support, grade level collaboration and supplemental material to support English Language Arts and Math for our English Learners and low socio-economic status. (Goal 1, Actions 1.6, 1.7, 1.8)

To address these needs, we will provide additional academic intervention to support English Language Arts and Math for our English Learners and low socio-economic status. (Goal 3, Actions 5)

We expect that the academic achievement for our low socio-economic students and our English Learners will increase as measured on the CAASP in ELA and Math.

After reviewing the 2021 -22 attendance and discipline records we found that our English Learners and our low socio-economic students are in need of additional counseling service as well as additional recognition for making improvements.

To address these needs, we will provide additional counseling services to support our English Learners and low socio-economic status. (Goal 3, Actions 3)

To address these needs, we will provide robust recognition program (Renaissance) to help recognize our our English Learners and low socio-economic status. (Goal 3, Actions 4)

We expect that the attendance rates will increase for our English Learners and low socio-economic status students and we expect that the behavior of English Learners and low socio-economic status students will improve.

## 2021-2022

Wheatland School District is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, EL, and foster youth at all school sites. All requests in expending funds go through an approval process through the Superintendent/CBO to ensure that the funds are spent to benefit these subgroups of students.

Further, funds expended at the district level will be used in the following ways which is in response from the Community/Stakeholder Engagement survey as well as research based:

- ~ Continue to provide staff and materials to support TK-3rd grade Class Size Reduction (CSR) (FTE), Para-educators for Foster Youth, Low Income and English Learner students (FTE), and Special Education students (FTE)
- ~ Add additional counselor to have one FTE at each site
- ~ Continue to implement data system of formative, interim, & summative assessments for grades 3-8, and Accelerated Reader in grades TK-8

- ~ Maintain current Highly Qualified staffing including certificated, classified and administrative positions
- ~ Continue to provide staff, materials and supplies to support Family Resource Center
- ~ Continue to enhance the implementation of Renaissance student recognition program
- ~ Provide social emotional counseling services to support student success
- ~ Provide para support to support student success

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

2022 - 2023 - There are no limited contributing actions or service

2021-2022

Based on supporting research, experience, and educational theory, the Wheatland School District has determined these actions described in the LCAP are the most effective use of funds to meet the District goals for unduplicated pupils and has established processes to ensure that supplemental funds are utilized in a manner which benefits the intended student subgroups.

The Wheatland School District has reviewed Educational Theory around the reasoning of systematized services and research supports the implementation of our actions and goals to the educational benefits of our unduplicated pupils. We have begun a MTSS approach and we believe All means All with reference to the children we serve.

The Wheatland School District has enhanced the systems surrounding both the planning and budgeting processes for our schools to advance, among other things, the appropriate use of supplemental funds. Each school plan articulates how the school will spend its supplemental funds to advance key students achievement measures. The school sites review their spending plan with the school site council and the District Superintendent. This process ensures the supplemental funds are applied to services and supports for our EL, low-income students and foster youth.

In the Wheatland School District, student needs are sometimes concentrated in specific areas. Such cases warrant a school wide approach, which allows for targeted support while retaining some economics of scale and site flexibility. Research shows that giving schools some autonomy and flexibility to make local decisions will enhance the educational achievement of students.

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

Wheatland School District did not receive the additional concentration grant add-on funding. This section is not applicable.

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

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,721,824.80	\$1,533,002.56	\$285,800.00	\$260,230.99	\$4,800,858.35	\$3,578,650.43	\$1,222,207.92

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development	Students struggling due to the pandemic All Students with Disabilities	\$3,200.00	\$10,000.00		\$30,000.00	\$43,200.00
1	1.2	Class Size Reduction	All	\$471,923.00		\$282,800.00		\$754,723.00
1	1.3	District Technology	All	\$201,732.00	\$80,000.00			\$281,732.00
1	1.4	Data Systems	All	\$151,000.00	\$25,000.00		\$35,000.00	\$211,000.00
1	1.5	District Level Support	All	\$10,500.00				\$10,500.00
1	1.6	Para Educator Support	English Learners Foster Youth Low Income	\$330,136.27	\$140,372.00		\$23,000.00	\$493,508.27
1	1.7	Grade Level Collaboration	English Learners Foster Youth Low Income	\$167,916.00				\$167,916.00
1	1.8	Supplemental Materials	English Learners Foster Youth Low Income	\$276,574.93			\$72,580.99	\$349,155.92
2	2.1	Highly Qualified Staffing	All	\$518,699.05				\$518,699.05
3	3.1	Staff and Support the Family Resource Center	All	\$42,720.00			\$87,850.00	\$130,570.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.2	Communication with Parents/Stakeholders	All	\$13,500.00				\$13,500.00
3	3.3	Counseling Services for Student Support	English Learners Foster Youth Low Income	\$323,577.00				\$323,577.00
3	3.4	Student Recognition through Renaissance Program	English Learners Foster Youth Low Income	\$21,200.00	\$65,000.00			\$86,200.00
3	3.5	Academic Intervention and Extra Curricular Activities	English Learners Foster Youth Low Income	\$189,146.55	\$561,684.56			\$750,831.11
3	3.6	High interest parent and community involvement activities	All			\$2,000.00		\$2,000.00
4	4.1	Professional Development - Inclusion	Preschool Students with Disabilities				\$3,600.00	\$3,600.00
4	4.2	Preschool Inclusion - Collaboration	Students with Disabilities				\$6,000.00	\$6,000.00
4	4.3	SDC Classrooms	Students with Disabilities		\$180,000.00			\$180,000.00
4	4.4	Inclusion Support through Para Educator	Preschool Students with Disabilities				\$2,200.00	\$2,200.00
5	5.1	CTE	All		\$32,000.00			\$32,000.00
5	5.2	Ag	All		\$106,146.00			\$106,146.00
5	5.3	Facilities Improvement	All		\$67,000.00			\$67,000.00
5	5.4	CTE Electives	All		\$17,500.00			\$17,500.00
5	5.5	Coordination	All		\$28,000.00			\$28,000.00
5	5.6	CTE Program Implementation	All		\$220,300.00			\$220,300.00
5	5.7	CTE	All			\$1,000.00		\$1,000.00

**2022-23 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
10,249,762	\$992,795.00	9.69%	3.02%	12.70%	\$1,308,550.75	0.00%	12.77 %	<b>Total:</b>	\$1,308,550.75
								<b>LEA-wide Total:</b>	\$1,308,550.75
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$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	1.6	Para Educator Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$330,136.27	
1	1.7	Grade Level Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$167,916.00	
1	1.8	Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$276,574.93	
3	3.3	Counseling Services for Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$323,577.00	
3	3.4	Student Recognition through Renaissance Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,200.00	
3	3.5	Academic Intervention and Extra Curricular Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$189,146.55	





## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$3,838,968.82	\$4,131,874.70

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	No	\$43,200.00	\$43,300.00
			Yes		
1	1.2	Class Size Reduction	No	\$732,250.00	\$819,380.00
1	1.3	District Technology	No	\$281,732.00	\$286,859.00
1	1.4	Data Systems	No	\$211,000.00	\$221,502.00
1	1.5	District Level Support	No	\$10,500.00	\$10,500.00
1	1.6	Para Educator Support	Yes	\$159,689.00	\$167,674.00
2	2.1	Highly Qualified Staffing	No	\$518,699.05	\$544,634.00
3	3.1	Staff and Support the Family Resource Center	Yes	\$129,012.00	\$135,463.00
3	3.2	Communication with Parents/Stakeholders	No	\$13,500.00	\$17,105.00

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)
3	3.3	Counseling Services for Student Support	No Yes	\$308,168.08	\$323,576.00
3	3.4	Student Recognition through Renaissance Program	No	\$86,200.00	\$86,400.00
3	3.5	Extracurricular Programs	No	\$679,272.69	\$766,468.22
3	3.6	High interest parent and community involvement activities	No	\$2,000.00	\$2,000.00
4	4.1	Professional Development - Inclusion	No	\$3,600.00	\$4,671.80
4	4.2	Preschool Inclusion - Collaboration	No	\$6,000.00	\$6,000.00
4	4.3	SDC Classrooms	No	\$180,000.00	\$214,625.68
4	4.4	Inclusion Support through Para Educator	No	\$2,200.00	\$3,000.00
5	5.1	CTE	No	\$32,000.00	\$33,600.00
5	5.2	Ag	No	\$106,146.00	\$106,146.00
5	5.3	Facilities Improvement	No	\$67,000.00	68,107.00
5	5.4	CTE Electives	No	\$17,500.00	\$18,375.00

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)
5	5.5	Coordination	No	\$28,000.00	\$29,400.00
5	5.6	CTE Program Implementation	No	\$220,300.00	\$221,988.00
5	5.7	CTE	No	\$1,000.00	\$1,100.00

**2021-22 Contributing Actions Annual Update Table**

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
927,718	\$600,129.08	\$629,917.00	(\$29,787.92)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	\$3,200.00	3,200		
1	1.6	Para Educator Support	Yes	159,689	167,674		
3	3.1	Staff and Support the Family Resource Center	Yes	129,072	135,467		
3	3.3	Counseling Services for Student Support	Yes	\$308,168.08	323,576		

**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$9,865,084	927,718	0	9.40%	\$629,917.00	0.00%	6.39%	\$297,801.00	3.02%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**



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

## Requirements and Instructions

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

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

## **Focus Goal(s)**

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

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

## **Broad Goal**

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

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

## **Maintenance of Progress Goal**

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

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

## **Required Goals**

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.



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

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

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

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

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

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

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

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

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

## Data Entry Table

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

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

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

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

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

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

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

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

## Contributing Actions Table



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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

**LCFF Carryover Table**

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

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

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

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