Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Burnt Ranch Elementary School District	Kathleen Graham Superintendent	kgraham@tcoek12.org 530-629-2543

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Burnt Ranch Elementary School District serves 75 students TK-8th grade in four multi-graded classrooms. Our school district is a remote, rural, one-school district covering a large geographic area and serving students in both Trinity and Humboldt counties. Almost 65% of our students have transferred in from surrounding districts, traveling from as far away as 30 miles. Approximately 27% of our students are Native American which, being 20 students, represents a significant sub-group. Additionally, 80% of our student population is economically disadvantaged, and 2% of our students are homeless or foster children. We are a SWP Title I school. Presently we have no ELL students therefore metrics 2b, 4e, and 4f do not apply. We are an elementary TK-8 district and therefore metrics 4b, 4c, 4d, 4g, 4h, 5c, 5d, and 5e do not apply.

Every student receives a broad course of study (Priority 7A) which includes ELA, Mathematics, Social Studies, Science, Physical Education, Art, Music and, in grades 6th-8th, College/Career Technical Education. All students have sufficient access to standards-based curriculum and instructional materials (Priority 1B).

All teachers are appropriately assigned and all, except one, are fully credentialed (Priority 1A). That one teacher is participating in induction activities to clear her credential.

Our school buildings and campus were re-built in 2019, are new, and are in excellent condition. Our school facilities are in Exemplary condition as evidenced our by FIT score (Priority 1C). Each year repairs and maintenance are preformed as needed.

Opportunities for Parent Involvement include participation in the LCAP Advisory Committee, the Governing Board, the Indian Education Parent Advisory Committee, and the BR Parent-Teacher Organization(PTO).

As a small school district, we complete a comprehensive needs and budget analysis assessment for our school site on an annual basis. Due to the small student population size, which results in a small pool of data to analyze, all resources are equally distributed for all students in the district. We will continue to monitor our resources to insure equity for all students.

For the 2021-2022 school year and continuing on, the LCAP will serve in lieu of the Single Plan for Student Achievement (SPSA) and will include funds previously in the SPSA. Additionally, the LCAP stakeholder group will serve in lieu of the School Site Council.

The Burnt Ranch Elementary School District has a Special Education teacher who provides special education support for identified students throughout the week. Students receive both push in and pull out services, individually and in small groups. Trinity County Office of Education (TCOE) provides support services including school psychologists, speech and language pathologists, a school counselor, as well as contracted physical and occupational therapy services. For students with social-emotional needs, educationally relevant mental health services are provided by the school counselor or mental health clinicians through partnerships with Trinity County Behavioral Health Services.

Pathway to Success
The Trinity County Office of Education coordinates all county services for the Pathways to Success program. This program provides a program manager, school-site wellness liaison, and contracted counseling services who train school staff in Tier 1 and Tier 2 supports for students. Wellness liaisons support students at each school site, interfacing with families of students confronting mental health challenges to advance the health and well-being of each student through targeted prevention, intervention and triage school-based mental health and wellness supports.

Foster Youth
The Trinity County Office of Education coordinates all county services for Foster Youth through the positions of Foster Youth Education Coordinator and Foster Youth Services Liaison. They provide support to our Foster Youth, placed both in and outside of our county, by helping with transfers, making sure records are moved quickly, and tracking attendance, suspension, expulsion rates and graduation rates to be sure that they are equal to those of their non-foster peers. They also intervene to refer or provide direct services, including transportation, as needed.

Acronyms Key - To assist in the reading of this document, the following are acronyms used: LCAP - Local Control Accountability Plan, LCFF- Local Control Funding Formula, BRESD - Burnt Ranch Elementary School District, BRS-Burnt Ranch Elementary School, CCSS - Common Core State Standards, SBAC - Smarter Balance Assessment Consortium, CAASPP - California Assessment of Student Performance and Progress, ASES- After School Education and Safety, UC/CSU - University of California/California State University, EAP - Early Assessment Program, EL - English Learner, TK - Transitional Kindergarten, STEM - Science Technology Engineering Math, TCOE - Trinity County Office of Education, ELPAC - English Language Proficiency Assessment of California, LEA - Local Education Agency, SELPA - Special Education Local Plan Area, SPED - Special Education, SWP-School Wide Program, and FIT- Facilities Inspection Tools, SST-Student Study Team, NGSS-Next Generation Science Standards, MTSS-Multi-Tiered Systems of Support, PE- Physical Education

Reflections: Successes

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

Our school was able to remain open for the entire 2020-21 school year, offering in-person instruction to all students. We followed all county health regulations and instituted protocols to keep our students and staff safe. We also had a comprehensive Distance Learning program with a dedicated DL teacher for those students who choose that option. Because we were open, our students were able to access many of our special programs including Music (outdoors), Art, counseling services, and a robust ASES program. We have a brand new campus that was finished in the summer of 2019, with covered walkways, new heating/air systems, and an enlarged gymnasium. These features made both indoor and outdoor lessons and activities safer and more adaptable to social distancing.

Our school has an active Indian Education program, which offered activities throughout the year including guest speakers, Beading Club, and fieldtrips.

BRESD did not administer the SBAC assessments in the Spring of 2020 due to state-wide school closures. However, a review of the most current Dashboard data from 2019 shows the district made gains in the area of English Language Arts, jumping three performance bands overall, from Yellow to Blue, and narrowing the performance gaps of the one student subgroup with reportable data. Scores of All Students went from 7.7 points below standard to 10.3 points Above Standard which represents an 18 point gain. Socioeconomically Disadvantaged students jumped two color bands and experienced a 17.1 point gain. The district attributes some of the growth to the successful implementation of its adopted curriculum and the hard work of its staff. In the area of Mathematics, Dashboard data shows an improvement of one performance band overall, from Orange to Yellow. The district experienced a 8.4 point gain for All Students. Socioeconomically Disadvantaged students moved up one band and experienced a 7.7 point gain. The district hopes to continue this growth with the adoption of the Ready Math curriculum and the I-Ready program. Other Dashboard board data of note is in the area of Chronic Absenteeism. In 2019 the district jumped two performance bands, from Orange to Green with a rate of 3.4%. This represents a 6.3% decline from 2018.

Based on 2020/21 end-of-year District Benchmark Assessments scores (Aimsweb), 68% of the students scored at or above the 50 percentile in English Language Arts, compared to 55% in 2018/19. This is a 13 percentage point increase. In Math, 2020-21 end-of-year District Benchmark Assessments scores (Aimsweb), stayed at the same level as in 2018-19 with 62% of the students scoring at or above the 50 percentile.

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.

Although we were able to stay open for in-person instruction for the entire 2020-21 school year, our students will still need additional time and resources for them to catch up on some learning loss, and for the social/emotional issues of the year to be addressed. Our Dashboard scores in math need to be improved from 2019, and our one student subgroup scored lower on both ELA and Math than our total school population. This year we had a substantial change in our demographics. Fifteen students moved out of our district and seventeen students transferred from other districts into ours. This change in students may have an impact on our scores, but we will know more after all results are released. District assessments scored higher in ELA and stayed at the same level in Math from 2019 to 2021. CAASPP scores are not yet available for 2021. Burnt Ranch School has had to accommodate a transient population for the past decade so providing additional

support in both the school day and after school is becoming important and necessary. Actions within both of our LCAP goals will address these areas of need by providing intervention, outreach to families, and increased social-emotional services and curriculum.

LCAP Highlights

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

We will be consolidating the overall number of goals down to two. This is based on stakeholder feedback to make the LCAP easier to read and follow. The two goals will be student achievement and school climate. We will continue to fund and maintain classroom instructional aides, PE/Art/Music specialists, reduced class sizes, extra curricular activities, and staff professional development. We are planning to add an additional support teacher to our staff for intervention and co-teaching in classrooms with high needs, along with additional instructional aide time throughout the school.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Although stakeholder engagement was limited due to COVID19, Burnt Ranch School parents, staff, students, and community were still able to participate in the development and review of the LCAP throughout the year. All meetings were also offered virtually, so stakeholders could participate that way or in person. Through meetings, focus groups, and regular communication, the goals and programs of the school were identified, discussed, evaluated and modified to meet the needs of all students. There was participation in Parent Advisory Committee meetings, staff meetings, and the district school board meetings. The Burnt Ranch School staff is not represented by any employee unions or associations, therefore there are no bargaining units to involve in decision making. The school does hold regular staff meetings for a variety of purposes, including needs identification, evaluation and collaborative decision making regarding school programs, processes and services to students and families. Burnt Ranch School staff, including representatives from administration and certified and classified employees, sit on committees such as the LCAP Parent Advisory Committee, Safety, and Indian Education. In that capacity staff are engaged in the planning and review process for the school. The goals of the LCAP were changed to reflect the input of the various stakeholders.
Teacher collaboration is held weekly on our Wednesday early release days. Collaboration includes regular reviews of our progress regarding school goals and what resources, training or collaborative efforts we needed in order to increase our progress. Additional staff meetings included ones for all staff members, for the instructional support staff, for the ASES staff, and for the office/administration staff.
Students were given opportunities in their class meetings and in their Club Live to discuss curricular and extra-curricular offerings and options at the school. Student involvement included classroom meetings and discussions regarding programs, scheduling, and future goals. Class meetings were once a week in grades 5th-8th. Club Live meetings took place on a regular basis at lunchtime.
The LCAP was reviewed and input was given at these meetings:
LCAP Advisory Meetings: October 26, 2020; January 25, 2021; May 3, 2021
Burnt Ranch School Board Meetings: August 13, 2020; September 10, 2020; October 8, 2020; November 12, 2020, December 10, 2020; January 14, 2021; February 11, 2021; March 11, 2021; April 15, 20121; May 13, 2121; June 10, 2021; June 15, 2021

A summary of the feedback provided by specific stakeholder groups.

In general, feedback from stakeholders was to maintain the current program as it seems to be covering the needs of our students, this includes continuing to provide a comprehensive curriculum including specialists teachers in art, music and PE. Feedback also included the need to focus on increasing math scores and proficiency, offer intervention to students in need, and to also meet the needs of our accelerated students.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The aspects of the LCAP influenced by specific stakeholder input were: Parents and teachers support having classroom aides. Parents and students support the Art, Music and PE programs. The ASES, Indian Education, and Sports programs are supported by all stakeholders. Math proficiency needs to be addressed through the intervention program and staff professional development.

Goals and Actions

Goal

Goal #	Description
1	All students will have access to California State Standards aligned curriculum, highly qualified teachers, a broad course of study and educational supports to prepare them to be high school, college, and career ready.

An explanation of why the LEA has developed this goal.

The district believes that in order to provide our students with a comprehensive education, all components of this goal are essential. Quality teachers need standard-aligned curriculum for each subject and each student throughout the school. Teachers need access to professional development, instructional assistants, and adequate materials and supplies so they can offer their students the core curriculum, enrichment opportunities, and any needed interventions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1 Priority 4A Percentage of students achieving proficiency levels on CAASPP assessments in ELA will increase annually by 2 points.	Due to Covid, and the postponement of the state assessments, the last available state assessment data from the 2019 Dashboard for ELA was 58% proficiency. We are using the following local summative data from Aimsweb for our preliminary baseline ELA data which is 68% scoring above 50%. This will continue to be reported until the reporting of state assessments returns.				64% Proficiency (CAASPP)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	State assessment data will then be used for each subsequent annual update.				
1.2 Priority 4A Percentage of students achieving proficiency levels on CAASPP assessments in Math will increase annually by 3 points.	Due to Covid, and the postponement of the state assessments, the last available state assessment data from the 2019 Dashboard for Math was 42% proficiency. We are using the following local summative data from Aimsweb for our preliminary baseline Math data which is 66% scoring above 50%. This will continue to be reported until the reporting of state assessments returns. State assessment data will then be used for each subsequent annual update.				51% Proficiency (CAASPP)
1.3 Priority 7B Academic intervention services will be provided with priority given to unduplicated students, scoring at or below the 35th percentile in English	2020-21 90% of students scoring at or below the 35th percentile in English Language Arts and Math on District Assessments were				100% provided with intervention services.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Language Arts and Math on District Assessments in the regular school day and during the Afterschool program.	provided intervention services.				
1.4 Priority 8 The percentage of students scoring at or above the 50th percentile on District Benchmark Assessments (Aimweb) in English Language Arts and Math will increase by 1 percentage point per year.	District assessments from 2020-21 show 68% of students in ELA and 66% of students in Math scoring at or above the 50th percentile.				72% of students scoring at or above the 50th percentile in ELA 69% of students scoring at or above the 50th percentile in Math
1.5 Priority 1A All certificated staff will be highly qualified and receive professional development in CA State Standards and standard-aligned curriculum.	In 2020-21, 88% of certificated staff were highly qualified and 100% received professional development.				100% of certificated staff will be highly qualified and 100% will receive professional development.
1.6 Priority 1B 100% of all K-8 students will receive instruction in English Language Arts and Mathematics using the California State Standards and will have sufficient	In 2020-21,100% of students were instructed in English Language Arts and Mathematics using the California State Standards and will have sufficient access				100% of students will be instructed in English Language Arts and Mathematics using the California State Standards and standard-aligned curriculum.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
access to standard-aligned curriculum.	to standard-aligned curriculum.				
1.7 Priority 2A Increase teacher survey responses (implementation of state standards) from an average level of 3.2 to 4. 1. Exploration and Research Phase 2. Beginning Development 3. Initial Implementation 4. Full Implementation 5. Full Implementation and Sustainability	In 2020-21, the average teacher response on implementation of state standards was 3.2.				Teacher responses will average 4.0.
1.8 Priority 7A Provide instruction in Physical Education, Art, and Music by specialist teachers.	In 2020-21, 100% of students were provided instruction in PE, Art, and Music.				100% of students will be provided instruction in PE, Art, and Music.
1.9 Priority 7C Rate of students with special needs receiving appropriate time for services as required by IEP.	In 2020-21, 100% of students with special needs received the appropriate time for services.				100% of students with special needs will receive the appropriate time for services.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Academic intervention for ELA and Math	Provide intervention in school and after school in one-on-one and small group settings with priority to unduplicated students. Our low income students, our only subgroup, performed lower on ELA and Mathematics 2019 CAASPP tests and 2021 Aimsweb district assessments.	$195,000.00	Yes
2	Professional Development	Provide professional development for staff in intervention curriculum and strategies and reading and mathematics instruction. This will be available to both certificated or classified staff. This PD will prioritize the needs of our unduplicated students.	$4,000.00	Yes
3	California State Standards Curriculum	Purchase curriculum and supplies, including supplementary materials for ELA, Math, Social Studies, Science, Art/Music and PE/Health.	$20,000.00	No
4	Intervention Curriculum	Purchase intervention curriculum to be used for students underperforming or at risk for failure. This curriculum will be prioritized to meet the needs of our unduplicated students.	$3,000.00	Yes
5	Teacher collaboration time	Additional teacher collaboration time for data analysis, to develop or refine common assessments, for intervention and instructional strategies, and for articulation both within the school and within the county. This collaboration time is specifically for unduplicated student groups and in addition to regular teacher collaboration time.	$3,000.00	Yes
6	Instruction in PE, Art, and Music	Instruction in PE, Art, and Music will be provided to all students, but our data shows that the unduplicated students are more likely to be engaged in learning, have higher self-image, and better attendance when these classes are part of their regular curriculum.	$80,040.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Students with exceptional needs	Three days per week of SPED services for students with exceptional needs so those students can access and/or find success in a broad course of study.	$49,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	The school will create and maintain a learning environment where students, staff, and parents feel welcome and safe.

An explanation of why the LEA has developed this goal.

The district believes that meaningful and inclusive parent, student, and community involvement enhances student success and outcomes. It also recognizes that some students come to school with underdeveloped social and emotional skills which can create substantial barriers to success. By providing appropriate behavioral supports, students will want to be at school, our campus will be positive and inviting, and it will be a safe learning and working environment. The results from stakeholder surveys will remain high.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 Priority 6C Maintain 90% or higher of students feeling safe at school as measured on student survey(s)	2020-21 student survey: 92% students feel safe at school as measured by school survey-grades 3rd-8th.				95%
2.2 Priority 5A Maintain student attendance rates at 95% or higher.	2020-21 attendance rate: 96%				96%
2.3 Priority 6A Suspension rate will remain at <1%.	California School Dashboard Suspension Status for the 2018-19 school year: 0% (Low) Maintained at 0%				<1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.4 Priority 6B Expulsion rate will remain at <1%.	DataQuest Status for the 2019-20 school year: 0% (Low) Maintained at 0%				<1%
2.5 Priority 5B Chronic absenteeism will be maintained at 5% or less.	California School Dashboard Chronic absenteeism for the 2018-19 school year: 3.4% (a 6.3 decrease from previous year)				3.0%
2.6 Priority 3B Participation at school activities and meetings for parents of unduplicated students will increase by 5% per year or until 90% participation is maintained.	2020-21 Parent conference/performance participation was 89% and parent committee members or attendees at meetings attendance was 73%				90%
2.7 Priority 3A Parent satisfaction with positive School Climate and school communication as measured on parent surveys.	2020-21 parent survey: 90% positive				93%
2.8 Priority 3C Maintain 90% or higher rating by parents of students with exceptional needs who reported that the school facilitated parental involvement as a	2020-21 parent survey:100% rating				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
means of improving services for their children.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Social-Emotional Learning Skills	Our low-income unduplicated students have higher behavior and counseling referrals as documented by data gathered by teachers, administrators, and the school counselor. To address the needs of this student group, and to help them within the school and classroom setting, students will practice and refine social-emotional learning skills with classroom and/or support teacher and with school counselor to increase positive communication/interaction, and to prevent asocial behaviors, bullying, and student depression. Counseling and behavioral services will be available for all students in need on a weekly basis.	$4,000.00	Yes
2	Student Attendance	To address the lower attendance rates of our unduplicated student population, student attendance will be communicated to parents regularly, students will be acknowledged three times a year for 95% or above attendance rates, and classes will be acknowledged approximately 6 times a year for classroom attendance rates.	$450.00	Yes
3	School Climate	Increase use of the Multi-Tiered System of Support (MTSS), Student Study Teams (SST), the Pathways Program, the county-wide Prevention program, and student/parent surveys to identify, track, and address student needs, focusing on unduplicated students. Maintain a safe, healthy, and inviting school campus and playground. Acknowledge students quarterly for academic achievement and character virtue awards.	$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Student Leadership Opportunities	Continue Club Live Student Leadership group. Continue participation in TUPE, Kindness Week, and other community service/school spirit programs.	$1,500.00	No
5	Parent Participation	As soon as COVID restrictions are lifted, parent participation will be promoted and encouraged throughout the year to promote a positive connection between school and home.This includes attendance at school activities such as parent-teacher conferences, student performances and shows, sports events, and school fieldtrips. Parents will be encouraged to be part of decision making committees such as the governing board, LCAP Parent Advisory Committee, Indian Education Committee, PTO, and Boosters. Volunteering at the school in classrooms, in the school garden, and as coaches or tutors will all be encouraged.	$500.00	No
6	Social/Emotional Professional Development.	Our low-income unduplicated students have higher behavior and counseling referrals as documented by data gathered by teachers, administrators, and the school counselor. Provide professional development in Social/Emotional strategies for either certificated or classified staff to address the needs of this student group.	$2,250.00	Yes
7	Parent/family Communication	Maintain communication/connectiveness with parents through school newsletter, class newsletters, current website information, e-mail messaging, auto message calls, and parent communication apps such as Remind and ClassDojo.	$1,500.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23.38%	134,565

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

After assessing the needs, conditions, and circumstances of our low-income students, we realize that our current system is not adequately meeting the needs of our low-income students in the areas of attendance rate and academic progress. We found that the attendance rates as well as academic progress for low-income students are lower than the attendance rate for all students. Our low-income students also had higher rates of referrals for counseling and had a higher number of discipline referrals.

In order to address this condition of our low-income students, we will implement the following actions:

Academic Support: Goal 1 Action 1 will add a part-time intervention teacher and increased instructional aide time for students performing below grade level expectations. Goal 1 Action 2 will provide Professional Development for more targeted and effective intervention services. Goal 1 Action 4 will fund intervention curriculum. Goal 1 Action 5 will provide more time for teacher collaboration and articulation for meeting the needs of our unduplicated students. These items will provide support for students and the resources (time, training, and personnel) needed to implement the program.

Attendance: Goal 2 Action 2 will continue to develop an attendance program that is designed to address some of the major causes of absenteeism, including an incentive program and providing home support for parents.

School Climate and Social-Emotional Support: Goal 2 Action 1 will address the needs of students by providing specialized curriculum and counseling services targeted at reducing referrals, negative behaviors, and discipline issues. Goal 2 Action 3 will work to increase positive school climate by coordinating services such as MTSS, SSTs, the Prevention program, and Pathways to address whole school and

individual student needs. Goal 2 Action 6 will provide professional development to all staff for successful implementation of strategies and curriculum designed to best meet the needs of students.

We are also continuing from our 2017-2020 LCAP Goal 1 Action 6 which provided funding for Art, Music, and PE programs taught by specialists. Data and surveys indicate that these programs keep our students engaged and motivated. These programs provide enrichment curriculum and activities to address the different learning styles and modalities of our students. Since 2017, our rise in academic test scores and attendance rates, and decline in Chronic absenteeism, are in part due to these programs.

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate, less than proficient academic level, or with unmet social/emotional needs will benefit. However, because of the significantly lower attendance rate and lower academic levels 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 and academic/social/emotional growth for our low-income students will increase significantly more than the average rate of all other students.

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

In 2021-22, Burnt Ranch Elementary School District will receive $134,565 based on the enrollment of foster youth, English learners, and low income students. At this point, our only subgroup is low income students. BRESD will increase and/or improve services for these students by prioritizing the enrollment and access of our unduplicated students in each of the programs and services outlined in this plan. BRESD intends to spend a minimum of $134,565 on actions to meet this requirement.
Improved services of existing programs include Ready Math and iReady assessment program, attendance incentives, art/music/PE specialists, and digital curriculums.
Increased services include a part-time intervention teacher, implementation of a social-emotional curriculum, additional instructional and intervention aide time, and on-line science and ELA programs.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$167,230.00	$156,010.00	$1,500.00	$40,000.00	$364,740.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$334,990.00	$29,750.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Low Income	Academic intervention for ELA and Math	$90,000.00	$65,000.00		$40,000.00	$195,000.00
1	2	Low Income	Professional Development	$4,000.00				$4,000.00
1	3	All	California State Standards Curriculum		$20,000.00			$20,000.00
1	4	Low Income	Intervention Curriculum	$3,000.00				$3,000.00
1	5	Low Income	Teacher collaboration time	$3,000.00				$3,000.00
1	6	Low Income	Instruction in PE, Art, and Music	$60,030.00	$20,010.00			$80,040.00
1	7	Students with Disabilities	Students with exceptional needs		$49,000.00			$49,000.00
2	1	Low Income	Social-Emotional Learning Skills	$4,000.00				$4,000.00
2	2	Low Income	Student Attendance	$450.00				$450.00
2	3	Low Income	School Climate	$500.00				$500.00
2	4	All	Student Leadership Opportunities			$1,500.00		$1,500.00
2	5	All	Parent Participation		$500.00			$500.00
2	6	Low Income	Social/Emotional Professional Development.	$2,250.00				$2,250.00
2	7	All	Parent/family Communication		$1,500.00			$1,500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$167,230.00	$292,240.00
LEA-wide Total:	$167,230.00	$292,240.00
Limited Total:	$3,000.00	$3,000.00
Schoolwide Total:	$167,230.00	$292,240.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Academic intervention for ELA and Math	LEA-wide Schoolwide	Low Income	All Schools	$90,000.00	$195,000.00
1	**2**	Professional Development	LEA-wide Schoolwide	Low Income	All Schools	$4,000.00	$4,000.00
1	**4**	Intervention Curriculum	LEA-wide Schoolwide	Low Income	All Schools	$3,000.00	$3,000.00
1	**5**	Teacher collaboration time	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	Low Income	All Schools	$3,000.00	$3,000.00
1	**6**	Instruction in PE, Art, and Music	LEA-wide Schoolwide	Low Income	All Schools	$60,030.00	$80,040.00
2	**1**	Social-Emotional Learning Skills	LEA-wide Schoolwide	Low Income	All Schools	$4,000.00	$4,000.00
2	**2**	Student Attendance	LEA-wide Schoolwide	Low Income		$450.00	$450.00
2	**3**	School Climate	LEA-wide Schoolwide	Low Income	All Schools	$500.00	$500.00
2	**6**	Social/Emotional Professional Development.	LEA-wide Schoolwide	Low Income	All Schools	$2,250.00	$2,250.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

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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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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**.

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved**: 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:

- o **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.

  - o **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.

  - o **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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **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.