

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chualar Union School District

CDS Code: 27 65995 6026082

School Year: 2023-24

LEA contact information:

Ruben Pulido

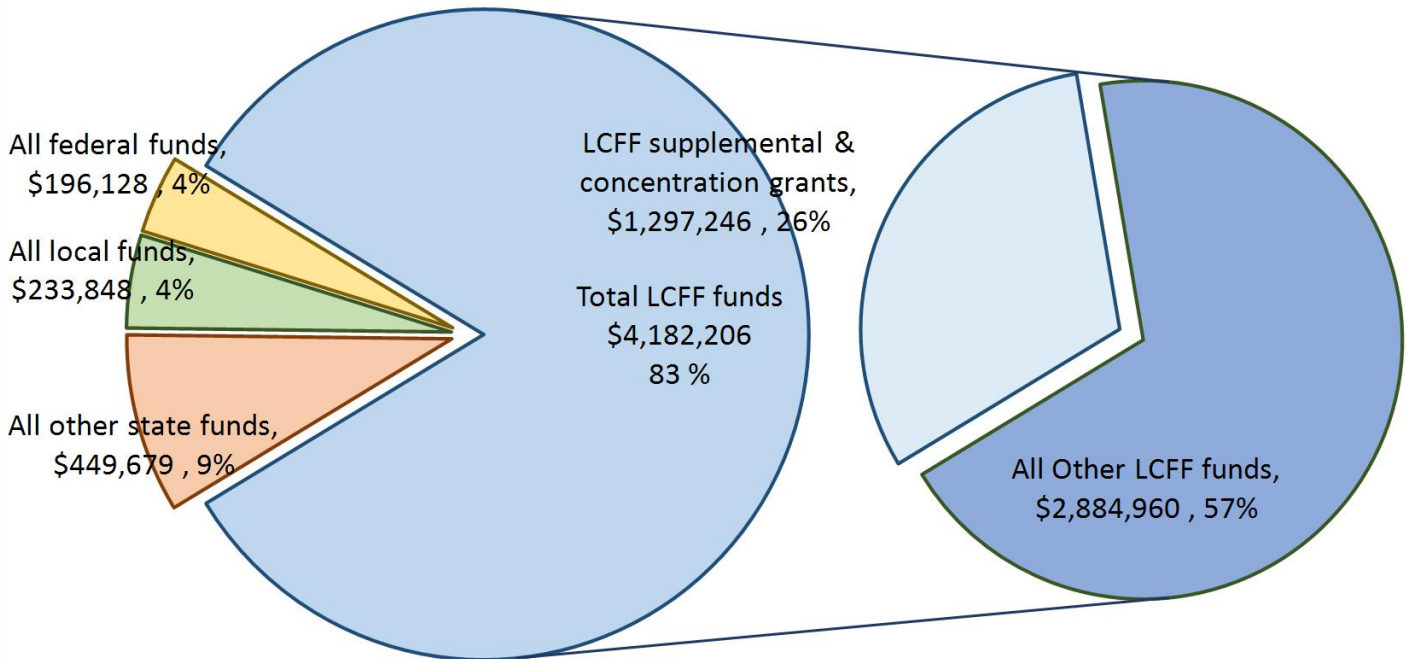
Superintendent/Principal

831-679-2504 ext. 100

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

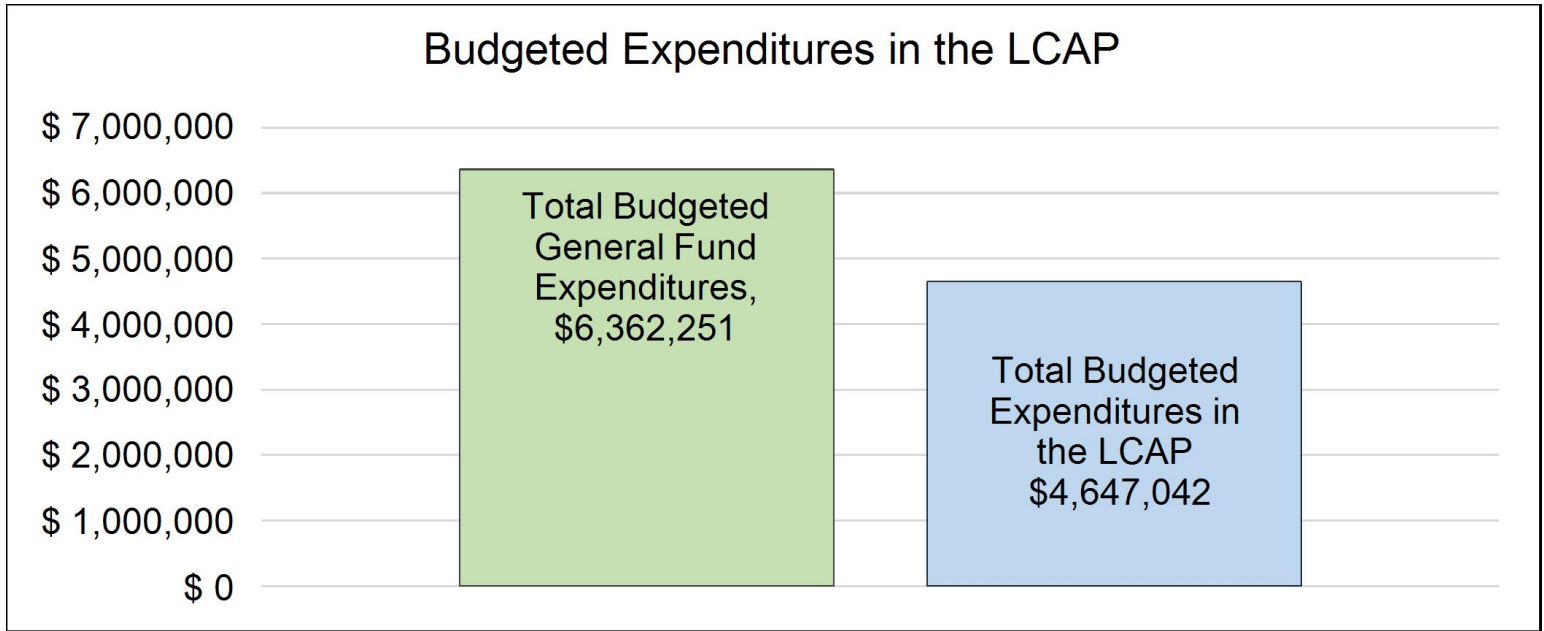


This chart shows the total general purpose revenue Chualar Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chualar Union School District is \$5,061,860.85, of which \$4,182,206 is Local Control Funding Formula (LCFF), \$449,678.85 is other state funds, \$233,848 is local funds, and \$196,128 is federal funds. Of the \$4,182,206 in LCFF Funds, \$1,297,246 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 Chualar Union School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Chualar Union School District plans to spend \$6,362,251 for the 2023-24 school year. Of that amount, \$4,647,042 is tied to actions/services in the LCAP and \$1,715,209 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

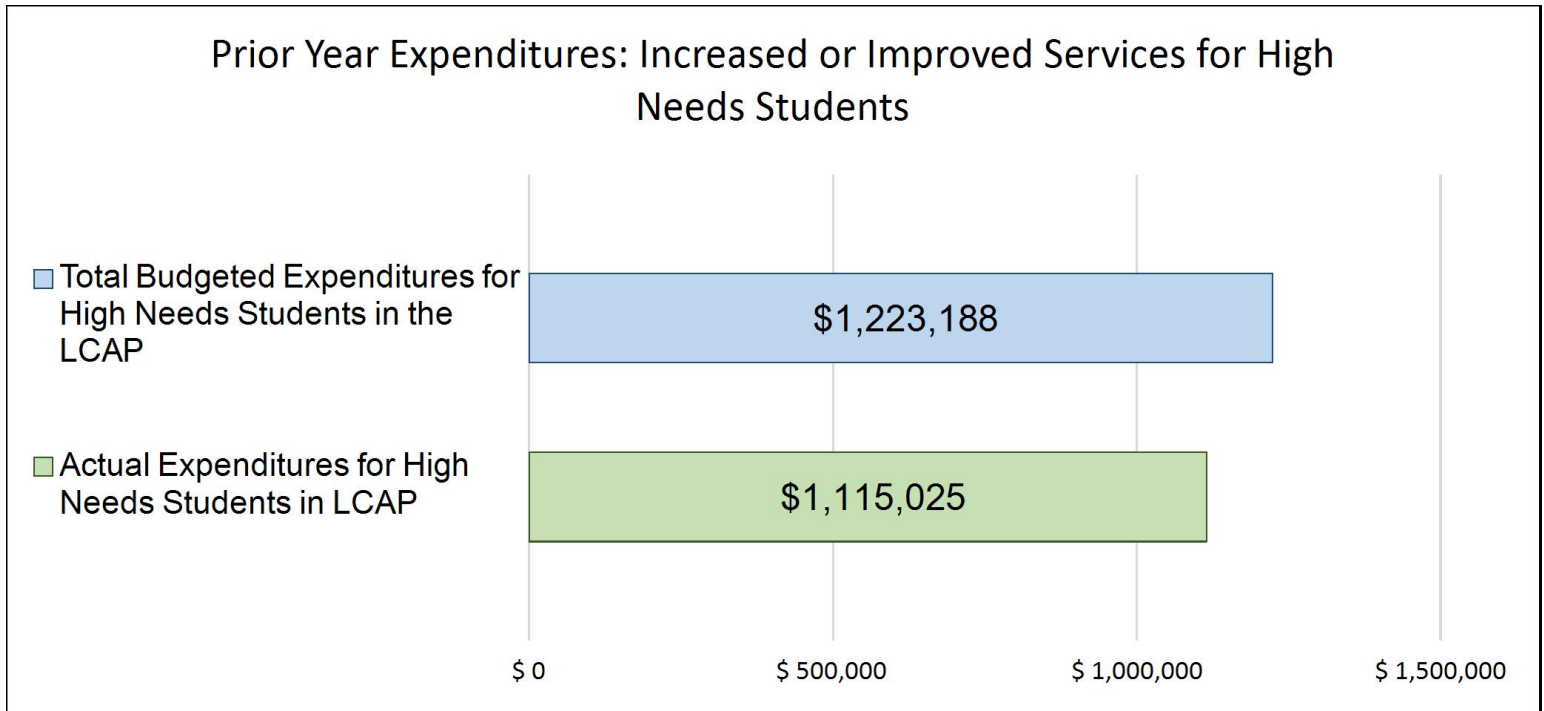
The General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP) are the expenditures for the following programs or departments: a portion of Special Education Program, Transportation and Maintenance Department, Fiscal Services, Board and Administration.

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

In 2023-24, Chualar Union School District is projecting it will receive \$1,297,246 based on the enrollment of foster youth, English learner, and low-income students. Chualar Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Chualar Union School District plans to spend \$1,297,246 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2022-23, Chualar Union School District's LCAP budgeted \$1,223,188 for planned actions to increase or improve services for high needs students. Chualar Union School District actually spent \$1,115,025 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$108,163 had the following impact on Chualar Union School District's ability to increase or improve services for high needs students:

The district still needs to pay the bills and invoices from now until the 2022-23 books are closed. The different amount between the budgeted and actual expenditures above will decrease and the services for high needs students will be the same as planned.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chualar Union School District	Ruben Pulido Superintendent/Principal	rpulido@chualarusd.org 831-679-2504 ext. 100

Plan Summary [2023-24]

General Information

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

The unincorporated community of Chualar is nestled between the Gabilan and Santa Lucia mountain ranges approximately ten miles south of Salinas, California. This small and rural community consists mainly of a Hispanic population of approximately 2,000 residents working in agricultural-related occupations and is home to Chualar Union School District (CUSD). This single-school district maintains a yearly average of 300 students, a total of fourteen teachers and two special education teachers, an academic coordinator, and an assessment coordinator.

The LCAP goals reflect the vision that every student will be prepared for success by meeting rigorous grade-level standards in the pursuit of excellence. Our mission at CUSD is to provide a safe, orderly, and nurturing learning environment that promotes commitment to work in partnership with students, parents, and the community to ensure that our students will become responsible contributing members of society. We believe that all students can learn and will maximize their potential on their journey to become life-long learners. The mission of CUSD is to team with families to create an academy-oriented school culture where students are safe, respected, and empowered to contribute to a global community. Our vision statement is to provide a safe, orderly and nurturing learning environment that promotes commitment to work in partnership with students, parents and the community to ensure that our students will become responsible contributing members of society". Our staff believes in educating the whole child and we work hard to create a nurturing environment that builds character, supports social and emotional needs, and challenges students to work hard and dream big.

Chualar serves TK-8th grade students in a one-school district. In preparation for the Universal Prekindergarten (UPK), over the next four years, the District will expand the TK program to include all students who are 4 years old by September 1st. We believe these programs set the stage for an aggressive, yet nurturing, instructional environment that will prepare student for the academic rigor of upper grades.

We draw our state-adopted core curriculum programs from a varied range of educational research, guidance from the Monterey County Office of Education (MCOE), and the active participation from our teachers to ensure that our academic curriculum accommodates and meets the instructional, rigor, and multicultural educational needs of our student population. We intend to create and maintain a setting to

meet the unique needs of each student as an individual while maintaining academic consistency and relevance to their academic learning experiences. Moreover, kindergarten through first-grade teachers has an instructional aide to support the instructional needs of English learners during the English Language Arts core subject.

Reflections: Successes

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

Based on a review of performance on all available state indicators (<https://www.cde.ca.gov/ds/ad/coviddatareporting.asp>) and local performance indicators, including those on the Dashboard, progress towards LCAP goals, local self-assessment tools, input from educational partners, the District is most proud of successfully returning to a full year of continuity of instruction that followed the years 2021-22 and 2022-23 under such unprecedented times. Despite the challenges brought by the pandemic and, most recently, the devastating inclement weather we experienced in our region during our winter season, CUSD is proud of the continuity of instruction in the 2022-23 school year with additional support for students including an ELA/Math intervention specialist (Response to Intervention (RtI), enhanced counseling services, continuation of AmeriCorps tutoring program, and additional teacher to lower the teacher to student ratio, allowing our teachers to focus on small group instruction and accelerate learning for all our students including English Learners and students with exceptional needs, teacher assistants in our primary TK/Kindergarten and grades 1 and 2 as well as in our Special Education classes, continuous and ongoing ASES extended-day program, and supplemental extended-day ELO-P program that provided for Fantasy Field trips to areas and venues simply unknown to most of our students such as San Francisco and San Jose.

We are also proud to announce that despite the challenges brought by the pandemic and distance learning from 2020-21, 9, or approximately 6% of our students reached a level 4 on their 2021-22 ELPAC test and, therefore, were reclassified in 2022-23. Although this is not an increase from the prior year, we anticipate this rate will be higher this coming year with ongoing consistency with "in-class" instruction.

CUSD will continue to strive toward excellence. In order to maintain and build on the successes above, CUSD will:

1. Continue implementation of the EL program and CCSS by providing our teachers with professional development and appropriate resources to continue quality instruction for all students. For students, we will also continue to provide additional support including Social Emotional Learning (SEL) and intervention as needed (tutoring, counseling, specialized programs as appropriate, etc.)
2. Continue implementation of a Multi-Tiered System of Support (MTSS) in order to systematize behavioral, academic, and social-emotional supports for all students.

California Health Kids Survey (CHKS), local surveys, and local data indicate the need for more Sticks and Stones counseling services. Therefore, CUSD has increased the services from four, seven hour days to five, seven hour days of services for the year 2023-24.

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 performance on the state and local indicators measured by the most recent California Dashboard, local data, stakeholder input, and progress made towards LCAP goals, Chualar Union School District has identified that some of our needs fall in the following areas:

- -Student improvement in all academic areas and, most importantly, in English Language Arts, English Language Development, and Mathematics
- -Reduction in Chronic absenteeism - Currently, Chronic Absenteeism is in the lowest status level on the dashboard.

**improved schoolwide attendance and

**reduction in truancy cases,

- -Ongoing parent engagement and community support to include:

**scheduled and held topic-specific training workshops for parents,

**enhanced engagement of parents, and

**response to parent requests identified in locally collected data from parents

- -Declining enrollment as indicated by the 2020-21 dashboard and local data.
- -Chualar is also in Differentiated Assistance because of how students with disabilities are performing in the academic indicators and in chronic absenteeism.

The 2022 Dash Board summary assessment reports indicate the following areas of improvement:

In the area of ENGLISH LANGUAGE ARTS

Dash Board assessment results summaries and the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 students, indicates the following::

- -of 170 students assessed, results show they are performing 26.9 points below standard

Students with disabilities:

- -Of 32 students assessed, results show they are performing 109.3 points below standard
- -Suspensions for Students with Disabilities were two or more performance levels below ALL students.
- -Chualar is also in Differentiated Assistance because of how students with disabilities are performing in the academic indicators and in chronic absenteeism.

English Learners:

- -of 107 students assessed, results show they are performing 62.5 points below standard

Reclassified English Learners:

- -of 33 students assessed, results show they are only performing 43.6 points above standard
- -32.5 English Learners maintained ELPI levels 1,2L,2H,3L,3H, respectively, only 54.5 progressed at least one ELPI level.
- -Of 154 English Learners, only 55.8 are making progress towards English Language proficiency according to the Smarter Balanced Summative Assessment results.

English Only:

- -of 13 student assessed, results show they are performing 42.8 points below standard

In the area of MATHEMATICS:

- -Of 169 students assessed, results show they are performing 58.6 points below standard

Students with disabilities:

- -Of 31 students assessed, results show they are performing 145.5 points below standard (Very Low)

Current English Learners:

- -Of 107 students assessed, results show they are performing 95.3 points below standard

Reclassified English Learners:

- -Of 33 students assessed, results show they are performing only 2.1 points above standard

English Only:

- -Of 13 students assessed, results how they are performing 59.2 points below standard

ENGLISH LANGUAGE ARTS LITERACY

Smarter Balanced Summative Assessments / ELPAC Results (2021-22):

Overall Achievement

Achievement Level Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 11 All Grades

Number of Students Enrolled	29	31	33	25	32	28	N/A	178							
Number of Students Tested		29	30	33	25	32	28	N/A	177						
Number of Students With Scores		29	30	33	25	32	27	N/A	177						
Standard Exceeded: Level 4		27.59 %		10.00 %		15.15 %		12.00 %		9.38 %		7.14 %		N/A	13.56 %
Standard Met: Level 3		10.34 %		10.00 %		27.27 %		16.00 %		28.13 %		39.29 %		N/A	22.03 %

Standard Nearly Met: Level 2	24.14 %	26.67 %	24.24 %	28.00 %	28.13 %	35.71 %	N/A	27.68 %
Standard Not Met: Level 1	37.93 %	53.33 %	33.33 %	44.00 %	34.38 %	17.86 %	N/A	36.72 %

English Language Arts:

On English Language Arts assessment 35.6% of students met or exceeded standards. These results include 63 out of 177 students.

English Learners:

55.8% of English Learners progressed in the English proficiency from 2020-21 to 2021-22. (This represents only those 154 English Learners who tested in both years.)

Reclassification:

Reclassification means student are now fluent in English. The reclassification rate was 6% and a total of 9 students.

MATHEMATICS (2021-22):

Overall Achievement

Achievement Level Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 11 All Grades

Standard Exceeded: Level 4	19.11 %	16.71 %	16.94 %	16.44 %	15.55 %	15.87 %	11.84 %	16.06 %
Standard Met: Level 3	24.40 %	21.55 %	14.62 %	16.02 %	16.49 %	13.37 %	15.13 %	17.32 %
Standard Nearly Met: Level 2	22.13 %	28.45 %	25.53 %	26.96 %	25.55 %	22.75 %	21.26 %	24.66 %
Standard Not Met: Level 1	34.37 %	33.30 %	42.91 %	40.57 %	42.41 %	48.02 %	51.76 %	41.96 %

On Mathematics assessments 27.3% of students met or exceeded standards. These results include 48 out of 176 students

Finally, CUSD strives to increase our reclassification rate that is currently at an approximate 6% of our English Learners who were reclassified this year. In order to address academic achievement and reclassification rates, CUSD will take the following actions:

We will continue to provide re-engagement efforts such as calls home and parent meetings to work directly with families and create action plans for individual students, schedule afterschool tutorial sessions led by classroom teachers, schedule Academic Saturdays to provide test preparedness sessions and provide extended-day support via the ASES program that integrates one hour of homework support. Aggressively investigate truancy cases and their causes and strive to develop plans with families to help decrease truancy. Next, CUSD will continue to provide social-emotional support systems for students, such as mental health counseling and Bullying Prevention Program support and meetings (whole group, small group, and individual). Over the next four years, the District will expand the TK program to include all students who are 4 years old by September 1st. The District will also investigate Early Childhood Education application procedures and timelines with the intent of bringing back the District preschool program to streamline and nurture incoming TK/kindergarten-level students. Finally, the District will schedule and hold monthly parent training sessions focused on topics identified and requested by the parents

themselves.

Additionally, the District will:

- 1) Continue implementation of the EL program and CCSS as well as tutoring program in order to increase proficiency in all standards, increase English Learner progress towards language proficiency, and systemize the intervention program for struggling students at the elementary level.
- 2) Provide professional development for staff to ensure evidence-based practices are being used in every classroom.
- 3) The district will continue to provide additional staff members and/or enhanced services to support Social Emotional Learning (SEL) for all students and academic achievement of struggling students; including, tutors, and instructional aides.

LCAP Highlights

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

It is the mission of Chualar Union Elementary School District to create a culture of learning where students have equal access to the core curriculum, highly qualified teachers, and the support needed to demonstrate growth towards grade-level proficiency standards. Moving forward with the 2021-2024 LCAP, I-ready data, local assessment, Social-Emotional Learning, CAASP, and ELPAC will continue to be our roadmap for data-driven decisions school-wide. We have identified three goals for the LCAP. First and foremost it is our intentional work around academic excellence ensuring students are achieving State Standards at high levels (Goal 1) while considering the necessary skills needed in the 21st Century. Recognizing the need for greater access to a wide range of content, we will continue to include Social-Emotional Learning. Safety nets for social and emotional learning and school safety will be enhanced (Goal 2). English Language learners will continue to receive increased targeted supports to promote their progress in learning and applying English skills as part of our multiyear focus (Goal 1).

Goals and Actions:

- 1) All students, including English Learners, will meet academic expectations in the Common Core State Standards (CCAA) for all core areas through high quality instruction.
 - 1.1 Highly qualified certificated teachers
 - 1.2 Supplemental Intervention Programs and Sports
 - 1.3 Academic Coordinator and Professional Development
 - 1.4 Testing and Assessment Specialist
 - 1.5 Paraprofessionals
 - 1.6 Standardized based instructional materials
 - 1.7 Classified Personnel to provide technology assistance
 - 1.8 Part-time Speech, Occupational Therapists, and Psychologists
 - 1.9 Four-week Summer School Intervention Program
 - 1.10 Extended-day Programs e.g. ASES and ELO-P

- 2) All students will be provided with a positive, safe and well-maintained school environment conducive to learning.
 - 2.1 Community Partnerships: Harmony at Home - Sticks and Stones
 - 2.2 Community Partnerships: Monterey County Behavioral Health
 - 2.3 OLWEUS Bullying Prevention Program
 - 2.4 Classified Personnel to serve as Teacher Assistants
 - 2.5 Teacher and Student Incentives
 - 2.6 Adequate School Facilities
- 3) CUESD will promote and cultivate a positive relationship with parents to collaboratively become partners in the educational process to ensure student academic success by supporting services for students and families and promoting parental involvement, community outreach, and pupil engagement
 - 3.1 Parent Communication and Engagement
 - 3.2 Open House, Parent Conferences, Back to School Night
 - 3.3 Parent Workshops, Trainings, and Meetings

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.

Chualar does not have schools that 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.

Chualar does not have schools that are eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Chualar does not have schools that are eligible for comprehensive support and improvement.

Engaging Educational Partners

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

This District believes in involving educational partners in developing this LCAP through meaningful and significant engagement. The LCAP development process should result in an LCAP that reflects decisions made in collaboration with parents, students, educators, school staff, and other educational partners, including those representing the student groups identified by LCFF. Each educational partner possesses valuable perspectives and insights about an LEA's programs and services and is critical to developing the LCAP and the budget process. Educational partner engagement included GOOGLE FORMS Surveys via the school application REMIND. Using the anonymous surveys via REMIND, we worked to garner a general view of the district and its programs and services. GOOGLE FORMS Surveys questions offered multiple responses allowing the district to find out more detailed information about concerns and suggestions for improvement in all areas. These surveys went out to school staff, teachers, students, and parents/community. The engagement process used by CUSD also involved: engaging and working alongside various school advisory groups, such as the School Site Council (SCC) and the English Language Acquisition Committee (ELAC/DELAC). CUSD has invited parents to ongoing School Site Council meetings, ELAC/DELAC meetings, Back to School Night, and Open House, and have always welcomed calls from parents. In addition, notices of Board Meetings are always posted prior to the meetings, outside the office door, and on the school's website. CUSD educational partners, including bargaining units, school staff, parents, students, and others, have been invited and involved in the continued review and development of the 2021-2024 Local Control Accountability Plan. In addition, CUSD has consulted with the Monterey County Office of Education and SELPA regarding LCAP reviews and development. On the following dates, CUESD worked with the following educational partners:

Teachers including members of the CTA Bargaining Unit

April 7, 2023

Classified Staff including members of the CSEA Bargaining Unit

April 7, 2023

Administrative Staff

April 7, 2023

Students

April 18, 2023 (Grades 6,7,8)

Parents/Community

April 20, 2023

District English Learners Advisory (DELAC) & English Learners Advisory Committee (ELAC), and School Site Council Committee (which serves as the districts parent advisory committee)

May 12, 2023, May 31, 2023, June 8, 2023

Monterey County Office of Education - Two Educational Administrators

April 20, 2023, May 2, 2023, May 4, 2023, May 15/23, May 18, 2023, June 5, 2023, June 6, 2023

A summary of the feedback provided by specific educational partners.

A community-wide educational partner meeting was held on April 20, 2023, to gather feedback from parents, teachers, and other staff members. A summary of the feedback is as follows:

Goal 1: Reading and math continue to be challenging for students.

Supplemental Intervention Programs and Sports are helpful in creating a broad course of study:

1. Reading Club
2. Art/Music/Sports/Folklorico
3. Swimming, Gymnastics
4. iReady (reading, math). Include CSUMB or High School students to support students after school
5. Extended Multilingual Classes

Goal 2: Additional mental health support is needed for students, bullying prevention programs are working, bringing back parent workshops to support parent education, and continuing to fix school facilities and beautifying school facilities.

Goal 3: Parent communication is seen as being good and positive all around; school events are also seen as positive, and additional parent workshops to support parent education would be helpful to promote collaboration with the community. A part-time Parent Liaison will also be added to assist with scheduling and planning all parent and community involvement events and activities.

After further engaging district educational partners, the ideas that emerged from an analysis of the feedback received are as follows: Teachers, staff, students, and other community partners all agree that there is a continued need for Social-Emotional Learning (SEL), a continuation of engagement strategies, a continuation of professional development and support for teachers, a continuation of intervention support and enrichment programs, and having a clean and safe environment.

The Chualar community collectively agrees to keep the three overarching existing LCAP goals as follows:

Goal 1 - All students, including English learners, will meet academic expectations to completely transition to the Common Core State Standards in all core areas through high-quality instruction.

Goal 2 - All students will be provided with a positive, safe, and well-maintained school environment conducive to learning.

Goal 3 - CUESD will promote and cultivate a positive relationship with parents to collaboratively become partners in the educational process to ensure student academic success by supporting services for students and families and promoting parental involvement, community outreach, and pupil engagement. A part-time Parent Liaison will also be added to assist with scheduling and planning all parent and community involvement events and activities.

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

The 203-24 LCAP was directly influenced by input from our educational partners. Specifically, the aspects of the LCAP that were directly influenced by the engagement process and subsequent feedback (as described above), include an additional day, and additional hours per day, of counseling services (on-site) for a total of 5 days per week. This will help CUSD's ongoing efforts to provide SEL and support for students. In addition, the information provided by survey results from parents, students, staff, and community members resulted in planning and/or continuing activities that include but are not limited to the following:

GOAL 1

Action 1.2: The Academic Coordinator will be kept in the upcoming year, as parents have expressed their concern that content areas have continued to struggle. Teacher Assistants will also continue in the primary grades as well as in the Special Education classes.

Action 1.3: Supplemental Intervention Programs and Sports: Continue after-school program, with over 100 students enrolled and consistently participating. Included academic hours and electives such as art, sports, physical education, science, Folklorico, Mexican and Polynesian dance. iReady will also be used to support academic acceleration in small groups. This is in alignment with the feedback from parents.

Action 1.9: Part-time Speech, Occupational Therapists, and Psychologist: In 2023-24, District added a speech pathologist to increase the accessibility of services for students. Occupational therapists and psychologists are also available from a neighboring district to meet student needs.

Action 1.10: Four-week Summer School Intervention Program: District will retain the summer school program, as was requested by the community. This will include 9 hours of programming, with two sections, including academics in the morning and electives in the afternoon. (STEM, arts, physical education, robotics, and more).

GOAL 2

Action 2.1: Community Partnerships: Harmony at Home-Sticks and Stones: The district will continue these services, as 35 students were supported throughout the year. The LCAP will contain this action for 2023-24 and will include services being offered five days per week.

Action 2.2: Community Partnerships: Monterey County Behavioral Health: Specifically, parents asked to retain and/or expand the following: Increasing the current Mental Health Counselor with an additional day was completed in 22-23 and will continue into the 23-24 school year. Though a district nurse is not available on-site, a county nurse is available for all eye, ear, and other health assessments.

Action 2.3: OLWEUS Bullying Prevention Program
Continue for 23-24, as parents recommended. Buddy benches were created for children to sit and talk to classmates and have positive, healthy, social conversations and discussions.

Parents would like to see more bullying prevention and parent workshops on how to respond to their child when bullying is happening to them, and this will be included in 2023-24 under the parent workshops goal.

Action 2.4: Classified personnel; parents voiced their opinion that this action continues as is, and this will be continued in 23-24 LCAP. Special classified personnel provide additional support to translate, work in the classroom to support EL, SED, FY, and translate at school events. After school program coordinator works to communicate with partners, and an increase of three staff members will be added to assist with tutoring, academic support, and assist with elective workshops.

Action 2.5: Teacher and student Incentives will continue as is based on parent/community feedback.

- -Workshops together with parents and teachers.

Action 2.6: School Facilities - Continued and ongoing facility improvements will help guarantee a safe school
INDOORS:

- -Fix bathroom doors (currently, students are able to look under or over the door. Parents are concerned about privacy.
- -Fix heaters and air conditioning in all of the classrooms. They should work in every classroom.
- -Change the restrooms.

OUTDOORS:

- -Have the playground open to the public, and the gym also open when not in use by students.
- -New playground equipment
- -Beautify the campus / Benches
- -Activities during lunch
- -Basketball area around cement. Fix it and paint the lines.
- -Shades for outside playground

GOAL 3

Goal 3: CUESD will promote and cultivate a positive relationship with parents to collaboratively become partners in the educational process to ensure student academic success by supporting services for students and families and promoting parental involvement, community outreach, and pupil engagement.

Action 3.1: Parent Communication and Engagement

- -Doing well with communication; no changes needed.
- -Parents are happy with the communication
- -Parents are pleased with the improved website

Action 3.2: Open House and Back to School Night

- -Continue, they are happy with this action

- -They are satisfied with the Conferences with parents
- -Present all of the teachers at Open House and Back to School Night so that they get to know all of the teachers.

Action 3.3: Parent workshops/training/Meetings: The district will be increasing opportunities for parent workshops/training in the 23-24 school year. Such topics might include basic reading, strategies for math, information on discipline, student management at home, computers, and technology in the computer lab. A part-time Parent Liaison will also be added to assist with scheduling and planning all parent and community involvement events and activities.

Additional Feedback:

EXTRACURRICULAR:

- -Offer sports to K-3 students after school
- -Offer lunch activities. Have options like board games.
- -More field trips. More carnivals.
- -More after-school sports, to learn how to swim, music teacher
- -to bring back the uniform
- -Workshops together with parents and teachers
- -Parents are grateful for the field trips this year. They want this to continue next year.

Goals and Actions

Goal

Goal #	Description
1	All students, including English learners, will meet academic expectations in the Common Core State Standards (CCSS) for all core areas through high quality instruction.

An explanation of why the LEA has developed this goal.

Input received from stakeholders through the LCAP development process indicates a desire to improve core academic achievement for all students, especially given the learning loss that took place during the pandemic due to school closures and distance learning. We plan to improve core academic performance through actions that support and improve student learning and will measure progress towards our goal using the metrics identified below.

The actions and metrics listed below will provide our staff with the materials and professional support, collaboration, and training they need to deliver high-quality instruction during the 2023-2024 school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1(a): Basic - Teachers in the local educational agency (LEA) are appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching.	100% of our teachers are appropriately assigned and fully credentialed in the subject areas, and for the pupils, they are teaching.	100% of our teachers are appropriately assigned and fully credentialed in the subject areas, and for the pupils, they are teaching.	64.1 % of our teachers are appropriately assigned and fully credentialed in the subject areas, and for the pupils, they are teaching. Three of our teachers are currently on a PIP.		Maintain 100% of teachers appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching.
Priority 1 (b): Basic - Every pupil in the	100% of the students have sufficient access	100% of the students have sufficient access	100% of the students have sufficient access		Continue to have 100% of the students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
school district has sufficient access to the standards-aligned instructional materials.	to the standards-aligned instructional materials, verified by the District's Textbook Sufficiency Resolution.	to the standards-aligned instructional materials, verified by the District's Textbook Sufficiency Resolution.	to the standards-aligned instructional materials, verified by the District's Textbook Sufficiency Resolution.		having sufficient access to the standards-aligned instructional materials.
Priority 2(a): State Standards - Implementation of state board adopted academic content and performance standards for all students.	100% of our classrooms implemented Common Core State Standards (CCSS) through ongoing professional development and CCSS-aligned curriculum implementation.	100% of our classrooms implemented Common Core State Standards (CCSS) through ongoing professional development and CCSS-aligned curriculum implementation.	100% of our classrooms implemented Common Core State Standards (CCSS) through ongoing professional development and CCSS-aligned curriculum implementation.		Continue to implement state board adopted content and performance standards (CCSS) for all students.
Priority 2(b): State Standards - Programs and services will enable English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.	CUESD's programs and services enable 100% of our English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.	CUESD's programs and services enable 100% of our English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.	CUESD's programs and services enable 100% of our English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.		CUESD will continue to provide programs and services that enable 100% of our English learners to access the Common Core State Standards and the English Language Development standards for purpose of gaining academic content knowledge and English language proficiency.
Priority 4(a): Pupil Achievement -	Measurable targets will be based on	Based on a comparison of the	Dash Board assessment results		All subgroups will maintain or increase

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Student achievement as measured by statewide assessments as measured by local indicators in the reflection tool.</p>	<p>analysis and comparison of data from the 2018-19 and 2019-20 CA Dashboard for all subgroups to maintain or exceed current placement on the CA Dashboard for meeting and exceeding standards. Students with Disabilities and English Learner students will move up one level on the CA Dashboard.</p>	<p>2018 and 2019 CA Dashboard indicators, All Students went from yellow to green with an increase of 11.2 points in English Language Arts. In math, All Students went from orange to green with an increase of 16.9 points. Due to the COVID-19 Pandemic, state law suspended the reporting of local and state indicators on the 2020 and 2021 school dashboard. State tests were also suspended for the year 2020. Students were given the iReady Diagnostic for the year 2021 as an alternative to the CAASPP. 63% were near, on, or above grade level for ELA. 71% were near, on or above grade level for math.</p>	<p>summaries and the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 students, indicates the following::</p> <ul style="list-style-type: none"> • -of 170 students assessed, results show they are performing 26.9 points below standard <p>Students with Disabilities:</p> <ul style="list-style-type: none"> • -Of 36 students assessed, results show they are performing 106.1 points below standard <p>English Learners:</p> <ul style="list-style-type: none"> • -of 107 students assessed, results show they are performing 		<p>to green or blue range.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>62.5 points below standard</p> <p>Reclassified English Learners:</p> <ul style="list-style-type: none"> • -of 33 students assessed, results show they are only performing 43.6 points above standard • -32.5 English Learners maintained ELPI levels 1,2L,2H,3L,3H, respectively, only 54.5 progressed at least one ELPI level. • -Of 154 English Learners, only 55.8 are making progress towards English Language proficiency 		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>according to the Smarter Balanced Summative Assessment results.</p> <p>English Only:</p> <ul style="list-style-type: none"> -of 13 student assessed, results show they are performing 42.8 points below standard <p>In the area of MATHEMATICS:</p> <ul style="list-style-type: none"> -Of 169 students assessed, results show they are performing 58.6 points below standard <p>Students with disabilities:</p> <ul style="list-style-type: none"> -Of 31 students assessed, results show 		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>they are performing 145.5 points below standard (Very Low)</p> <p>Current English Learners:</p> <ul style="list-style-type: none"> -Of 107 students assessed, results show they are performing 95.3 points below standard <p>Reclassified English Learners:</p> <ul style="list-style-type: none"> -Of 33 students assessed, results show they are performing only 2.1 points above standard <p>English Only:</p> <ul style="list-style-type: none"> -Of 13 students assessed, 		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			results how they are performing 59.2 points below standard		
Priority 4(d,e,f): Pupil Achievement - Percentage of English learner students who are reclassified will maintain and/or increase.	The reclassification rate for EL students will maintain and/or increase from the 2019-20 baseline ELPAC data.	With 13 English learner students reclassified, the approximate percentage of English learner students who were reclassified in the year 2021-22 was approximately 7%.	With 9 English learner students reclassified, the approximate percentage of English learner students who were reclassified in the year 2022-23 was approximately 6%.		The reclassification rate for EL students will continue to maintain and/or increase from the prior years' baseline data based on ELPAC assessment.
Priority 7(a): Course Access - Every student has access to a broad course of study.	100% of students will continue to have access to a broad course of study as evidenced by the master schedule, programs, and services provided for all students including unduplicated students and those with exceptional needs (7a, 7b, 7c).	100% of students continue to have access to a broad course of study as evidenced by the master schedule, programs, and services provided for all students including unduplicated students and those with exceptional needs (7a, 7b, 7c).	100% of students continue to have access to a broad course of study as evidenced by the master schedule, programs, and services provided for all students including unduplicated students and those with exceptional needs (7a, 7b, 7c).		Maintain 100% access for all students.
Priority 7(b, c): Course Access - Programs and services	The plan includes programs and services for Special	Programs and services such as Rtl, tutoring, and SpEd	Intervention programs and services such as tutoring, and SpEd		Continue to provide access to programs and services

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
developed and provided to unduplicated student groups and individuals with exceptional needs.	Education students as well as programs and services developed and provided for unduplicated student groups.	continue to be provided to unduplicated student groups and individuals with exceptional needs.	were provided to unduplicated student groups and individuals with exceptional needs. In addition, our Rtl program was provided in a limited basis because of the need for a substitute pool.		developed for unduplicated student groups. Continue to provide access to programs and services developed for Special Education students.
Priority 8: Pupil Outcomes - Address pupil outcomes, if available, for the adopted course of study for grades 1-8.	CUESD addressed pupil outcomes for 100% of the students in 2020-21. Students with low academic outcomes were placed in an SST path with RTI. Referrals to services, as needed, were made for students with high needs.	CUESD addressed pupil outcomes for 100% of the students in 2022-23. Students with low academic outcomes were placed in an SST path with Rtl and/or tutoring. Referrals to services, as needed, were made for students with high needs.	CUESD addressed pupil outcomes for 100% of the students in 2022-23. Students with low academic outcomes were placed in an SST path with Rtl and/or tutoring. Referrals to services, as needed, were made for students with high needs.		Continue to address pupil needs for 100% of our students.
DRAFT: Priority 4(a): Pupil Achievement - Student achievement as measured by statewide assessments as measured by local indicators in the reflection tool.	<p>ELA: 52% of students met or exceeded Standard for ELA</p> <p>Math: 43% of students met or exceeded Standard for Math</p> <p>Year: 2018-19</p>	Due to the COVID-19 Pandemic, state law provided flexibility on the summative assessments to measure academic outcomes. In lieu of statewide assessments, the following local assessments were given in Spring 2021.	<p>SBAC Assessment Results:</p> <ul style="list-style-type: none"> -ELA: 35.6 % of students met or exceeded Standard for ELA -Math: 27.3 % of students 		<p>Statewide Assessments:</p> <p>ELA: 90% of students met or exceeded Standard for ELA</p> <p>Math: 80% of students met or exceeded Standard for Math</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Students were given the iReady Diagnostic for the year 2021 as an alternative to the CAASPP.</p> <p>63% of students were near, on, or above grade level for ELA.</p> <p>71% of students were near, on or above grade level for math.</p>	<p>met or exceeded Standard for Math</p> <ul style="list-style-type: none"> -Year: 2022-23 <p>IReady Assessment Results:</p> <ul style="list-style-type: none"> -Reading: 15% Met Standard or were above grade level -Math: 32% Met Standard or were above grade level 		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly qualified Certificated Teachers	Highly qualified Certificated Teachers to reduce student-teacher ratio and to provide CCSS instruction in all core areas to all students.	\$2,253,117.00	No Yes
1.2	Reading/ Math Intervention Specialist	Given the limitations in our effort to acquire full time classrooms teachers, the District will not be able to continue with a Reading/Math Intervention Specialist. Due to declining enrollment and the		Yes

Action #	Title	Description	Total Funds	Contributing
		challenging task of acquiring substitutes, we will not continue the Intervention Specialist position. Far too often this teacher was pulled to substitute. Additionally, we have a declining enrollment scenario that prevents us from being able to justify an extra teacher on campus.		
1.3	ASES / ELO-P Coordinator to schedule extended-day Intervention Programs	Chualar School will continue to provide and schedule supplemental Intervention programs to support English learners, foster youth, and low-income students in the area of academics, social emotional support, physical education, art, worldly experiences through fieldtrips via the following programs: The ASES program will conduct an Intervention program after school hours and will include, minimally, one hour of homework assistance, one hour of art engagement, one hour of physical activity. The Saturday Academies will be offered in the Spring to support and prepare students for the administration of the SARC assessment. The Saturday Academies will focus on Reading, Writing and Mathematics review and enrichment. The Harmony at Home will continue with their Mission to directly assist children who have experienced trauma in their lives, with high-quality counseling provided at no charge to their families. We will strive to maintain a 5-day schedule to help ensure all students who need the service will be assisted. The ELO-P program will continue to provide academic support in the curricular areas of Mathematics and Reading as well as provide students with unique elective experiences in the areas of art, computer technology, music, robotics, specific subject-area fieldtrips, and science. Intervention Programs will be under the supervision of the school's Principal, Academic Coordinator, and the ASES/ELO-P Coordinator. This position will be funded through ELO-P funds. These budgeted funds will not support 7th and 8th grade students since they are not covered by the grant. One part time Custodian will clean facilities before and after intervention sessions. These actions will support students both social-emotionally and academically to mitigate pupil learning loss and increase engagement, participation, and academic outcomes.	\$520,047.00	No Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Academic Coordinator & Professional Development	Academic Coordinator will support the implementation of the EL program and CCSS through training, learning walks, professional development opportunities on EL standards and EL development, and coaching of teachers. Professional Development to be provided by Monterey County Office of Education, CAFE, and other agencies targeting strategies and best practices for EL students, students with disabilities (SpEd), and students with special needs. The Principal/Superintendent and Academic Coordinator will oversee personnel, programs, training, and analyze EL data. A School Secretary will track all records and will assist and support Principal/Superintendent and Academic Coordinator.	\$297,460.33	Yes
1.5	Testing and Assessment Specialist	Provide part-time Testing and Assessment Specialist (TAS) to assist with pupil testing, data management, and data disaggregation to continue to analyze the needs of English learner, foster youth, and low income students. The TAS will assist with all engagement events, activities and meetings to ensure consistent and ongoing parent and community involvement. Additionally, the TAS will support the Academic Coordinator with the implementation of the EL program and CCSS through training, learning walks, professional development opportunities on EL standards and EL development, and coaching of teachers. The TAS will also help coordinate professional development to be provided by Monterey County Office of Education, CAFE, and other agencies targeting strategies and best practices for EL students, students with disabilities (SpEd), and students with special needs, as well as oversee personnel, programs, training, and analyze EL data.	\$44,028.27	Yes
1.6	Paraprofessionals	Part-time general education and special education paraprofessionals will assist English learners, foster youth, and low income students and	\$276,871.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support teachers in the general education and as well as the Special Education classrooms during school hours.		
1.7	Instructional Materials	CCSS instructional materials, including textbooks, consumables (workbooks), copies, EL resources and supplemental materials/resources will be provided to English learners, foster youth, and low-income students.	\$553,047.00	Yes
1.8	Classified personnel to provide Technology assistance	A Technology Specialist will provide direct services to CUESD students by providing literacy and expanding technology assistance. Technology assistance will be provided during regular and after-school hours. They will purchase materials, supplies, software, library books, and electronic equipment, assist students with I-Ready Reading programs, STAR, A/R, and other assessment programs.	\$130,480.39	Yes
1.9	Part-time Speech, Occupational Therapists, and Psychologist	The District will provide full-time low to moderate classroom Special Education teachers. To further support students in the Special Education program the District will retain two part-time Speech Pathologists, Occupational therapist, and Psychologist as needed. A second Speech Pathologist was added to our Special Education support structure this school year to serve our students.	\$77,322.00	Yes
1.10	Four-week Summer School Intervention Program	Provide effective instruction during a four-week summer school program, during the school year 2023-24 to address learning loss and learning gaps. The summer program will be a 9-hour program which will provide for a academic support in the curricular areas of Reading, Writing and Mathematics as well as an electives enrichment program. Because the summer program will be an all-day program, our Food Services Department will provide a breakfast, lunch and an afternoon snack.		Yes

Goal Analysis [2022-23]

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

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

Our teachers were appropriately assigned and fully credentialed in the subject areas, and for the pupils, they are teaching. Four teachers were in the Provisional Internship (PIP) one was on an Internship Credential program. Veteran teacher coaches were working with these teacher interns to acquire their clear credentials. One hundred percent of our classrooms implemented Common Core State Standards (CCSS) through ongoing professional development and CCSS-aligned curriculum implementation. All support programs were in place and retained consistent and ongoing student interest and enrollment. Unfortunately, the lack of a consistent substitute pool led to our utilizing our Reading and Math Intervention Specialist as part of our substitute pool. To add to this unfortunate need, funds to continue this position will no longer be available starting next year due to the end of Covid-funding support the school received. To offset that loss, the staff will receive professional development on iReady intervention program for successful implementation in every classroom as well as professional development in the areas of supporting student academic growth based on data analysis. We were still in the Pandemic Recovery period during three quarters of this school year. At least, one third of our teachers were impacted by the pandemic. Additionally, our county suffered a very extensive inclement weather season. The winter season had a great impact on our instructional program. Inclement weather conditions limited teacher's ability to get to campus due to flooded and closed roads and highways. These unfortunate episodes led to unexpected teacher absences, the need to use our support staff to help substitute and having close school for two days for lack of teachers able to arrive to school safely. We did not add a part-time custodian for a variety of reasons; the mid-year loss and replacement of our Human Resources Manager, the limited pool of candidates in a rural area led to the limitations.

According to the results from a recent teacher survey of 15 teachers completed during the month of March 2023, teachers indicated the following fall in line with measures we plan to continue or initiate to ensure we are a data-driven institution:

- -Seventy-three percent agree and an additional 20% strongly agree that student data is analyzed periodically and used to make instructional adjustment decisions through the school year,
- -Sixty-seven percent agree and an additional 33% strongly agree that teachers have an effective system to monitor all students' progress toward meeting the Common Core State Standards (CCSS).
- -Eighty percent agree and an additional 20% of teachers believe the District and school effectively supports professional development to facilitate all students achieving the Common Core Standards.
- -Seventy-nine percent and an additional 21% of teachers believe a rigorous, relevant and coherent state adopted curriculum is accessible to all students.

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

There were a variety of issues that led to limitations in the process of acquiring the appropriate staff. These limitations also led to limited provision of services. The CUSD District administration suffered the loss of four critical staff: The Superintendent / Principal, Business Manager, the Human Resources Coordinator and the Assessment Coordinator were all hired mid year during the 2022-2023 school year. As a result of these late position acquisitions, development and submission of required school plans, budgets, oversight and management of support programs and services, teacher and staff evaluations and more were left without monitoring and follow-through. For two of these positions, the Assessment Coordinator and previous Superintendent/Principal, although no longer serving the district, continued to be a cost to the district because of legal agreements. All support programs such as the extended-day, social emotional health and counseling services, all formal assessment schedules were retained as well as the summer program services. As a result of these challenges, the District experienced the following unexpected additional costs _____.

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

Highly qualified Certificated Teachers were placed in their appropriate assignments for all grade level groups. While we are a training ground, so to speak, for aspiring teachers, we are pleased 61.4. percent of our teachers are highly qualified. All of the supplemental programs listed continued throughout this school year. The Harmony at Home program utilized two support counselors. Between the two counselors, a total of 35 students were served in a series of comprehensive appointments. Our ASES program served a total enhanced enrollment of 105 students throughout the school year on an extended-day basis. Program staff guided students through an hour of academic review and support and the rest of the time period on elective-type activities included but not limited to: art instruction, science, physical education and general sports. The ASES program employed as many as five paraprofessionals or support staff to help monitor and guide participating students academically. We believe these extensive support program are helping our students gain academically. According to our recent SBAC Assessment Results:

- -ELA: 35.6 % of students met or exceeded Standard for ELA
- -Math: 27.3 % of students met or exceeded Standard for Math
- -Year: 2022-23

IReady Assessment Results:

- -Reading: 15% Met Standard or were above grade level
- -Math: 32% Met Standard or were above grade level

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

The District will support acquisition of an additional three paraprofessionals to monitor and guide students in this program. The District plans to acquire a full-time Academic Coordinator to assist with data disaggregation and professional development in the four areas highlighted by

faculty: Language Arts, Next Generation Science, English Language Development, Writing, and Mathematics. The District also plans to establish a new position, the Extended-day Coordinator to oversee both the ASES and the ELO-P extended-day program. Due to an increase in service minutes for students with an I.E.P., the district plans to hire an additional Speech Pathologist. This will ensure our students with exceptional needs are being provided the required services. continue with the additional Speech Pathologists. Due to declining enrollment and the challenging task of acquiring substitutes, we will not continue the Intervention Specialist position. Far too often this teacher was utilized as a substitute. Additionally, we have a declining enrollment scenario that prevents us from being to justify an extra teacher on campus.

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

Goals and Actions

Goal

Goal #	Description
2	All students will be provided with a positive, safe and well-maintained school environment conducive to learning.

An explanation of why the LEA has developed this goal.

The District developed this goal because of the expressed need, based on CA Dashboard data, and/or locally collected data. The need is as follows: A higher percentage (12.59%) of students have been referred to counseling services and benefited from such services this year than in past years even as services were increased. The following information was acquired from survey results for middle school student grades 6th through 8th attending Chualar School. The survey was implemented in March of this school year 2023.

With just a little over 75% of students in 2021 and 51% who agree with an additional 7.3% who strongly agree in 2022-23 who responded to the LCAP survey indicating that they enjoy attending school, CUESD strives to improve that percentage with the actions described below. CUESD also strives to increase student's perceptions of all aspects of their school. Students are more likely to overcome stress so that they can self-regulate, focus, and learn when developmental relationships and safe, calm and predictable environments exist as they are identified as critical supports by the science of learning and development. Over 80% believe teachers provide them with strong academic instruction. Ninety-five percent of the students agree or strongly agree believe that teachers work hard to make sure students are learning. Over ninety percent of student respondents agree or strongly agree teachers use classroom technology to help them learn. Sixty-nine percent agree and an additional 23.5% strongly believe they have learned new skills or improved in Reading and Math this year.

As the District implements the below actions and services, the metrics grouped will help measure the effectiveness of the actions, and thus, will allow for adjustments/adaptations to said actions and services based on data gathered and analyzed. The effectiveness of the actions and services will help measure progress by indicating a higher percentage of positive feelings towards school as indicated in school perception surveys, CA Dashboard data, and/or locally collected data. The actions and metrics listed below will provide our students and staff with the materials and professional support, collaboration, and training they need to feel safe, engaged, and a contributing member of the school community. Seventy-two percent agree and an additional 14.6% of student respondents strongly agree they feel safe on campus. Sixty-five percent agree and an additional 17.3 strongly agree their school is a place where they fell they "belong" and that they are "included" in activities. Further, sixty-nine percent agree and an additional 14.6% strongly agree they are encouraged and/or recognized when they make positive choices at school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1(c): Basic-School facilities are maintained in good repair.	CUESD School grounds and facilities are in good/exemplary condition.	CUESD School grounds and facilities are in good/exemplary condition.	CUESD School grounds and facilities are in good/exemplary condition.		100% of school facilities will be maintained in good/exemplary condition.
Priority 5(a): Pupil Engagement- Pupil engagement is measured by school attendance rates.	CUESD student attendance rate averages to be above 90%.	CUESD student attendance rate averages to be approximately 92%.	CUESD student attendance rate averages to be above 90%.		Maintain school attendance rates above 90%.
Priority 5(b): Pupil Engagement- Reduce chronic absentee rates for all students.	Chronic absenteeism rates will decrease based on the 2019 dashboard school data.	CA chronic absenteeism rates will decrease based on the most current dashboard data.	CA chronic absenteeism rates will decrease based on the most current dashboard data from 27.4 to 15% chronically absent for 2023-24		Improve chronic absenteeism rates by showing a decrease in the CA school Dashboard.
Priority 5(c): Pupil Engagement- Middle school dropout rates.	CUESD Middle School Dropout Rate during the 2019-2020 school year was at 0% as reported by CALPADS.	CUESD Middle School Dropout Rate during the 2021-22 school year was at 0% as reported by CALPADS.	CUESD Middle School Dropout Rate during the 2022-23 school year was at 0% as reported by CALPADS.		CUESD will continue to maintain a middle school drop out rate of 0%. Our district is a K-8th district.
Priority 6(a, b): School Climate-School climate is measured by suspension and expulsion rates.	The suspension rate during the 2019-20 school year was at less than 1%, and the expulsion rate was at 0%.	The suspension rate during the 2021-22 school year was at less than 1%, and the expulsion rate was also at less than 1%.	The suspension rate during the 2022 school year was at less than 1%, and the expulsion rate was also at less than 1%.		CUESD will maintain the suspension rate at 1% or lower and the expulsion rate at 0%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 6(c): School Climate-Local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.</p>	<p>CUESD provided opportunities, through surveys and school events, for pupils, parents, and teachers to provide their feedback on their sense of safety and school connectedness.</p>	<p>CUESD provided opportunities, through surveys and school events, for pupils, parents, and teachers to provide their feedback on their sense of safety and school connectedness.</p>	<p>CUESD provided opportunities, through surveys and school events, for pupils, parents, and teachers to provide their feedback on their sense of safety and school connectedness.</p> <p>According to responses pertaining to the LCAP survey, 100% of teachers responded. Ninety percent of students responded. All of the parent participants (50) in parent forums, advisory committees readily responded to survey questions or gave input on recommendations to support all 3 goals.</p> <p>According to the results from a recent teacher survey of 15 teachers completed during the month of March 2023, teachers indicated the following:</p>		<p>CUESD will continue to provide opportunities for pupils, parents, and teachers to provide their feedback on their sense of safety and school connectedness. CUESD strives to increase the rate of feedback participation.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"> -Sixty percent agree and another 13% strongly agree that the school campus is kept clean. -Ninety-three percent and additional 6% strongly agree that the school is a place where school staff feels safe. 		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Community Partnerships: Harmony at Home-Sticks and Stones	In partnership with the Harmony at Home-Sticks and Stones counseling program, CUESD will continue to provide support services to students and families by maintaining a full term experienced counselor five days a week, eight hours a day, for a total of 32 hours a week during the school year 2023-24. This includes an increase of services from four to five days a week.	\$20,000.00	Yes
2.2	Community Partnerships:	In partnership with the Monterey County Behavioral Health (MCBH) counseling program, CUESD will continue to provide support services	\$10,875.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Monterey County Behavioral Health	to students and families by maintaining a part-time experienced counselor during the school year 2023-24.		
2.3	OLWEUS Bullying Prevention Program	CUESD will continue to provide violence, bullying, substance abuse, crisis and anger management prevention/intervention services through the OLWEUS Bullying Prevention Program OBPP). The OBPP, in partnership and collaboration with the school, will provide trainings, resources, and consultation to staff and the members of the school's Bullying Prevention Coordinating Committee (BPCC) to promote a safe learning environment that is conducive to learning. A classified staff member will serve as a contact/liaison of the program.	\$4,000.00	Yes
2.4	Classified personnel	Classified personnel will be acquired to facilitate parent trainings emphasizing on the importance of attendance, assist Counselor with home visits, track perfect attendance incentives, positive behavior rewards, food and refreshments for meetings and materials and supplies as needed.	\$9,504.99	Yes
2.5	Teacher and student Incentives	Provide Teachers with extra supplies and copier usage, as well as incentives throughout the year, to include but not limited to, reimbursement of up to \$150 per classroom for extra supplemental materials. As well as student incentives such as, but not limited to, school-wide events (i.e. Field Day, field trips, Literacy Night, End-of-Year events, and other incentive events), student awards (i.e. personalized ribbons and pens), and rewards such as Chualar School Store items and classroom parties (i.e. ice cream and/or pizza party).	\$3,250.00	Yes
2.6	School Facilities	Provide a safe environment to students and personnel by maintaining our facilities in good repair. Electrical and plumbing will be repaired as needed. Repairs will be done according to priority and as budget permits. Additionally, the District will take measures to improve school	\$433,534.00	Yes

Action #	Title	Description	Total Funds	Contributing
		safety by improving fence and gate structures as well as add security cameras.		

Goal Analysis [2022-23]

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

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

The overall implementation of the actions in this Goal were met during the 2022-23 year.

These successes include:

The ongoing partnership with the Harmony at Home-Sticks and Stones counseling program, CUESD continued to provide support services to students and families by maintaining a full term experienced counselor four days a week, eight hours a day, for a total of 32 hours a week during the school year 2023-24. The District continued to provide violence, bullying, substance abuse, crisis and anger management prevention/intervention services through the OLWEUS Bullying Prevention Program. The OBPP, in partnership and collaboration with the school, scheduled and held training, resources, and consultation to staff and the members of the school's Bullying Prevention Coordinating Committee (BPCC) to promote a safe learning environment that is conducive to learning. A classified staff member served as a contact/liason of the program. Promotion of a safe environment for students and personnel by maintaining our facilities in good repair. Electrical and plumbing will be repaired as needed. Repairs will be done according to priority and as budget permits. Additionally, the District will take measures to improve school safety by improving fence and gate structures as well as add security cameras.

Due to transitions at the District level including the Human Resources Department, the District was unable to provide classified personnel to fully facilitate parent trainings emphasizing on the importance of attendance, assist Counselor with home visits, track perfect attendance incentives, positive behavior rewards, food and refreshments for meetings and materials and supplies as needed.

According to the results from a recent teacher survey of 15 teachers completed during the month of March 2023, teachers indicated the following:

- -Fifty three percent agree and an additional 48% strongly agree that the school offers adequate services, including referral services to support students in areas of social emotional support, counseling, and academic intervention.
- -Fifty three percent agree and an additional 47% strongly agree that the school demonstrates caring, concern, and high expectations for all students in an environment that is conducive to learning.
- -Sixty percent agree and another 13% strongly agree that the school campus is kept clean.
- -Ninety-three percent and an additional 6% strongly agree that the school is a place where school staff feels safe.

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

There are material differences between Budgeted Expenditures and Estimated Actual Expenditures in the following variances; a second custodian was not acquired this year. The cost allocation we were unable to meet was \$54,644. Nonetheless, CUESD School grounds and facilities are in good/exemplary condition. According to the LCAP teacher survey, 60% agree and an additional 13.3 % strongly agree that the campus is kept clean. Ninety three percent of teachers agree and an additional strongly agree that the school is a place where staff feels safe.

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

The ongoing partnership with the Harmony at Home-Sticks and Stones counseling program allowed CUESD to continue to provide support services to students and families by maintaining a full term experienced counselor four days a week, eight hours a day, for a total of 32 hours a week during the school year 2023-24. Thirty-five students were successfully enrolled and were assisted through the Harmony / Sticks and Stones programs. The District continued to provide violence, bullying, substance abuse, crisis and anger management prevention/intervention services through the OLWEUS Bullying Prevention Program. The OBPP, in partnership and collaboration with the school, scheduled and held training, resources, and consultation to staff and the members of the school's Bullying Prevention Coordinating Committee (BPCC) to promote a safe learning environment that is conducive to learning. Through this program, the District worked with the BPCC to acquire "Buddy Benches" used to provide a location where children can ask for support without actually saying anything. We acquired 5 benches that were placed in both the primary and upper grade playgrounds in order to have the benches accessible to all students. "Buddy Bench" assemblies were planned and scheduled to include several skits depicted how to activate the use of the benches. Coach J of the OLWEUS Bullying Prevention Program trained 8-10 students to perform these skits. Additionally, under the direction of Coach J student developed a video depicting bullying scenarios and strategies for resolving bullying issues. Coach J and the students depicted in the video went to all classrooms to share the video and hold a brief discussion on the themes depicted. We look forward to more of these activities to help promote bullying prevention.

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

As a result of the analysis of this goal, and/or the analysis of the state and local data collected, the following changes will be made to the goal in order to best meet the needs and positive outcomes of students:

Due to transitions at the District level including the Human Resources Department, the District was unable to provide classified personnel to fully facilitate parent training emphasizing on the importance of attendance, assist Counselor with home visits, track perfect attendance incentives, positive behavior rewards, food and refreshments for meetings and materials and supplies as needed.

CUSD plans to add a part-time parent liaison who would be instrumental in facilitating the following: parent training focused on the importance of attendance, assist Counselor with home visits, track perfect attendance incentives, positive behavior rewards, food and refreshments for meetings and materials and supplies as needed.

This school year the OLWEUS Bullying Prevention Program (OBPP) was instrumental in its focus to establish the "Buddy Bench" system to support social mental health school-wide. Five Buddy Benches will be located in both the primary and upper grade recreation areas.

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	CUESD will promote and cultivate a positive relationship with parents to collaboratively become partners in the educational process to ensure student academic success by supporting services for students and families and promoting parental involvement, community outreach, and pupil engagement.

An explanation of why the LEA has developed this goal.

District staff believe that students whose parents stay involved in school have better attendance and behavior, get better grades, demonstrate better social skills and adapt better to school. Additionally, parent involvement also more securely sets students up to develop a lifelong love of learning, which researchers say is key to long term success. Additionally, the District plans to be as transparent as necessary to help parents understand the relationship between being involved in school and the improved academic performance for their own children. The data below is an indicator that communication between the teacher and parents is imperative and will help prevent assessment results like the data outlined below.

The District developed this goal because of the expressed need for:

- -student improvement in all academic areas and, most importantly, in English Language Arts, English Language Development, and Mathematics
- -improved schoolwide attendance and reduction in truancy cases,
- -ongoing parent engagement and community support to include:

- **scheduled and held topic-specific training workshops for parents,
- **enhanced engagement of parents, and
- **response to parent requests identified in locally collected data from parents

Although an approximate 93% of parents who responding to the LCAP 2022-23 survey indicated that the teachers kept parents well-informed about how their child was doing in school, many students consistently functioned below grade level during the 2022-23 school year. Although an approximate 86% of parents who responded to the LCAP 2022-23 survey indicated that the teacher and school give parents useful information about how to improve their child's progress, students consistently functioned below grade level during the 2022-23 school year. Dash Board assessment results summaries and the Smarter Balanced Summative Assessment results which is taken annually by students in grades 3–8 students indicates the following:

In the area of ENGLISH LANGUAGE ARTS Dash Board assessment results summaries and the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 students, indicates the following::

- -of 170 students assessed, results show they are performing 26.9 points below standard

Students with disabilities:

- -Of 32 students assessed, results show they are performing 109.3 points below standard

English Learners:

- -of 107 students assessed, results show they are performing 62.5 points below standard

Reclassified English Learners:

- -of 33 students assessed, results show they are only performing 43.6 points above standard
- -32.5 English Learners maintained ELPI levels 1,2L,2H,3L,3H, respectively, only 54.5 progressed at least one ELPI level.
- -Of 154 English Learners, only 55.8 are making progress towards English Language proficiency according to the Smarter Balanced Summative Assessment results.

English Only:

- -of 13 student assessed, results show they are performing 42.8 points below standard

In the area of MATHEMATICS:

- -Of 169 students assessed, results show they are performing 58.6 points below standard

Students with disabilities:

- -Of 31 students assessed, results show they are performing 145.5 points below standard (Very Low)

Current English Learners:

- -Of 107 students assessed, results show they are performing 95.3 points below standard

Reclassified English Learners:

- -Of 33 students assessed, results show they are performing only 2.1 points above standard

English Only:

- -Of 13 students assessed, results how they are performing 59.2 points below standard

ENGLISH LANGUAGE ARTS LITERACY

Smarter Balanced Summative Assessments / ELPAC Results (2021-22):

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades	
Number of Students Enrolled	29	31	33	25	32	28	178	
Number of Students Tested	29	30	33	25	32	28	177	
Number of Students With Scores	29	30	33	25	32	27	177	
Standard Exceeded: Level 4	27.59 %		10.00 %	15.15 %	12.00 %	9.38 %	7.14 %	13.56 %
Standard Met: Level 3	10.34 %	10.00 %	27.27 %	16.00 %	28.13 %	39.29 %	22.03 %	
Standard Nearly Met: Level 2	24.14 %		26.67 %	24.24 %	28.00 %	28.13 %	35.71 %	27.68 %
Standard Not Met: Level 1	37.93 %		53.33 %	33.33 %	44.00 %	34.38 %	17.86 %	36.72 %

English Language Arts:

On English Language Arts assessment 35.6% of students met or exceeded standards. These results include 63 out of 177 students.

English Learners:

55.8% of English Learners progressed in the English proficiency from 2020-21 to 2021-22. (This represents only those 154 English Learners who tested in both years.)

Reclassification:

Reclassification means student are now fluent in English. The reclassification rate was 6% or 9 students.

MATHEMATICS (2021-22):

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Exceeded: Level 4	19.11 %	16.71 %	16.94 %	16.44 %	15.55 %	15.87 %	16.06 %
Standard Met: Level 3	24.40 %	21.55 %	14.62 %	16.02 %	16.49 %	13.37 %	17.32 %
Standard Nearly Met: Level 2	22.13 %	28.45 %	25.53 %	26.96 %	25.55 %	22.75 %	24.66 %
Standard Not Met: Level 1	34.37 %	33.30 %	42.91 %	40.57 %	42.41 %	48.02 %	41.96 %

On Mathematics assessments 27.3% of students met or exceeded standards. These results include 48 out of 176 students

ATTENDANCE / TRUANCY

The truancy level was unusually high as well. According to the data on Dash Board, of 289 students school-wide, 28% were deemed chronically absent. This number was up from previous year (2021-22 @ 27.4%). This scenario can have a direct impact on the overall

academic performance of Chualar students assessed. Parents can help make a difference in this critical area.

Student Group Status Level Current chronic absenteeism rate Current number of students chronically absent Current number of eligible students Assigned auto-orange due to unverified data

All Students Very High 28.0% 81 289 N

English Learners Very High 29.0% 63 217 N

Homeless No Performance Level 16.0% 4 25 N

Socioeconomically Disadvantaged Very High 28.0% 76 271 N

Students with Disabilities Very High 35.0% 14 40 N

American Indian or Alaska Native No Performance Level * * 1 N

Hispanic Very High 27.9% 79 283 N

White No Performance Level * * 2 N

Two or More Races No Performance Level * * 3 N

IReady Assessment Results:

- -Reading: 15% Met Standard or were above grade level
- -Math: 32% Met Standard or were above grade level

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3(a): Parental Involvement and Family Engagement - Efforts to seek parent input in making decisions for the school district and each individual school site.	Parent surveys were sent out to parents through the Remind App, seeking their input in school functions. Meetings were held throughout the FY 2020-21 with the School Site	Parent surveys were sent out to parents through the Remind App, seeking their input in school functions. Meetings were held throughout the FY 2021-22 with the School Site	Parent surveys were sent out to parents through the Remind App, seeking their input in school functions. Parents readily participated in school-wide events as		Continue to send out surveys to collect parent input. Continue to hold meetings with parents through the SCC and SAC to collect their input and include them in decisions for the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Council and School Advisory Committees where parents had opportunities to provide their input and voice their opinions and ideas as well as contribute to making decisions for the school district and school. Monthly School Board meetings are also held and parents can participate as members of the board or during public comments.</p>	<p>Council and School Advisory Committees where parents had opportunities to provide their input and voice their opinions and ideas as well as contribute to making decisions for the school district and school. Monthly School Board meetings are also held and parents can participate as members of the board or during public comments.</p>	<p>Back to School Night, Parent conferences, Open House, Literacy Reading Night, sports events, award ceremonies, and Parent Forums. Parents also participated as chaperones during field trips scheduled as content enrichment activities as well as ELO-P extended-day "Fantasy Field Trip" events. School Board meetings were also held and parents were given the opportunity to participate as members of the board or during public comments. Parents were also solicited to participate in School Site, ELAC/DELAC, Migrant advisory committees.</p>		<p>school district and school. Continue to meet on a monthly basis with the school board of trustees to make decisions for the school district and school with the input of parents.</p>
<p>Priority 3(b): Parental Involvement and Family Engagement - Promote parental participation in</p>	<p>Open to the public, monthly meetings are held with ELAC/DELAC to discuss programs for</p>	<p>Open to the public, monthly meetings are held with ELAC/DELAC to discuss programs for</p>	<p>Management staff transitions at the District level led to implementation gaps for monthly meetings</p>		<p>CUESD will continue to hold monthly meetings with ELAC/DELAC to discuss programs for</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
programs for low income, English learner and foster youth pupils.	low income, English learner and foster youth pupils. This committee(s) include more than 4 parents as members and the meetings are open to the public.	low income, English learner and foster youth pupils. This committee(s) include more than 4 parents as members.	of the School Site Council, English Language Advisory Council, District English Language Advisory Council. Parent Forum meetings were scheduled and held in order to discuss programs for low income, English learner and foster youth pupils. These meetings were held in the school library.		low income, English learner and foster youth pupils. This committee(s) will continue to include more than 4 parents as members and the meetings will be open to the public.
Priority 3(c): Parental Involvement and Family Engagement - Promote parental participation in programs for students with disabilities.	Parents and guardians have direct notification notices from the special education teacher or academic coordinator announcing any pertaining meetings dealing with their exceptional needs child to participate in an either IEP, SST, 504 to make decisions regarding their child.	Parents and guardians have direct notification notices from the special education teacher or academic coordinator announcing any pertaining meetings dealing with their exceptional needs child to participate in an either IEP, SST, 504 to make decisions regarding their child.	Parents and guardians have direct notification notices from the Special Education teacher, SpEd Resource Specialist announcing any pertaining meetings dealing with their exceptional needs child to participate in an either IEP, SST, 504 to make decisions regarding their child. Meetings were scheduled and held consistently through		Parents and guardians of pupils with exceptional needs will continue to have opportunities to participate in their child's IEP, SST, 504 to make decisions regarding their child.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			the second and third trimesters.		

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Communication and Engagement	CUSD will communicate with parents and the community via the Remind App, digital communication, telephone, Brisas School Newspaper, flyers, website, and letters.	\$7,000.00	Yes
3.2	Open House and Back to School Night	Parents are invited to meet the teachers and learn about the instructional programs and resources provided to their child during the school's annual Open House. The parents and students are invited back to school to celebrate their child's accomplishments and learn about the end of year events during the school's annual Back to School Night event. Parents are invited and scheduled to participate in Parent conference sessions during the Fall and Spring. To support and promote participation, parents are invite to volunteer in a variety of school events included , but not limited to, school carnival, awards ceremonies, field trips, year-end celebrations including: kindergarten graduation and 8th grade promotion ceremony.	\$1,000.00	Yes
3.3	Parent Liaison to coordinate workshops/trainings/ meetings	CUSD will add a part-time Parent Liaison to schedule and hold a series of communication workshops and/or trainings and/or meetings to educate parents and staff on the importance of parent involvement, Social Emotional Learning (SEL), and positive relationships between teachers, parents and students. Per parent survey and parent forum input, parents also requested workshops in the area of discipline, basic Reading and Math strategies, bullying prevention, communication strategies, social-emotional health, and computer literacy. Additionally parents requested Adult English classes Incentives will be provided for parents, students, and staff who attend	\$35,505.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and participate in the workshops/trainings/meetings. Childcare will be provided.		

Goal Analysis [2022-23]

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

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

The overall implementation of the actions in this Goal were almost met during the 2022-23 year. The reason for this implementation level is due to the relevant successes and challenges experienced during implementation. These successes include: Parent surveys were sent out to parents through the Remind App, seeking their input in school functions. Parents readily participated in school-wide events as Back to School Night, Parent conferences, Open House, Literacy Reading Night, sports events, award ceremonies, and Parent Forums. Parents also participated as chaperones during field trips scheduled as content enrichment activities as well as ELO-P extended-day "Fantasy Field Trip" events. Parents were also solicited to participate in School Site, ELAC/DELAC, Migrant advisory committees. Parent Forum meetings were scheduled and held in order to discuss programs for low income, English learner and foster youth pupils. These meetings were held in the school library. Parents and guardians received direct notification notices from the Special Education teacher, SpEd Resource Specialist announcing any pertaining meetings dealing with their exceptional needs child to participate in an either IEP, SST, 504 to make decisions regarding their child. Meetings were scheduled and held consistently through the second and third trimesters.

The challenges faced during implementation include; Management staff transitions at the District level led to implementation gaps for monthly meetings of the School Site Council, English Language Advisory Council, District English Language Advisory Council. The District office experienced extensive transitions of critical positions e.g. the Superintendent / Principal, Business Manager, Human Resources Coordinator, and Academic Coordinator. These transitions, in addition to a new Board, led to compromise of timelines and submission of important documents, reports, grants, program plans, budgets, to name a few.

At CUSD, we have much yet to accomplish. The intent of goal three is to provide parents with as much information about the schooling process such as, understanding of:

- -grade level expectations and Common Core Standards required to be met by each student,
- -the instructional pacing calendar and submission of expected assignments,
- -how to read the progress reports,
- -how to prepare their children for assessments, and
- -how to promote Reading strategies in the home environment

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

There are material (or no material) differences between Budgeted Expenditures and Estimated Actual Expenditures in the following variances; Legal outcomes pertaining to cases at the district office level led to unexpected expenditures for two positions, the Academic Coordinator and Superintendent / Principal positions.

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

The effectiveness of the actions in Goal #3 to achieve the desired outcomes, as measured by the above metrics are as follows:

As highlighted above in metrics 3(a), CUSD consistently communicated with parents and the community via the Remind App, digital communication, telephone, Brisas School Newspaper, flyers, website, and letters. Parents were invited to meet the teachers and learn about the instructional programs and resources provided to their child during the school's annual Open House. The parents and students were invited back to school to celebrate their child's accomplishments and learn about the end of year events during the school's annual Back to School Night event. Parent Forum meetings were scheduled and held in order to discuss programs for low income, English learner and foster youth pupils. These meetings were held in the school library. One hundred percent of parents who participated in parent forum on February 20, 2023 and advisory committees believe the school was "Doing well with communication, no changes needed." Additionally parents who responded to inquiries pertaining to "Parent Communication and Engagement," shared that they were happy with the school communication protocols, They stated, additionally, that they were happy with the improved website.

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

As a result of the analysis of this goal and/or the analysis of the state and local data collected, the following changes will be made to the goal in order to best meet the needs and positive outcomes of students:

The need as follows: CUESD strived to continue to improve and enhance communication to parents and community to promote parent involvement and community outreach so parents could help their children succeed academically, socially, and emotionally.

The District plans to add a part-time Parent Liaison to oversee all planned and scheduled training for parents on a monthly basis. The Parent liaison will establish a monthly meeting schedule for the School Site Council, ELAC/DELAC advisory committees, monthly parent training based on themes requested by parent during the LPAC parent forum. A business office receptionist will be added to the District office to ensure we are recognizing and responding to all calls through the school day. This receptionist will be available to follow-up on any special and pertinent requests made by the parent or community member.

The LCAP parent forum and organized visits to the school. Additionally, The Parent Liaison will help promote and coordinate all of the school-wide scheduled events e.g. Back to School Night, Parent Conferences, Winter Program, Open House, Parent Literacy Night, School

Carnival, etc. to ensure an increase in parent knowledge of scheduled events as well as overall participation. The District is aggressively promoting the importance of parent chaperones and/or volunteers to accompany students and classes during organized and scheduled field trips as well as potential assistance for yard supervision or classroom support. Parents, although required to meet the criteria for becoming a chaperone / volunteer, which includes submission of finger prints and TB test results, parent were informed they would get reimbursed. The implementation of the

ELO-P and ASES plans led to the request for parent support through the solicitation of chaperones/ volunteers to accompany teachers in a variety of pre-schedule field trips as well as volunteer support during the extensive, extended-day four-hour period. At this time the ASES program is serving over 100 hundred student on a daily basis. This is over one third of the overall student population. The parents and guardians were requested to formally becoming a chaperones and/or volunteer by completing the chaperone finger print and TD test requirements. Many parents have done so. The District wants to continue to implement both the ELO-P and the ASES programs efficiently and effectively and wants to ensure continued growth in student attendance and participation. To ensure this, the District plans to increase management support by adding and integrating a full-time ELO-P / ASES Programs Coordinator. This addition will ensure effective overall program management, coordination and adherence to the tenets of both programs.

The District implements the below actions and services, the metrics grouped, also below, will help measure the effectiveness of the actions, and thus, will allow for adjustments/adaptations to said actions and services based on data gathered and analyzed. The effectiveness of the actions and services will help measure progress by: monitoring the REMIND app, communication platforms, parent participation in school events, parent participation in meetings, and surveys to get data regarding parent participation and involvement.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1,297,246	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
48.48%	7.78%	\$199,366.00	56.27%

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

Required Descriptions

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

The following information is based on the most recent Dashboard indicators and local data.

As a result of 97.1% unduplicated count for English learners, low-income students, and foster and homeless youth, we learned that the performance level on the CA School Dashboard is as follows:

All students: LOW in ELA, MATH
 SWD: Very Low in ELA, Math, and Chronic Absenteeism
 SED: LOW in ELA, MATH, and Very low in Chronic Absenteeism

In order to address this condition of our English learners, we will develop and implement a strong academic program that is designed to address some of the major causes of low-performance levels, reclassification, and access to grade-level common core state standards. Goal

1, Actions 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 provide additional support, interventions, and monitoring to increase ELA and Math performance on assessments.

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than low level in ELA and Math will benefit. However, because of the significantly lower performance levels of English learner students, and because the actions meet needs most associated with second-language learners and having to learn both social and academic vocabulary, we expect that the performance level for our English learner students will increase significantly more than the average performance level of all other students. Details follow:

*Para educators will be used to provide one on one tutoring for English Learners, low-income and foster and homeless youth in addition to their regular school day. This action will support students both social-emotionally and academically to mitigate pupil learning loss and increase engagement, participation, and academic outcomes. They will serve as literacy tutors to support our struggling readers with an emphasis on grades Kindergarten through 4th on a daily basis for 30-minute sessions with each student.

After assessing the needs, conditions, and circumstances of our English learners, low-income students, foster and homeless youth, we learned that the performance level on the most recent CA School Dashboard for English learners, low-income, and Hispanic groups is very "low" in suspensions, "very high" in chronic absenteeism. The ALL STUDENT group is also performing at a "low" level in suspensions. This demonstrates the need for a positive school environment to ensure students are at school, engaged, and happy.

In order to address this condition of our English learners, low-income students, foster and homeless youth, we will develop and implement a positive and safe school environment to support students in self-regulation, focus, and overcoming stress. These actions are designed to address some of the major causes of low-performance levels, suspension, and poor attendance. Goal 2, Actions 1, 2, 3, 4, 5, 6 provide additional support, incentives, safe facilities, and counseling to increase attendance, and reduce suspension rates.

These actions are being provided on an LEA-wide basis and we expect/hope that all students with MORE than "low" levels in Suspensions will benefit. However, because of the significantly lower performance levels of English learner students, and because the actions meet needs most associated with second-language learners and students having to recover from the stress of the ongoing effects of the COVID-19 pandemic, these actions will help ELs increase significantly more than the average performance level of all other students. Details follow:

*Because Foster youth, low-income students, and English learners have been affected by the isolations that have happened in the past two years and this current return and recover year, due to the COVID-19 pandemic, counseling services have been increased from 4-7 hour days a week to 5-8-hour days a week. A Sticks and Stones counselor will be used to provide small group and/or one on one counseling services to students with exceptional needs during and/or in addition to their regular school day. This action will support students social-emotionally and in turn, will help them to improve academic outcomes with higher levels of engagement and participation in class.

*ASES is an after school intervention program implemented for low income, English learners, and foster youth. This action will support students social-emotionally and in turn will help them to improve academic outcomes with higher levels of engagement and participation during class.

*The performance level for English learners in the California Dashboard for 2022 (most recent data) was "low", indicating that there is a need. In math, both English learners and low income students performed at a "low" color indicating that that is also another area of need. Therefore, CUESD will continue our partnership with MCOE and SELPA to provide professional development to support core academic areas and SEL.

*Due to the need indicated by the most recent, 2022 California Dashboard in the areas of math and English Language Arts, we will provide Part-time Testing and Assessment Specialist to assist with pupil testing and data management.

*Part-time general education and special education paraprofessionals will assist students and support teachers in the classroom during school hours.

Classified personnel will provide direct services to CUESD students by providing literacy and expanding technology assistance.

Supplemental materials, supplies, electronic equipment, and/or educational software will be provided to low income, English learners, and foster youth as needed to enrich their education.

Pay for repairs and and electronic equipment as needed.

Provide effective instruction during a summer school program, during the school year 2023-24 to address learning loss and accelerate learning.

Provide violence, bullying, substance abuse, crisis and anger management prevention/intervention services through the OLWEUS Bullying Prevention Program. The OBPP, in partnership and collaboration with the school, will provide trainings, resources, and consultation to staff and the members of the school's Bullying Prevention Coordinating Committee (BPCC) to promote a safe learning environment that is conducive to learning.

In partnership with MCOE and Monterey SELPA, provide professional development for all staff on the science of learning and development, and social emotional learning (SEL) strategies and structures for relationship building and safe and supportive environments in order to reinforce the social and emotional capacities of all adults who work with youth.

*In partnership with the Harmony at Home-Sticks and Stones counseling program, CUESD will continue to provide support services to students and families by maintaining a full term experienced counselor and enhancing the services to be four days a week, eight hours a day, for a total of 32 hours a week during the school year 2022-23.

In partnership with the Monterey County Behavioral Health (MCBH) counseling program, CUESD will continue to provide support services to students and families by maintaining a full term experienced counselor during the school year 2023-24.

Implement Tier 2 and Tier 3 systems for students needing additional support. This may include, but is not limited to AmeriCorps tutoring, Reading/Math Intervention, counseling services, supplemental materials to address individual student needs, and actions/services needed as identified by the SST, 504, or IEP teams.

*Provide incentive school programs to increase motivation and participation in programs including, but not limited to perfect attendance, positive behavior, event participation and excellent citizenship.

Provide effective instruction through a summer school program to address learning loss, learning gaps, and accelerate learning, as well as to make up ADA.

Provide Saturday school/academy to address learning loss or gaps as well as ADA.

*Provide violence, bullying, substance abuse, crisis and anger management prevention/intervention services through the OLWEUS Bullying Prevention Program. The OBPP, in partnership and collaboration with the school, will provide trainings, resources, and consultation to staff and the members of the school's Bullying Prevention Coordinating Committee (BPCC) to promote a safe learning environment that is conducive to learning.

Goal 3, Actions 1-3:

After assessing the needs, conditions, and circumstances of our English learners, low-income students, foster and homeless youth, we learned many of our parents are busy working families. Because of that, many meetings are not being highly attended by our stakeholders. CUSD is proud to continue to provide opportunities for parents to collaborate, and partner with the school to make decisions and create a place of welcome. Monthly parent training sessions will be scheduled and held.

In order to address this condition of our English learners, low-income students, foster and homeless youth, we will develop and implement a positive and safe school environment to support students in academic success. Goal 3, Actions 1, 2, 3, provide parent communication, parent nights, workshops, training, and/or meetings to involve parents in their child's education.

These actions are being provided on an LEA-wide basis and we expect/hope that all students and their families will benefit. However, because of the significantly lower academic and suspension performance levels of English learner students, and because the actions meet needs most associated with second-language learners and students having to recover from the stress of the ongoing effects of the COVID-19 pandemic, these actions will help families of unduplicated students increase their attendance at school events and meetings, significantly more than the average performance level of all other students. Details follow:

*CUESD will provide a series of communication workshops, trainings, and/or meetings to educate parents and staff on the importance of parent involvement, positive relationships between teachers, parents, and students. Incentives will be provided for parents, students, and staff who attend and participate in the workshops/training/meetings.

*Each action above with an asterisk is a continuing action from the 2023-24 LCAP. We have chosen to continue with these actions because they have shown proven positive outcomes in student and parent engagement, student academic and attendance outcomes, and lower adult-to-student ratios. In addition, we have been able to implement each action to fidelity, and as a result, have chose to continue to implement these actions to fidelity to continue to see the positive effects on student outcomes.

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

The district realizes that the well-being of all our students matters and has become more essential during the last couple years. With that being said, efforts by our teachers and counselors have been put forth to provide Social Emotional Learning (SEL) to our students who are foster youth, English learners, and our low-income students. In addition, services to help these groups of students were increased from 3-7-hour days to 5-8-hour days weekly for counseling services provided by Harmony at Home: Sticks and Stones counselor(s). Great efforts were and will continue to be put forth to accelerate learning for our foster youth, English learners, and low-income students. A Math/English Language Arts Intervention Specialist will continue to provide extra support to these group of students in core academic areas tailored to their individual needs.

Our Local Control Accountability Plan (LCAP) specifically shows how we plan to utilize the supplemental dollars to support our identified student subgroups in continuing to achieve their individual goals. Chualar Union Elementary School is a school-wide Title 1 school and due to the high unduplicated count, all increased and improved services are available to all students; however, low-income, foster youth, and English learners will be taught by highly qualified teachers, paraprofessionals, and three-four AmeriCorps tutors. CUESD will continue to monitor the progress of students who have been reclassified in order to meet state and federal targets. Based on the feedback from stakeholders and reflection on CUSD students' academic data, we will implement the required actions to improve and increase services to our students as described throughout the LCAP.

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.

Chualar receives an additional 15% concentration grant add-on to increase the number of staff who provide direct services to students at schools with enrollment of unduplicated studnets equal to or less than 55%.

Goal 1, Actions 1, 3, 4, 6, 9, and Goal 2, Action 4, provide for increased staff who provide direct services to student.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	10:1

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	N/A	15:1

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,682,457.98	\$899,802.00		\$94,782.00	\$4,677,041.98	\$3,720,025.98	\$957,016.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Highly qualified Certificated Teachers	All Students with Disabilities English Learners Foster Youth Low Income	\$1,908,854.00	\$290,159.00		\$54,104.00	\$2,253,117.00
1	1.2	Reading/ Math Intervention Specialist	English Learners Foster Youth Low Income					
1	1.3	ASES / ELO-P Coordinator to schedule extended-day Intervention Programs	All English Learners Foster Youth Low Income		\$520,047.00			\$520,047.00
1	1.4	Academic Coordinator & Professional Development	English Learners Foster Youth Low Income	\$294,050.33	\$3,410.00			\$297,460.33
1	1.5	Testing and Assessment Specialist	English Learners Foster Youth Low Income	\$44,028.27				\$44,028.27
1	1.6	Paraprofessionals	English Learners Foster Youth Low Income	\$247,068.00			\$29,803.00	\$276,871.00
1	1.7	Instructional Materials	English Learners Foster Youth Low Income	\$466,861.00	\$86,186.00			\$553,047.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.8	Classified personnel to provide Technology assistance	English Learners Foster Youth Low Income	\$130,480.39				\$130,480.39
1	1.9	Part-time Speech, Occupational Therapists, and Psychologist	English Learners Foster Youth Low Income	\$77,322.00				\$77,322.00
1	1.10	Four-week Summer School Intervention Program	English Learners Foster Youth Low Income					
2	2.1	Community Partnerships: Harmony at Home-Sticks and Stones	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
2	2.2	Community Partnerships: Monterey County Behavioral Health	English Learners Foster Youth Low Income				\$10,875.00	\$10,875.00
2	2.3	OLWEUS Bullying Prevention Program	English Learners Foster Youth Low Income	\$4,000.00				\$4,000.00
2	2.4	Classified personnel	English Learners Foster Youth Low Income	\$9,504.99				\$9,504.99
2	2.5	Teacher and student Incentives	English Learners Foster Youth Low Income	\$3,250.00				\$3,250.00
2	2.6	School Facilities	English Learners Foster Youth Low Income	\$433,534.00				\$433,534.00
3	3.1	Parent Communication and Engagement	English Learners Foster Youth Low Income	\$7,000.00				\$7,000.00
3	3.2	Open House and Back to School Night	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
3	3.3	Parent Liaison to coordinate	English Learners Foster Youth Low Income	\$35,505.00				\$35,505.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		workshops/trainings/ meetings						

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,675,692	1,297,246	48.48%	7.78%	56.27%	\$3,682,457.98	0.00%	137.63 %	Total:	\$3,682,457.98
								LEA-wide Total:	\$3,682,457.98
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Highly qualified Certificated Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,908,854.00	
1	1.2	Reading/ Math Intervention Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.3	ASES / ELO-P Coordinator to schedule extended-day Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.4	Academic Coordinator & Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$294,050.33	
1	1.5	Testing and Assessment Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$44,028.27	
1	1.6	Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$247,068.00	

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	1.7	Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$466,861.00	
1	1.8	Classified personnel to provide Technology assistance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,480.39	
1	1.9	Part-time Speech, Occupational Therapists, and Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$77,322.00	
1	1.10	Four-week Summer School Intervention Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.1	Community Partnerships: Harmony at Home-Sticks and Stones	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
2	2.2	Community Partnerships: Monterey County Behavioral Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.3	OLWEUS Bullying Prevention Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	
2	2.4	Classified personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,504.99	
2	2.5	Teacher and student Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,250.00	
2	2.6	School Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$433,534.00	
3	3.1	Parent Communication and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,000.00	
3	3.2	Open House and Back to School Night	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	

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 (%)
3	3.3	Parent Liaison to coordinate workshops/trainings/meetings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,505.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,616,781.85	\$1,616,781.85

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	Highly qualified Certificated Teachers	Yes	\$167,338.45	\$180,645
1	1.2	Reading/ Math Intervention Specialist	Yes	\$76,413.41	\$58,309
1	1.3	Supplemental Intervention Programs and Sports	Yes	\$269,926.46	\$182,390
1	1.4	Academic Coordinator & Professional Development	Yes	\$263,122.48	\$413,405
1	1.5	Testing and Assessment Specialist	Yes	\$36,695.34	\$47,025
1	1.6	Paraprofessionals	Yes	\$265,434.83	\$305,448
1	1.7	Instructional Materials	Yes	\$50,612.54	\$58,362
1	1.8	Classified personnel to provide Technology assistance	Yes	\$139,747.55	\$81,576
1	1.9	Part-time Speech, Occupational Therapists, and Psychologist	Yes	\$42,323.00	\$58,000
1	1.10	Three week Summer School Intervention Program	Yes	\$48,919.72	

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)
2	2.1	Community Partnerships: Harmony at Home-Sticks and Stones	Yes	\$31,000.00	\$64,042
2	2.2	Community Partnerships: Monterey County Behavioral Health	Yes	\$11,500.00	
2	2.3	OLWEUS Bullying Prevention Program	Yes	\$52,969.10	\$21,134
2	2.4	Classified personnel	Yes	\$9,376.09	\$9,825
2	2.5	Teacher and student Incentives	Yes	\$10,000.00	\$9,494
2	2.6	School Facilities	Yes	\$127,102.88	\$124,143.85
3	3.1	Parent Communication and Engagement	Yes	\$10,000.00	\$1,983
3	3.2	Open House and Back to School Night	Yes	\$1,300.00	\$1,000
3	3.3	Parent workshops/trainings/meetings	Yes	\$3,000.00	

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,223,188	\$1,023,822.00	\$1,023,822.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Highly qualified Certificated Teachers	Yes	\$96,498.94	\$180,644		
1	1.2	Reading/ Math Intervention Specialist	Yes				
1	1.3	Supplemental Intervention Programs and Sports	Yes	\$112,338.50	\$71,367		
1	1.4	Academic Coordinator & Professional Development	Yes	\$235,122.48	\$214,784		
1	1.5	Testing and Assessment Specialist	Yes	\$36,695.34	\$42,782		
1	1.6	Paraprofessionals	Yes	\$216,242.58	\$276,477		
1	1.7	Instructional Materials	Yes	\$36,848.54	\$26,433		
1	1.8	Classified personnel to provide Technology assistance	Yes	\$120,747.55	\$73,961		
1	1.9	Part-time Speech, Occupational Therapists, and Psychologist	Yes	\$35,000.00	\$32,000		
1	1.10	Three week Summer School Intervention Program	Yes				
2	2.1	Community Partnerships: Harmony at Home-Sticks and Stones	Yes	\$1,000.00	\$14,144		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	Community Partnerships: Monterey County Behavioral Health	Yes	\$500.00			
2	2.3	OLWEUS Bullying Prevention Program	Yes	\$34,349.10	\$4,784		
2	2.4	Classified personnel	Yes	\$9,376.09	\$2,314		
2	2.5	Teacher and student Incentives	Yes	\$10,000.00	\$300		
2	2.6	School Facilities	Yes	\$70,102.88	\$78,864		
3	3.1	Parent Communication and Engagement	Yes	\$6,000.00	\$3,968		
3	3.2	Open House and Back to School Night	Yes	\$1,000.00			
3	3.3	Parent workshops/trainings/meetings	Yes	\$2,000.00	\$1,000		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,561,361	\$1,223,188	0%	47.76%	\$1,023,822.00	0.00%	39.97%	\$199,366.00	7.78%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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