



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Island Union Elementary School District

CDS Code: 16-63875-0000000

School Year: 2022-23

LEA contact information:

Charlotte Hines

Superintendent/Principal

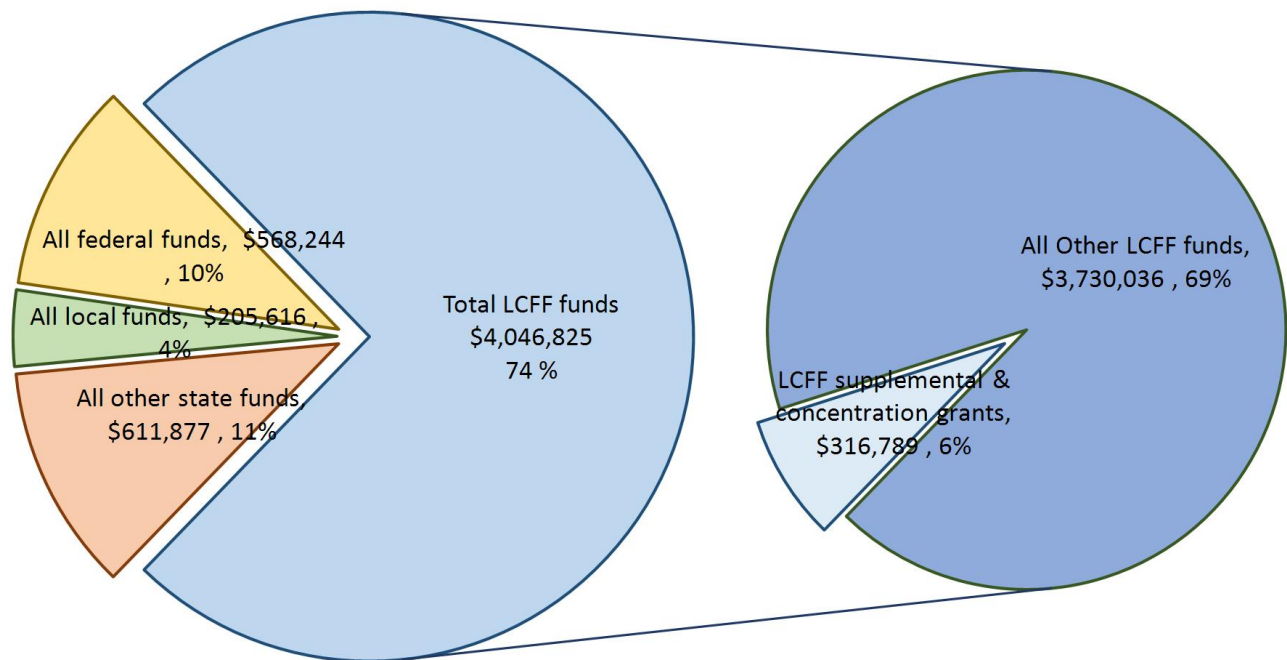
charlottehines@island.k12.ca.us

(559) 924-6424

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

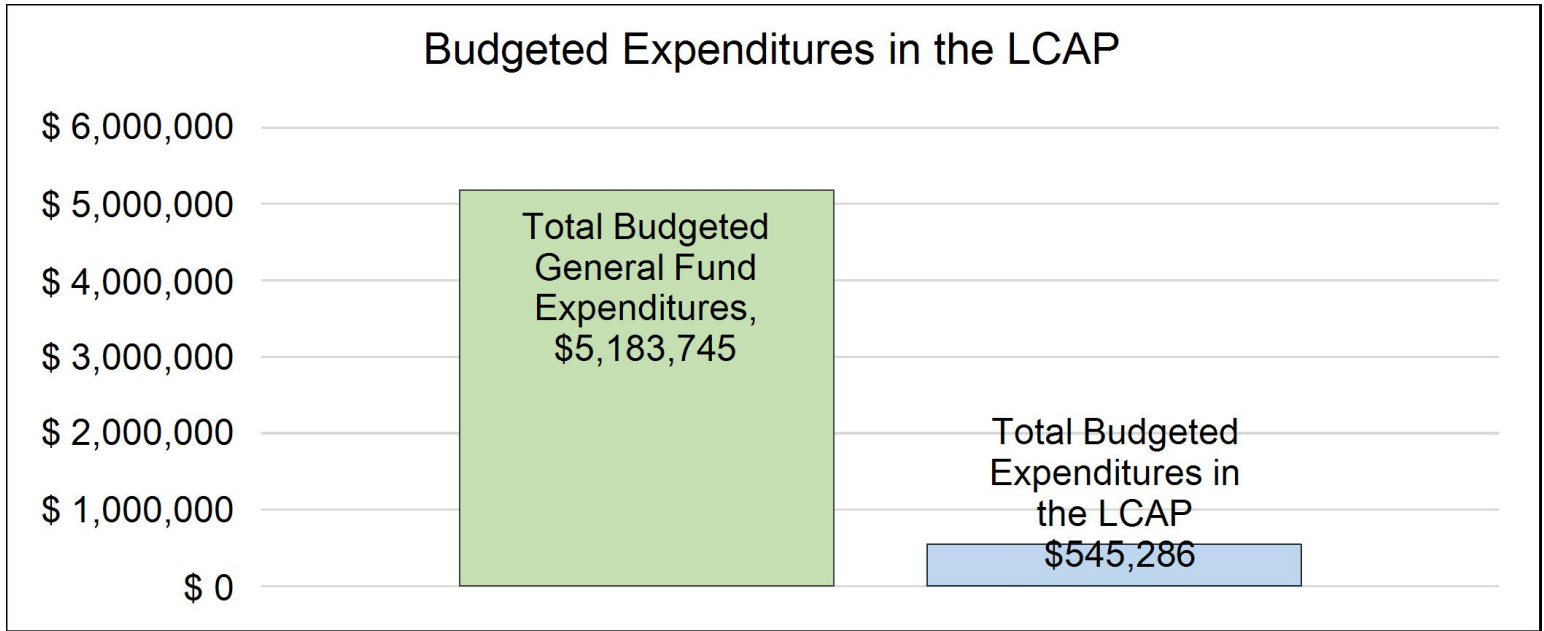


This chart shows the total general purpose revenue Island Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Island Union Elementary School District is \$5,432,562, of which \$4,046,825 is Local Control Funding Formula (LCFF), \$611,877 is other state funds, \$205,616 is local funds, and \$568,244 is federal funds. Of the \$4,046,825 in LCFF Funds, \$316,789 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 Island Union Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Island Union Elementary School District plans to spend \$5,183,745 for the 2022-23 school year. Of that amount, \$545,286 is tied to actions/services in the LCAP and \$4,638,459 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

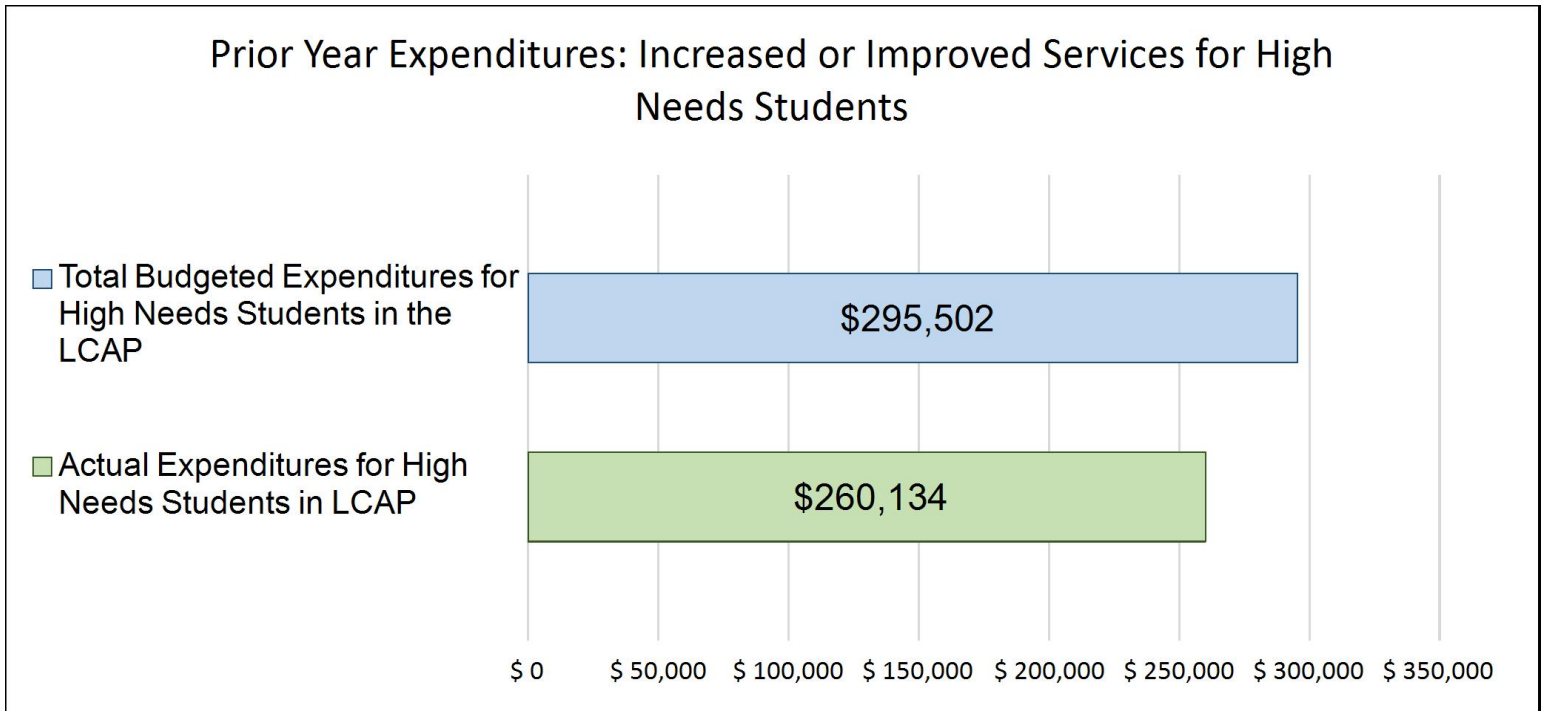
The most significant General Fund budgeted expenditures that are not included in the Local Control Accountability Plan (LCAP) are related to salaries and benefits of school administrators, teachers and support staff, utilities, equipment, repairs, maintenance and other services, home-to-school transportation and other operational costs of the District.

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

In 2022-23, Island Union Elementary School District is projecting it will receive \$316,789 based on the enrollment of foster youth, English learner, and low-income students. Island Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Island Union Elementary School District plans to spend \$318,961 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Island Union Elementary School District's LCAP budgeted \$295,502 for planned actions to increase or improve services for high needs students. Island Union Elementary School District actually spent \$260,134 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-35,368 had the following impact on Island Union Elementary School District's ability to increase or improve services for high needs students:

Due to COVID-19 school closures, some LCAP actions/services were not implemented, and thus created differences between budgeted and actual expenditures in some areas. These areas include the implementation of summer school, therefore there was not additional summer support so we noted the struggling students and plan to address their needs in the fall, tutoring was not needed after school due to small group instruction occurring during the school day. We were not able to find an art instructor however we did implement a music program to engage the students in school activities.



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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Island Union Elementary School District	Charlotte Hines Superintendent/Principal	charlottehines@island.k12.ca.us 5599246424

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

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

Educator Effectiveness Block Grant - we met in a public board meeting on November 17, 2021 to review suggestions and plan for the grant funding. (survey info. from staff and parents) We additionally used input gathered for our LCAP with ELAC, SSC, and both certificated and classified union members to verify that we were including desired priorities to meet the needs of our students. December 15, 2021 we met in a public board meeting to review our plan, verify we included all that was suggested and needed, and seek approval of planned grant funding. Expanded Learning Opportunities Program- The Parents, School Site Council, both Bargaining Units as well as staff, students and the IUESD School Board of Trustees all shared needs for and the desire to increase services. The District needs assessment, including the California School Dashboard, local formative and summative assessments, along with input from the teachers and parents, indicate that the following supplemental instruction and support strategies will be identified for IUESD students We presented in a public meeting May 26th, 2021.

ESSER III getting input in a public meeting August 25, 2021, September 22, 2021, October 27, 2021.

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

Our LEA does not receive additional Concentration Grant Add-on funds, we have less than 55 percent unduplicated pupil enrollment.

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

Input was gathered at public Board meetings held on August 25, 2021, September 22, 2021 and October 27, 2021. Also surveys were given to staff and parents so they could provide their input on the use of one-time federal funds received. The suggestions from these surveys were reviewed with the Board of Trustees at a public board meeting on November 17, 2021. Input gathered for our LCAP with ELAC, SSC, and both certificated and classified union members was also discussed with the Board of Trustees.

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

The Island Union Elementary School District plans to maintain the health and safety of students, educators and other staff and ensure continuity of services are to implement the following actions -

Health Professional -

Increased hours of Licensed Vocational Nurse (LVN) in order to provide additional direct services to students and staff to promote well-being and health, intervene with actual and potential health problems and maintain the health and safety of students. The LVN's position has been increased by 5.5 hours per week in the 2021/2022 school year.

Air Quality and Ventilation -

Air quality will be improved in school facilities. An air conditioning system will replace the current swamp coolers in the cafeteria and reduce

the risk of virus transmission in response to the COVID - 19 pandemic.

A shade structure will be added to support outdoor learning by providing additional space to provide instruction, to provide space to have meals and reduce the risk of virus transmission in response to the COVID - 19 pandemic.

Projects are in the planning stages and are planned to begin during the summer of 2022.

Technology -

Chromebooks, Ipads and laptops will continue to be acquired and supported as needed in order to be able to provide distance learning when the need arises due to the COVID - 19 pandemic.

Supplemental Instruction/intervention -

The District will hire a credentialed teacher to provide intensive evidenced based instruction/intervention to small groups with support staff during and after school using evidence-based materials.

Successes - Evidenced Based Literacy Instruction (EBLI) 3 sessions a day, two during the afternoon and one after school.

As of February 2022 successes are:

-45 students 4th - 8th grade participated so far.

-43 improved which is a 95% success rate with the program

-16 graduated from the intensive reading program with a growth averaging 1 year 4 months independent reading growth, in less than 6 months time in the program.

-6 out of the 16 that graduated are reading on grade level.

-largest growth was a student who grew 3 years 8 months, and on grade level.

- added an additional 17 student for the next session = a total of 62 students in this amazing intensive reading intervention

Challenges -

- Hiring of substitutes for teachers, instructional aides, cafeteria staff and custodians

- Issues with ordering of materials as companies are back logged on orders or out of stock

- Issues with getting projects completed due to companies having lack of personnel currently working

- Study Trips postponed or cancelled limiting the learning experience

The District's ESSER III Expenditure Plan is located at www.island.k12.ca.us, COVID - 19 tab,: ESSER III Expenditure Plan

<https://www.island.k12.ca.us/cms/lib/CA50000514/Centricity/Domain/57/2021%20ESSER%20III%20Expenditure%20Plan%20Island%20Elementary%20School%2020211214.pdf>

The District's Safe Return to In-person Instruction and Continuity Plan is located at [island.k12.ca.us](http://www.island.k12.ca.us), Covid-19 tab, Island UESD Updated Safe Reopening plan

<https://www.island.k12.ca.us/cms/lib/CA50000514/Centricity/Domain/57/Island%20UESD%20Updated%20Safe%20Reopening%20plan%2020-%20November%202021.pdf>

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

Island Union Elementary School District's fiscal resources have been aligned in the applicable plans with the LCAP goals.

Additional Health/Nursing staff time and facility improvements will assist with absentee concerns through decreased quarantine and absent days.

Additional supplemental instruction/intervention will support student needs and assist in their improvement.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code*

Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Island Union Elementary School District	Charlotte Hines Superintendent/Principal	charlottehines@island.k12.ca.us (559) 924-6424

Plan Summary [2022-23]

General Information

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

Island Union Elementary School District (IUESD) is a K-8th grade self-contained single school district. All IUESD teachers are appropriately assigned pursuant to Ed. Code 44258.9. Newly credentialed teachers are required to participate in the Induction Program for the first two years, until they clear their credentials, while they are employed at IUESD. There is a total of 42 staff members in the district with 18 classroom teachers, one special education teacher on staff who supports students with special needs and one Teacher on Special Assignment (TOSA) who spends the first half of the day coaching and supporting teachers, and the afternoon as the at-risk student Success Center Program Coordinator. The Island School student population which is inclusive of English Learners, socio-economically disadvantaged students, and at times Foster Youth, served 409 students for the 2021-22 school year.

35% Hispanic <1% African American <1% Native American 60% White 3.5% 2 or more races Socio-economically Disadvantaged 44% English Learner 4% Students with Disabilities 1.5%

Each student has access to sufficient standards-aligned instructional materials, pursuant to Ed. Code section 60119. Our school facilities are safe and maintained in good repair pursuant to Ed. Code section 17002 (d). The IUESD Board holds a public hearing within the first eight weeks of school annually to verify that students have sufficient materials, are taught by properly assigned teachers, and learn at a safe and well-maintained school. This information is posted annually in the School Accountability Report Card (SARC).

We continuously worked to provide quality curriculum and instruction aligned with the California Content Standards to ensure improvement in practices and student progress. Teachers and staff continue to receive training from various county offices of education as well as some outside sources in English Language Arts, Math, Science, and Social Emotional curriculum to encompass instructing the whole child. We continue to implement the three Cardinal Behavior Expectations for each specified school area to improve student conduct. California Content Standards instructional supports and materials have been purchased as well as continue to be purchased. Student growth is measured by monitoring academic progress through several measures. Kindergarten through grade 8 students are assessed using district benchmark assessments as well as the STAR reading assessment at the start of school and end of each trimester. Students take these tests near the beginning of the school year as well as the end of each trimester. Grades 3-8 participate in the California Assessment of Student Performance and Progress (CAASPP) each Spring. In addition, 5th and 8th graders will take the California Assessment Science Test (CAST). All English Learners are administered the new English Language Proficiency Assessment for California (ELPAC) from February 1 through May 31 annually.

We administered a survey to students, staff, and parents to obtain input regarding school safety, student connectedness, and the overall feeling about attending our school to maintain a positive school climate. The student, staff, and parent surveys revealed that Island School is a safe place. We additionally surveyed the students and staff in social emotional well-being in the fall and spring. This showed the students and staff feel safe, able to share their feelings, feel they belong in the community, and have people to talk to if need be. Our suspension rates are minimal at Island School and expulsions rarely ever occur. Parents are invited to parent-teacher conferences in early fall yearly, School Site Council Meetings (SSC), English Language Advisory Committee (ELAC)/DELAC meetings, Back to School Night, Boosters' Club (parent club) monthly meetings, and Open House have traditionally been an avenue for parent stakeholder input. CSEA (classified union) and IUETA(certificated staff) meetings also give input. Parents are always able to consult their child's grades by logging on to Aeries, Island's computer based grading system. They can see current grades as well as any missing assignments their child may have. Report cards are sent home each trimester, in addition, progress reports go home mid trimester each school year. Island School's website www.island.k12.ca.us has the most current information about our school for our families to view at their convenience. Our schoolwide communication platform, Class DOJO, allows parents to read about current events as well as celebrations. Teachers communicate on a regular basis interactively with parents through their Class Dojo. IUESD has numerous parent volunteers on a daily basis when Covid -19 becomes less restrictive.

We encourage parents to be very involved in their child's education with numerous opportunities. Examples for parents and families to get involved in a regular year, including but not limited to: kindergarten teddy bear picnic, grandparent's day, Variety Show, and winter program. Parents are encouraged to be active participants in their child's education whether that is parent-teacher conferences, Student Study Team

meetings, or an academic plan is being developed or revised. In attendance at these meetings are the child's teacher, parent/s, administrator, special education teacher, and possibly others.

IUESD students consistently have a good attendance rate. Consistently we are above the state average and goal of 95%, however due to Covid -19, quarantines, and Omicron our attendance rate has dropped to 93% as of December 2021. If a student is absent, the school contacts the parent to verify the child's absence. If a student becomes increasingly absent we meet with the parent, teacher and student to determine the best plan to have them return to in person instruction and for their academic and social emotional well being. IUESD has an extensive school safety plan in place developed with parent input and the school's Safety Committee. We regularly practice fire drills as well as lockdown drills and earthquake drills. Our campus is entirely fenced in and locked during school hours and is not unlocked until the end of the school day for pick up. We have numerous security cameras that operate 24 hours a day seven days a week. Our school facility is completely alarmed when school is not in session and staff are not on campus. Staff members utilize walkie-talkie radios for communication throughout the day in an effort to keep the campus and citizens safe.

IUESD works well within the Island Community. We created a mileage club in which students walk/run the track daily for good exercise, and we encourage all community members to join us once a month when we walk/run for 30 minutes on our track. We continually perform community service projects and collect funds to donate to various local and national causes. We open our cafeteria for service clubs like 4-H, Girl Scouts, and Boy Scouts. We also allow local sports teams to use our fields for practice. IUESD and its Board feel maintaining partnerships within the community models collaboration to its students. Island aims to produce students who are responsible global citizens aiming to make their world better. -DUE to COVID restrictions and safety protocols these have slowly begun to take place maintaining the safety protocols in the 2021-22 school year.

Reflections: Successes

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

Island had many areas of progress and success despite the global pandemic from COVID19 which affected education's instruction and student learning in unprecedented ways.

In the 2021-2022 school year we have been fully in person. We have maintained safety protocols in the hopes of keeping the students and staff contracting any illness to a minimum. We implemented our independent study program for 1-14 days to keep our attendance at a good rate - as of December 2021 it was at 93%. In an effort to support the social emotional well-being of our staff and students we worked proactively creating the Behavior Enrichment Support Team (BEST) to support students and staff when issues occur. The BEST team consists of: school psychologist, behavior aide, and a Licensed Marriage and Family therapist - one of them each on campus daily. Staff can refer students or families for additional and specific support for resources, materials, out-of-agency services, behavior, or emotional concerns. The BEST Team allows Island to consider all the needs of our students and their families.

School attendance rates remain high and above the county and state averages with it at 93% as of December 17th. We implemented our Success Center, which implements an intervention reading program Evidenced Based Literacy Instruction (EBLI) for our 4th - 8th graders

reading below grade level with our Teacher On Special Assignment (TOSA) each afternoon. We have had over 60 students in the EBLI program and an average of 1.3 years growth, with a range from 0.9-3.8 years growth. Our school average for both ELA and Math remains consistently over 78%. Every grade level made reading growth according to Renaissance STAR data with an over 10% gain in comparison to the past three school years. The average grade equivalency from 2nd - 8th grade increased by 1.3 years. This data proved our interventions, Orton Gillingham(K-3rd) and EBLI (4th-8th)reading interventions are successful.

Dashboard Local Indicators were noted as 'Standards Met'. Students who attend school regularly and have meaningful connections with adults are known to have consistent progress. Our school average daily attendance is 93%. Our k-8th grade student survey showed 91% of our students state PE and sport activities enrich their experience at school, 85.7% of students state visual and performing arts enrich their experience at school. This year we added Band and Ag Electives for our students. The survey results for 7th and 8th grade students state 91% feel their Elective courses enrich their experience at school, and 72.8% state elective courses motivate them to come to school. Our community consistently feels connected and safe. We administered a survey regarding connectedness and safety with our staff, students and parents. Our parents state 92% of their child(ren) feel they are connected to the school, and 94.9% feel their child(ren) are safe at school. Our staff state 100% feel safe at school, 95% feel connected, 100% feel Island School is supportive and inviting for students to learn, and 93% feel is is supportive and inviting for staff to work.

We scheduled frequent conferences on a more regular basis with parents of students at-risk of being academically successful which shows in our benchmark data growth.

The following are the 2021-22 end of year benchmark scores:

change these to 21-22

LOCAL ACADEMIC SCORES: English Language Arts-May Benchmark

Language Arts/ Reading

Grade K 100%/98%

Grade 1 88%/83%

Grade 2 86%/77%

Grade 3 87%/87%

Grade 4 89%/91%

Grade 5 81%/62%

Grade 6 59%/50%

Grade 7 79%/76%

Grade 8 86%/83%

k-8 AVERAGE: 84% /78.56%

3rd-8th ave. 80%/74.83%

LOCAL ACADEMIC SCORES: Math - May Benchmark

Grade K 100%

Grade 1 90%

Grade 2 91%

Grade 3 90%

Grade 4 89%

Grade 5 82%
Grade 6 72%
Grade 7 71%
Grade 8 69%
AVERAGE: 83.77%
3rd-8th ave.: 78.83%

DASHBOARD ACCOUNTABILITY: stated Fall 2021 Our local indicators continue to be Standard Met.

ACADEMIC PERFORMANCE Our state dashboard results for ELA our students over all performed at 61.6%, in 2019 64.93%, in addition to our subgroups maintaining within 1% of the score with each of our subgroups White, Hispanic, and 2% Socio-Economically Disadvantaged. Math our students over all performed at 54.17%, in 2019 54.86% in addition to our subgroups maintaining within 1% of the score with each of our subgroups White, Hispanic, and Socio-Economically Disadvantaged. Therefore this shows minimal to no a learning loss due to COVID - 19.

CHRONIC ABSENTEEISM

per Data Quest for 20-21 is too small to determine data, however our school site determined it to be 6% 20-21, currently at 24% by Dec. 2021.

SUSPENSION RATE 2020-21 per Dataquest 0.7%. Currently no Dashboard information available.

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.

Using local and Dashboard data with stakeholder input, there were areas of need identified to address in Island's 2021-24 LCAP. When considering the following needs to develop goals and actions, underserved and struggling student groups were a priority in the plan. Foster, English Learners, and low-income students traditionally show lower academic progress than all students and other student groups. The circumstances of living with reduced resources, not living with family, or learning English as a second language can pose barriers to student progress.

ACADEMIC PROGRESS: Although we stayed within a percentage of the overall score and in each subgroups: White, Hispanic, and SED, and each group is consistently improving at slow but steady rate, we see that the gap between subgroups remains. In ELA White scored 67.08% while Hispanic scored 55.75% and SED 51.43%, and in Math White score 61.59%, Hispanic scored 43.36% and SED 40%. Due to these results we used and will continue our weekly PLC meetings to review weekly data with our partner concentrating on our subgroups, not just overall scores, or individual difficulties. We have implemented an intervention block daily to target specific areas of need noted from the data reviewed in the weekly PLC, planning instruction to meet those specific needs. We then assess to verify they have met the standard before moving on to the new concept. Additionally we implemented Evidenced based literacy instruction which directly supports the need to improve our independent reading level in 4th -8th grade for those reading below grade level and continue to utilize the intervention of Orton

Gillingham for the k-3 reading intervention. Both of which are research based impressive programs. Reading on grade level is essential to meet the standards in each academic area. This will improve our overall student academic success.

ATTENDANCE: By May 9, 2022 attendance rate 95% ; and 12% chronically absent, an increase from 20-21 of 6%; including all student groups. Of the 24 students who missed 10% or more of their enrolled days in 2020-21, 92% (22) were SED, 8% EL (1) and 0 Foster Youth. Data was reviewed to determine if students attending our charter from other districts were attending regularly. Only 1 of 24 students was out of district boundaries and attending Island. Steps we took to improve their attendance: 1. We implemented an attendance incentive program for specific students that have difficulty coming to school (1.3). 2. The Learning Coordinator meets with the student, family, and teacher to determine what needs need to be filled to have them attend regularly. 3. Parent contacts, letters, home visits, scheduled meetings, as well as a Student Study Team (SST) Meeting to address a student's school participation or absenteeism. The purpose of meeting with the team (parent, student, teacher and administrator) is to determine if there are challenges at home that can be supported from school and communicate the importance of their student's learning and progress. Regular attendance is encouraged to ensure learning and progress.

SUSPENSIONS: The suspension rate CALPADS We want to maintain our efforts to keep Island at zero suspensions. We will continue to have our School Psychologist and Behavior Aide available to work with special education students (1.2) and general ed students (1.6). Steps taken to minimize number of suspensions: 1. We will continue to train the students on the schoolwide character expectations in the classroom continually and each trimester by grade level in an assembly. This will insure all students understand what behaviors are expected and the consequences when failing to follow the expected behavior. 2. The entire school was trained in positive discipline and how to communicate and support students as well as staff. We will continue to train staff and students in mindfulness and the best ways to support the social and emotional well-being of oneself and towards others by implementing our new adopted curriculum Caring School Community TK-8th grade. 3. Social Emotional Support - we increased the number of students referrals from 35 to 143. Due to required Covid - 19 protocols our students continue to recover from their lack of positive, school, social interaction from the previous year, as well as online social media where students often feel free to say hurtful things without regard to the impact these statements will make on the recipient. Therefore that bravery then comes out at school, and they are then receiving the natural consequences for their actions. Which is why we continue to increase our social emotional supports, and class meetings, and the Caring Community curriculum that was purchased for TK-8th grade use.

LCAP Highlights

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

Island School LCAP focuses on the whole child providing a positive and successful educational experience. We offer multiple intensive interventions in the areas of math, reading, and writing which helps our students develop into independent learners. (2.5 & 2.6), with increased or improved services for struggling students who historically are low income, English Learners, and Foster youth. Our ELA and Math benchmark showed all grades scoring an average of 73% in ELA and 79% in Math. We continue to add to our Overdrive, Sora, Titlewave, and Abdo Books online library collections which increases the number of grade level books available to our student body (2.8). We will increase our funding for our online library to support our strong reading program, the overall grade-level growth on STAR which is 10%

higher at the end of the second trimester when compared to the end of the year for the past three years.. From 2019 - 2020 the school reading grade equivalency was 1.3 grades of growth despite the school closures. We continue to have 1:1 devices in all classrooms (2.12) with iPads for TK-2nd and Chromebooks in 3rd-8th grades. Teachers have utilized technology to enhance learning (2.2). And teachers will be capable to easily transition to distance learning should there be a need for school closure. Staff and families are now better prepared if that becomes a reality once again. Highlights of the 2021-22 LCAP are:

- Quality staff, sufficient materials, well-kept school site New Teacher Induction, annual project planning
- Regular attendance with progress for those who are chronically absent BEST Team, LVN/Health Aide, Learning Coordinator
- Increased presence and support from our Behavior Support System, BEST Team
- Positive feelings for school safety and a sense of connectedness Annual surveys of students, staff, parents
- Investment into Professional Development/PLCs to improve student academic outcomes Social Emotional Training, ELA/ELD Training, New Teacher Induction
- Emphasis on increased/improved services for EL, Foster Youth, low income, and students on an IEP

Priority for interventions during the school day and after school, Library/Media Aide, classroom aides, EL Immersion Program

- Broad and rigorous course of study which is standards aligned Study trips, STEM resources, Online Programs, increased online library, enrichment resources, Grade 6, 7 and 8 electives.
- Added an Ag program and 3rd-5th gr. after school ag elective which has provided positive engagement and increased writing skills.

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.

Island Union currently is not an eligible CSI school.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

To allow educational partners engagement opportunities and provide opportunities for input, we reached out to multiple groups, including teachers, principals/administrators, other school personnel, parents, pupils, Boosters Club (parent club), SELPA, who have provided feedback on the creation of our district LCAP. The LCAP was presented to School Site Council in October, December, February and May. Prior feedback was shared and they reviewed the current LCAP and gave input not already provided by other educational partners. The members expressed the importance of having student feel connected, and the study trips included so that they have real life hands on experiences. They wanted the Ag Program continued. They want to continue finding ways to help people, students, staff and parents, feel connected. We discussed other electives that could offered for the upper grade. Certificated staff and Island Union Elementary Teachers Association and Classified staff and CSEA ch. 715 were given an opportunity to work in partners to discuss and give suggestions for future improvement and change in May as well as surveys in fall and spring . We are below the required threshold to have an English Language Advisory Committee, therefore each English Learner family was contacted personally to allow them to share aspects of the LCAP pertaining to EL students' services and programs and they shared study trips are important for students, as well as the Ag program allowing students to have hands-on learning, especially for the younger students. Staff, students (TK-2 and 3rd-8th), as well as parents were given an online anonymous survey in fall and again in spring asking for connectedness and school safety. SELPA was met with February 11th to give input. Students with special needs need to be considered for electives and extracurricular as well as other areas to make sure they feel connected to the school. It was presented to the school board on two separate occasions explaining to them the process of the document's creation. This process creates transparency of how goals, actions, and expenditures are tied to student progress and outcomes.

A summary of the feedback provided by specific educational partners.

The parents within surveys as well as SSC, certificated and classified staff, administrators, pupils, and SELPA shared they would like to see study trips increase, even virtual if restrictions remain in place at the county or state level. They want to continue to include opportunities for people to be involved, electives, or programs to make sure students, staff and parents feel connected to the school community. The board members agreed with this suggestions. The parents within surveys as well as SSC, certificated and classified staff, administrators, pupils, and SELPA as well as the Island School board of trustees would like to see more art from outside sources provided to all students. The parents within surveys as well as SSC, certificated and classified staff, administrators, pupils, and SELPA school board would also like more music if there is a way to implement a program. The staff suggested assemblies which help encourage students to attend school, and there is always a positive character counts lesson learned. Overwhelmingly, all stakeholder groups were concerned about social emotional support for students, staff, and families following COVID19 and the potential ongoing impact on students' lives.

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

Several features or aspects of the 2021-22 LCAP have been influenced by the feedback collected from various educational partner groups. The groups given the opportunity to provide input were all staff, pupils, parents, advisory council, classified and certificated bargaining units, and the governing Board of Trustees. The following are examples of key features in the plan.

Parents, including both SSC and EL parents, as well as teachers, students, and board members were adamant about making sure we continue and expand programs specifically study trips paid for, ag program (which we are using federal funding for at this time), art, sports, electives, and assemblies promoting positive character building services for students, especially students who are low-income, English learners, and /or foster youth. We continue to put money toward each of these to ensure they are implemented.

Parents of EL's, special ed, and low income, as well as staff, classified, teachers, and administration specifically stated we needed to continue, and even increase providing services and programs that support students' social/emotional health and well-being which then should diminish the number of referrals, as well as build a safe, positive learning environment and welcoming community. We continue to put money toward each of these to ensure they are implemented.

EL parents as well as SSC, and Boosters Club(parent club) and parent survey specifically asked for us to provide outreach, training, and support for parents in parenting skills and strategies that support the social/emotional well-being of their children as well as cyber safety. This will occur through parent engagement opportunities offered by using the BEST team to train them.

Parents of EL's, special ed, and low income, as well as staff, classified, teachers, and administration specifically stated we needed to continue to provide training for teachers and staff in supporting students' social and emotional health. We have the BEST team on site which go into the room to train the class/teacher on positive social emotional strategies and ways to cope, or take acceptable action, when things are not going well.

Parents, EL/special needs/ at-risk, requested an increase of services for at risk students and/or student groups including after school tutoring and summer enrichment programs. We have continued to have a plan in the LCAP supporting this, as well as the ELOP plan that will allow for after school and summer school support and enrichment.

Parents, EL/special needs/at-risk, as well as in SSC and Boosters Club (parent club) requested support in making sure parents are aware of available interventions, enrichment, and support using Dojo, the district website, and other communication tools, ensuring families can make use of available resources.

Goals and Actions

Goal

Goal #	Description
1	We will provide all students with a safe, positive learning environment with highly qualified staff in well maintained facilities which aligns with State Priorities numbered 1, 5, and 6.

An explanation of why the LEA has developed this goal.

During the analysis of stakeholder feedback, this goal and actions within were shaped by the input provided. A school climate where students, families, and community are welcomed and encouraged to be involved was decidedly crucial to uphold Island's vision and mission for the learning experience. Safe and positive learning environments are first created by administrators and well trained credentialed teachers where the school is supported both out and inside the classroom with caring support staff. Job titles have no significance when every role from facilities, transportation, food services, yard supervision, classroom instruction, to office management all work in unison making Island a place where students enjoy coming to school. We had input from our classified staff teaching staff to continue assemblies, and bring back Author assemblies promoting positive interactions.

Quality Staff:

Island employs and hires fully credentialed teaching staff. Some years, there are times when an intern is the best candidate to fill a teaching position. Also, teachers in their first two teachers of credentialing participate in a two year program to support the beginning of their profession. The interns and those in NTI programs participate through Kings County Office of Education and work with the consultants. Classroom instruction aides are hired and provided training in programs for intervention to provide quality support to teachers and prescriptive strategies to struggling students.

School Facilities:

Each year the superintendent and maintenance staff make an annual walk-through making a needs assessment of the entire campus. The instrument used in California is the Facilities Inspection Tool (FIT) to create a comprehensive FIT report of repairs and/or improvements. The review also allows the district to create a priority for future projects to the campus. Constant maintenance is overall aesthetics with ongoing paint projects and keeping the playground level of bark at OSHA's requirement for student safety. Each year Island has a FIT rating of good and the actions will maintain this rating.

Attendance:

Attendance and chronic absenteeism rates are averaging better when compared to county and state averages. The analysis of the student list of students chronically absent last year showed all but one student were in-district, low income students. The students identified will be monitored at the beginning of the school year and immediate action and intervention will include an attendance incentive contract. Parent contact and participation early in the year will help identify any out of school circumstances causing barriers to their child's regular

attendance. Utilizing the BEST Team to support the student towards improved attendance is part of the Multitiered System of Support approach Island has implemented.

Student Behavior:

There has been a positive trend of positive student behaviors and courteous conduct since the implementation of our character program. Efforts to teach appropriate behaviors explicitly at different locations on campus have made a difference in behavior incidences. The creation of the BEST Team also added a much needed level of proactive support to address and improve student reactions. Teachers using their Caring Community Curriculum - social emotional support curriculum - also assists in supporting students' emotional and behavioral needs.

Safety and Connectedness:

Island has given a survey annually to students, all staff, and parents to determine feelings of safety and connectedness to the district. In 2021-22, surveys were given in fall and beginning spring to create comparative data for the goal analysis at the end of 2021-22. In addition, two questions in grades 7 and 8 are added and discussed more in Goal 2.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A)Teachers assigned properly and fully credentialed.	100% of teachers are appropriately assigned and 88% fully credentialed in 2020-21.	100% teachers are appropriately assigned and 95% fully credentialed.			100% of teachers will be appropriately assigned and 88% or more fully credentialed.
1B)Sufficient access to standards-aligned instructional materials	100% of students had access in 2020-21. (Sufficiency of Instructional Materials Resolution, Fall 2020)	100% of students had access in 2021-22. (Sufficiency of Instructional Materials Resolution, Fall 2021)			100% of students will have access.
1C)School facilities are maintained in good repair	Rating of good 2020-21. (Fit Report by Fall 2020)	Rating of good 2021-22. (Fit Report by Fall 2021)			Rating of good on the FIT report.
5A)School attendance rate	97% attendance rate of good.	95% as of May 9, 2022.			97% attendance rate of good.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Aeries)				
5B)Chronic absenteeism rates	<p>Chronic absenteeism rates: 3% in 2019-20. (CALPADS) 6% 20-21, 25 students</p> <p>2019 CA Dashboard 1) All students - Orange (5.8%) 2) Socioeconomically Disadvantaged - Red 11% chronically absent Increased 5% 3) English Learners - No Color, 20% chronically absent Increased 12.3%</p>	<p>6% chronically absent per CalPads 2020-21 school year.</p> <p>We do not have dashboard available at this time.</p>			Chronic absenteeism rates: 5% or less overall.
5C)Middle school dropout rates	0% dropouts in 2020-21.	0% dropouts 2021-22.			0% dropouts
5D & E)High school dropout rates and High school graduation rates	N/A	NA			N/A
6A)Pupil suspension rates	<p>2019-20 0% (7.16 CALPADS)</p> <p>2019 Dashboard Orange</p>	<p>We will move to Dataquest information due to accuracy and availability, in place of CalPads data. 2020-21 per Dataquest 0.7%.</p>			0% suspensions

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Currently no Dashboard information available.			
6A)Discipline referrals	136 referrals written in 2018-19 with 438 students enrolled. The number of students who received one or more referrals was 74 equaling 17%. 67 referrals in 2019-20 with 398 students enrolled which is 17% of students receiving referrals. 45 referrals in 2020-21 with 9% of students receiving referrals. (Aeries)	43referrals in 2020-21 with 6% of students receiving referrals.			The percentage of students who receive one or more referrals will be 10% or less.
6B)Pupil expulsion rates	0% expulsions in 2019-20. (Dataquest)	2020-21 expulsion data per Dataquest 0.24%.			0% expulsions
6C)Pupils, parents, and teachers sense of safety via surveys and school connectedness.	March 2021 Survey of students, staff, and parents on school safety and connectedness: Staff: Connected 95%	February 2022 Survey of students, staff, and parents on school safety and connectedness: Staff: Connected 95%			Through staff, student, and parent/family surveys asking about school climate, there will be 90% or more for each group surveyed on:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Feel Safe 97%</p> <p>Students: Connected 94% Feel Safe 97%</p> <p>Parent/Families Connected 91% Feel Safe 95% (262 submissions)</p>	<p>Feel Safe 100%</p> <p>Students: Connected 95% Feel Safe 98.5%</p> <p>Parent/Families Connected 92% Feel Safe 94.9% (272 submissions)</p>			<p>Staff: (1)feeling safe 90% (2)connectedness 90%</p> <p>Student: (1)feeling safe 90% (2)connectedness 90%</p> <p>parent: (1)feeling safe 90% (2)connectedness 90%</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Behavior Support System	1.1 Character building program with positive, motivational behavior as well as anti bullying both in-person and online create student awareness of their behavior choices. There will be award assemblies each trimester as well as motivational rallies. Behavior reward trips including transportation costs. We use anti-bullying including cyber safety programs in the classes. We apply a network filtering and monitoring system to protect students' when online.	\$9,000.00	Yes
1.2	BEST Team- SwD	1.2 The BEST Team provides support for social skill development, behavior support, and/or emotional support for any student identified as having needs. Students on IEPs or 504 whose plans state they will receive services get individual or group time.	\$23,522.00	No
1.3	LVN/Health Aide	1.3 Provide an LVN/health aide to assist in keeping students in school by monitoring attendance, patterns of behavior in going to the health	\$61,446.00	No

Action #	Title	Description	Total Funds	Contributing
		office, communicate concerns to administration and pertinent staff, and contact parents on a more regular basis for making sure students are in school. They will create an attendance incentive program for students who are at-risk as chronically absent.		
1.4	Facilities	1.4 Each year, the maintenance staff, with the superintendent, will create a project list based on the Facility Inspection Tool (FIT) results and identified needs.	\$20,000.00	No
1.5	New Teacher Induction	1.5 We will continue to work on our instructional expertise for our New Teacher Induction candidates. Prior years, we have had 1-2 participants in the county's induction program. For Intern teachers, we provide mentors on staff and additional opportunities for professional development. These actions build new teachers' instructional capacity. Title IV will make a \$10,000 contribution to Title II.	\$19,176.00	No
1.6	BEST Team- social skills	1.6 Provide behavior support, social skills development, with all students in need by utilizing the BEST team social skill development support for all students with the unduplicated student groups as a priority.	\$48,000.00	Yes
1.7	Learning Coordinator	1.7 Learning Coordinator - 30% of their time is to progress monitors unduplicated student groups (Foster Youth, EL, and low income) to identify students who need additional support. Student Study Team meetings are scheduled for those who may need intervention with tutoring, targeted intervention, or afterschool program enrollment. EL students are additionally monitored through the ELPAC, classroom performance, and eventually meet with student/parent/teachers to consider the reclassification process towards English proficiency.	\$46,595.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

There are no substantive differences planned for 2022-2023.

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.

Our expenditures in action item 1.1 for network filtering software in 2021-2022 were less than budgeted as we had purchased the software with a large order of chromebooks at the end of the 2020-2021 school year.
Our expenditures in action item 1.5 were more than originally budgeted as we had an increased number of new teachers participating in the New Teacher Induction program.

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

We are seeing progress toward our attendance goal, therefore our nurses time spent at school is helping keep them at school and assist parents with student medical concerns. We have our BEST team on campus, which is necessary, however still need improvement in the number of referrals issued. We will be sure to have a positive support assembly each trimester. We are seeing an increase in academic scores success, therefore the Learning Coordinator's time is well spent.

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

There are no changes planned for 2022-2023.

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 improve academically from a broad course of study with standards aligned curriculum and various enrichment opportunities where parent involvement and support are highly encouraged. State Priorities 2, 3, 4, 7 and 8.

An explanation of why the LEA has developed this goal.

A broad course of enriching study for all K-8 students at Island remains a priority in this plan. Through stakeholder feedback of students, staff, parents, and advisory groups to our local Board, student success coupled with the focus of the whole child was considered important. Through the review of their input, the actions in this goal addressed their comments shaping a well-rounded experience for students, prioritizing the needs of underserved students. Island's numerically significant student groups are socio-economically disadvantaged students and Hispanics. However, students with disabilities, English Learners, and Foster youth remain a consideration in receiving supports individually to ensure their progress as needed. The actions below were directly influenced in their development of this plan:

Professional Development (PD):

Each Wednesday, school ends early to embed extra time for grade-level teams to work in Professional Learning Communities (PLCs). This time is to plan curriculum pacing, assessments, and student interventions. During the school year, there will be 7 days of PD through KCOE. The overwhelming choice was to invest and learn about social emotional learning curriculum and student engagement. During the past school year, there have been numerous scenarios of student's and families' needs that far exceeded prior district responses. Student success is directly linked to regular attendance and engagement. It is believed if a child feels connected to school, they have better attendance and access to learning. The days are dedicated SEL Lesson Planning Design and Culturally Responsive Teaching. This goal is centered around a welcoming learning environment where academics remain rigorous but also interventions provided through progress monitoring. Orton Gillingham is a reading curriculum where students are exposed to leveled reading indicators demonstrating mastery in sequential gains with skills proficiently demonstrating progress. We have used this evidence based reading program priorly K-8. What became apparent was after third grade, students slowed in their literacy growth. This year, we are implementing Evidence-Based Literacy Instruction (EBLI) for grades 4-8 and provide professional development to aides and teachers working in those grade levels. We will provide PD to our instructional aides in EBLI Teaching Student Lessons (ETSL) on K-12 remediation strategies to work with students despite their grade level. Together the focus remains on highly trained staff on instructional standards aligned content and a deep understanding of intervention strategies.

English Learner Students:

The number of students identified as English Learners fluctuates each year at Island. Despite the numbers, English Learner progress is constantly monitored and increased supports are provided for these students based on their individual progress. This year we reclassified 21% of our EL's. At the start of each school year, we provide a 4 day immersion program of skills for Kindergarten and first grade students

learning a second language from homes where Spanish is only spoken. In addition, all other interventions and tutoring with a credentialed teacher keep EL student assignments as a priority.

Other student groups:

Interventions and afternoon tutoring with a credentials teacher will be provided to students who are identified as having a need and are below grade level. Students traditionally underserved will be given the first consideration when grouping for supports. Low income, Foster youth, and students with disabilities are monitored through class performance, local benchmarks, and IEP goals throughout the year. Island has a process for referrals to our Student Study Team (SST) for an in-depth review involving administration, teachers, parents, and may include BEST Team staff to discuss the concerns of students to provide additional support. All staff having prior Multi-Tiered Support for Students (MTSS) has impacted our prior initiatives of considering the whole child whether it an issue with academics and/or emotional well-being.

Broad Course of Study:

Stakeholder input this year highlighted the need for Island's enhancement of its art and music programs. All teachers instruct art in their classrooms using the program Art Attack. Music is also instructed by individual teachers but not using a consistent program. An art instructor will be added to the 2021 summer program and during the next school year, we will explore music curricula for a 2022-23 implementation. Our student survey will remain the same with the questions used for all grades; additionally, in grades 7 and 8 there will be 2 questions regarding their connectedness and desire to participate in PE, the visual and performing arts, and other academic elective offerings. There will be data added addressing the new survey questions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2A) Implement academic and performance standards and ELD standards: Teachers will receive professional development in academic state and ELD standards as measured by professional	100% of our teachers attended PLCs and professional development 2020-21.	100% of our teachers attended PLCs and professional development 2021-22.			100% of our teachers will attend PLC and professional development.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
development sign-in sheets.					
2B) EL’s accessing state standards: 100% of teachers will update EL student blue folders each trimester on ELD standards progress as measured by the Learning Coordinator’s trimester checklist.	100% of the EL blue folders are updated each trimester as shown within each students' folder in 2020-21.	100% of the EL blue folders are updated each trimester as shown within each students' folder in 2021-22.			100% of the EL blue folders will be updated each trimester as shown within each students' folder.
2B and 4D) EL achieve language proficiency: 43% of EL students will gain a level of English proficiency as measured by ELPAC. Those students that did not gain a level will increase their scale score as measured by the ELPAC.	100% of EL students will take the Summative ELPAC. 50% or more students will demonstrate progress towards English language proficiency. (2019 Dashboard ELA/EL nearly met +)	21-22 100% of EL student took the Summative ELPAC. 20-21:47% students demonstrated progress towards English language proficiency.			100% of EL students will take the Summative ELPAC. 50% or more students will demonstrate progress towards English language proficiency.
3A) Parent input and participation in programs: District/school site will continue opportunities for parents to participate in School Site Council, English	School Site Council-hold a 4 or more meetings per year with attendance sheets and minutes with an effort made to seek parent volunteers from SpEd	School Site Council-held a 4 or more meetings per year with attendance sheets and minutes with an effort made to seek parent volunteers from SpEd			4 or more SSC meetings. 4 Parent Booster meetings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Learner Committee (ELAC), Parent Booster Club, parent surveys, and parent training.</p> <p>(ELAC/DELAC committees are required if the EL student group is greater than 21 for a school and 51 as a district)</p>	<p>and English Learner students.</p> <p>09/09/2020 10/15/2020 12/03/2020 02/04/2021 03/18/2021 05/20/2021</p> <p>Parent Boosters- meet a minimum of 4 times per year where all families are invited.</p> <p>42% parent attendance for family technology training.</p> <p>76% parent surveys were returned with 100% of EL families contacted by phone for the parent survey.</p>	<p>and English Learner students.</p> <p>Dates: 10-26-21 12-14-21 2-15-22 5-23-22</p> <p>Parent Boosters met the first Tuesday of each month.</p> <p>Due to COVID-19 protocols and restrictions we did not have a family technology training.</p> <p>74% parent surveys were returned with 100% of EL families contacted by phone for the parent survey.</p>			<p>60% of families will attend a parent training.</p> <p>90% of parent surveys will be returned and 100% of EL parents will be personally contacted.</p>
<p>3B) Parent input for student success for unduplicated students.</p>	<p>99.4% responses of parent survey with knowledge of how their child is doing in school and getting assistance from the school. (2020-21 survey)</p>	<p>100% responses of parent survey with knowledge of how their child is doing in school and getting assistance from the school. (2021-22 survey)</p>			<p>95% or more responses of parents surveyed will feel positive of knowledge how their child is doing in school and getting assistance from the school.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3C) Parents of individuals with exceptional needs will give input and participate in programs.	100% of parents attended IEP's in 2020-21.	100% of parents attended IEP's in 2021-22.			100% of parents will attend IEP's.
4A) ELA Statewide assessments: Academic indicator: overall, EL, Socioeconomically Disadvantaged, Hispanic, White	<p>ELA Overall green high 28.8 points above standard (maintained 2.2 points)</p> <p>SED-green medium 2 points below standard (+ 7 points)</p> <p>Hispanic-green high 11.6 points above standard (maintained 0.5 points)</p> <p>White-green high 37.2 points above standard (maintained -1.3 points)</p> <p>*EL and Student with Disabilities, homeless and 2/more races</p>	<p>2020-2021 school year Dashboard data not available.</p> <p>Dataquest available indicates: ELA overall: 61.6% met or exceeded the standard.</p> <p>SED:47.17% met or exceeded the standard.</p> <p>Hispanic: 54.45%</p> <p>White: 66.44%</p> <p>EL: 0% met, 46.15% nearly met.</p> <p>2 or more races: 58.33%</p> <p>Students with Disabilities: 12.5%</p> <p>Homeless: no data</p>			<p>Overall green, high, increase</p> <p>SED green, medium, increase</p> <p>Hispanic green, high, increase</p> <p>White green, high, increase</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>students groups no performance color listed.</p> <p>(2019 Dashboard)</p>				
<p>4A) Math Statewide assessments: Academic indicator: all, EL, Socioeconomically Disadvantaged, Hispanic, White</p>	<p>Math Overall green high (+9.7 points)</p> <p>SED orange low (maintained 2.8 points)</p> <p>Hispanic green medium (+3.5 points)</p> <p>White green high (+10 points)</p> <p>*EL individuals with exceptional needs, homeless, and 2/more races students groups no performance color listed.</p> <p>(2019 Dashboard)</p>	<p>2020-2021 school year Dashboard data not available.</p> <p>Dataquest available indicates: Math Overall 54.17% met or exceeded the standard.</p> <p>SED: 42.46% met or exceeded the standard.</p> <p>Hispanic: 44.55% met or exceeded the standard</p> <p>White: 60% met or exceeded the standard</p> <p>EL: 15.38%, 23.08% nearly met</p> <p>2 or more races: 58.34%</p>			<p>Overall green, high, increase</p> <p>SED green, medium, maintain</p> <p>Hispanic green, high, maintain</p> <p>White green, high, increase</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Students with Disabilities: 18.75% Homeless: no data			
4E) Progress towards English proficiency as determined by the English Language Proficiency Assessment for California (ELPAC)	2018-19 progress to English language proficiency according to the Summative ELPAC: 20% level 4 well developed 60% level 3 moderately developed 20% level 2 somewhat developed	2020-21 Summative ELPAC data through DataQuest: 5% Level 4 well developed 45% Level 3 moderately developed 45% Level 2 somewhat developed 5% Level 1 minimally developed			50% or more of EL students make progress toward English language proficiency. (maintain high rating)
4F) EL reclassification rate.	20% were reclassified in 2019-20-3 of 19 students. (Dataquest) RFEP students: ELA - 9.5 points above standard (+15.5 points) Math- 37.1 points below standard	0% were or 0 of 16 students. (Dataquest) There is no Dashboard data from the 20-21 data. Per ELPAC data 20-21: 5% proficient 5% well developed level 4			Annual reclassification of 1 or more students. RFEP students: ELA minimum 5 points above standard Math maximum 37 points below standard, increase

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(-15.8 points) (2019 Dashboard)	45% moderately developed level 3 45% somewhat developed level 2 5% minimally developed level 1 Per Dataquest: 21 RFEP 20 EL 2 IFEP ELA 0% met 46.15% nearly met 53.85% not met Math 15.38% met 23.08% nearly met 61.54% not met			
7A) Course Access K-8	All students have access to a broad course study in 2020-21. 100% enrolled in courses and all students received art instruction. (Aeries) Standard Met for implementation of academic standards. (2019 Dashboard and 2020-21 Local	All students have access to a broad course study in 2021-22. 100% enrolled in courses and all students received art instruction. (Aeries) Standard Met for implementation of academic standards.			100% of students will be enrolled in courses and Standard Met on implementation of academic standards Local Performance Indicator 100% of students receive art instruction.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Performance Indicator)	(2021-22 Local Performance Indicator) 2020-21 no Dashboard data			
7B) Program and services for unduplicated students.	100% of unduplicated students are enrolled in courses, PE and received art instruction. (Aeries) Island does not have a significant student count of Foster youth in 2020-21. Aeries	100% of unduplicated students are enrolled in courses, PE and received art instruction. (Aeries) Island does not have a significant student count of Foster youth in 2021-22. Aeries			100% of unduplicated students are enrolled in courses, PE and receive art instruction.
7C) Program and services for individuals with exceptional needs.	100% of individuals with exceptional needs are enrolled in courses, PE, received art instruction, and special education services per their IEP. (Aeries)	100% of individuals with exceptional needs are enrolled in courses, PE, received art instruction, and special education services per their IEP. (Aeries)			100% of individuals with exceptional needs are enrolled in courses, PE, receive art instruction, and special education services per their IEP.
8) Pupil Outcomes K-8	PE - 200 minutes every 10 school days. 100% of students passed 100% of individuals with exceptional	PE - 200 minutes every 10 school days. 100% of students passed 100% of individuals with exceptional			PE - 100% of students will pass 100% of individuals with exceptional needs will pass

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>needs passed 100% of unduplicated students passed</p> <p>Visual and Performing Arts- 100% of students passed 100% of individuals with exceptional needs passed 100% of unduplicated students passed</p> <p>Survey Responses - there is no baseline for the student survey responses to the following questions because they will be added to the 2021-22 student survey.</p> <ul style="list-style-type: none"> PE and sport activities enrich (improve) my experience at school: 0% Participating in PE and sport activities 	<p>needs passed 100% of unduplicated students passed</p> <p>Visual and Performing Arts- 100% of students passed 100% of individuals with exceptional needs passed 100% of unduplicated students passed</p> <p>Survey Responses -</p> <ul style="list-style-type: none"> PE and sport activities enrich (improve) my experience at school: 91.1% Participating in PE and sport activities motivates me to come to school to school everyday: 76.8% 			<p>100% unduplicated students will pass</p> <p>Visual and Performing Arts- 100% of students will pass 100% of individuals with exceptional needs will pass 100% of unduplicated students will pass</p> <ul style="list-style-type: none"> PE and sport activities enrich (improve) my experience at school: 80% Participating in PE and sport activities motivate me to come to school to school everyday: 80% Visual and Performing

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>motivates me to come to school to school everyday:</p> <p>0%</p> <ul style="list-style-type: none"> Visual and Performing Arts enrich (improve) my experience at school: <p>0%</p> <ul style="list-style-type: none"> Visual and Performing Arts motivates me to come to school everyday: <p>0%</p> <p>(Aeries and 2021-22 student survey)</p>	<ul style="list-style-type: none"> Visual and Performing Arts enrich (improve) my experience at school: <p>85.7%</p> <ul style="list-style-type: none"> Visual and Performing Arts motivates me to come to school everyday: <p>72.8%</p> <p>(Aeries and 2021-22 student survey)</p>			<p>Arts enrich (improve) my experience at school:</p> <p>80%</p> <ul style="list-style-type: none"> Visual and Performing Arts motivate me to come to school everyday: <p>80%</p>
8) Pupil Outcomes 7-8 Additional Courses	100% of all 7th and 8th graders, including unduplicated students and individuals with exceptional needs, will receive passing grades in to additional	100% of all 7th and 8th graders, including unduplicated students and individuals with exceptional needs, will receive passing grades in to additional			<p>100% of all 7th and 8th graders will receive additional courses.</p> <p>Elective courses enrich (improve) my experience at school:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>courses, such as, but not limited to: Foreign Language Technology Performing Arts Visual Arts</p> <p>Survey Responses - there is no baseline for the student survey responses to the following questions because they will be added to the 2021-22 student survey.</p> <p>Elective courses enrich (improve) my experience at school: 0%</p> <p>Elective courses motivates me to come to school everyday: 0%</p> <p>(Aeries and 2021-22 Student Survey)</p>	<p>courses, such as, but not limited to: Foreign Language Technology Performing Arts Visual Arts</p> <p>Survey Responses - 2021-22 student survey.</p> <p>Elective courses enrich (improve) my experience at school: 91%</p> <p>Elective courses motivates me to come to school everyday: 72.8%</p> <p>(Aeries and 2021-22 Student Survey)</p>			<p>80%</p> <p>Elective courses motivate me to come to school everyday: 80%</p>

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	District Benchmarks	2.1 District Benchmarks are given three times during the year to evaluate academic student progress through quality instruction that's	\$5,325.00	Yes

Action #	Title	Description	Total Funds	Contributing
		standards aligned following grade level pacing guides. Aside from using the available CAASPP Interim Comprehensive Assessment, the online benchmarks and ongoing will allow for the data to be disaggregated into the unduplicated student groups for thorough data review and monitoring. Then used for targeted instructional planning purposes, including but not limited to intervention and tutoring groups.		
2.2	Study Trips	2.2 Increase student engagement and understanding of key standards by experiencing study trips (video conference or physical trip). (TK-5th gr. \$2000, 6th-8th \$2500 by grade level)	\$19,500.00	Yes
2.3	STEM Resources	Teachers will use materials and supplies to increase student engagement and deepen the understanding of key standards taught by using hands on activities and STEM learning.	\$4,500.00	No
2.4	After School Intervention	2.4 Instructional aide will assist in an after school and afternoon ELA and Math intervention for students at –risk as determined by CAASPP and district benchmark data.	\$2,584.00	No
2.5	Summer School	2.5 We will implement a 3 week summer session targeting needed Math, ELA, and enrichment intervention. Anticipated increase to certificated salary benefits.	\$6,877.00	Yes
2.6	Library/Media Aide	2.6 Keep our Library/Media Aide – salary and benefits- to assist with the students accessing a variety of genre to increase their reading skills, assist with technological support with STAR reading and supporting students in accessing materials specific to their Zone of Proximal Development. The anticipated increase is for salary and benefits.	\$23,729.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Online Programs	2.7 We will keep our Library and Renaissance Place software, TCOE Educational Resource Center, library books, Write Bright, Mystery Science, Gimkit, Sum Dog, IXL, Over Drive(online e books) to continue to further our students growth academically and keep a variety of genres of reading. Including cost of physical library books separated from online books as well as actual cost of computer software and contract services.	\$26,000.00	Yes
2.8	EL Immersion Summer Program	2.8. We will implement a summer 4 day session intervention ELD focus/English immersion for Kinder up to grade 2 students coming from homes that only speak Spanish with transportation with a certificated teacher from 8:30-10:30 each morning. The students will have a pre- and posttest to show progress.	\$600.00	Yes
2.9	Instructional Aides	2.9 Instructional Aides, salary and benefits, will be used to support student achievement with targeted small group instruction: Supplemental funding for targeted small group instruction.	\$60,376.00	Yes
2.10	Enrichment Resources	2.10 Art/music supplies to support art and music instruction in K-8th grade. We will hire an art assistants and purchase materials to support the art medium taught. We will hire an music online live program to provide band to our students. Anticipated increase in cost of classified salaries and benefits for the art/music program.	\$18,184.00	Yes
2.11	Tech Services Assistant	2.11 To keep all students, especially unduplicated student groups, equipped with adequate learning devices, we will hire a staff member to replace, repair, update devices and/or technology tools, as well as continue to have weekly tech support provided to all staff and students.	\$53,775.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.12	Parent Engagement - Academic Achievement Support	2.12 To help encourage parent involvement: we will research and make available best resources and provide trainings to introduce parents to ELA/Math online resources to assist with the their students utilizing technology. (materials and food)	\$1,000.00	Yes
2.13	Staff Professional Development	2.13 Professional development is provided for new teachers to increase student achievement by increasing our instructional expertise in the delivery of ELA/ELD, Math, and Science instruction.	\$4,067.00	No
2.14	Title 1 Funds for Aides	2.14 Instructional aides will be used for teaching Orton Gillingham and/or ETSL using Title 1 funding.	\$65,030.00	No
2.15	Supplies- Homeless	2.15 Instructional Supplies to support homeless students in academic & social-emotional needs.	\$1,000.00	No
2.16	Device replacements	2.16 We will replace devices and update technology equipment.	\$25,000.00	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.

We will no longer have the 4 day EL immersion (2.8) due to beginning the ELOP program as well as not having staff available to fill the position. We will assist the EL students at the start of school by immersing them in English oral language, poetry/singing/stories/puppetry to reengage them in the English language.

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.

We did not plan as many study trips due to COVID.
We did not spend the budgeted amount on STEM Resources as we were in our first year of a new science curriculum.
We did not have 3 weeks of summer school (2.5) due to lack of instructors available to support the program.
Our library was closed during the first half of the year.
Many online software purchases were made using ESSER funds.
Additional aide time was needed for small groups.
We did not have a Tech Services Assistant for part of the year.
Funds were not necessary for our parent engagement activities.
We did not need to purchase as many devices in 2021-2022 because we had replaced many of them the previous year.
We used another funding source to support the needs of the homeless students.

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

Action 2.1 results: Our district benchmarks show a growth in both ELA: Language Arts from 46% in August to 84% in May and in Reading: 55% to 78.56% in May. In Math from 34.78% to 83.77%. CAASPP last year were ELA: 61.6%, Math: 54.17%. 2.2 & 2.3 Study trips improve attendance as well as ELA in that exposure to hands on learning and reading and writing about your experience influences your academic success. 2.3 & 2.9 small group/one on one and intervention assisted in the growth in academic scores and independent reading levels. 2.6 assists with making sure we have books available to every child's independent level and within their Zone of proximal development which therefore improves their academic success. 2.7 allows for students to continue to have independent practice within specific targeted areas resulting in improved academic success. 2.8 assists our primary students who come from homes that are Spanish speaking only get immersed in the English language for a few hours prior to school beginning. 2.10 enrichment program of band and art increased attendance and helped develop the right side of the brain therefore building the whole child. 2.11 & 2.16 tech assistance allows for immediate support when students or staff's devices are not working properly or need replacing. This is integral to their academic performance and success. 2.12 parent engagement is important, and now that the COVID restrictions have been lifted we can have more engagement by the parents. This year we were limited at times to only outdoor interactions or online, which many adults were not interested in participated in. 2.13 staff training in SEL helped promote a positive, caring community, that welcomed students and staff to want to come to school and be a part of our community. 2.14 the instructional aides are an integral part of the implementation of our OG program which is important to the independent reading success of our k-3 students.

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.

Due to the results as well as the input from each of our Educational Partners, including parents of EL/Sp. needs/at-risk/homeless students, we will continue with the plan due to the importance and need of each action stated. Covid restrictions and protocols limited us in the full

implementation of many actions, and therefore the students and staff didn't fully benefit from each stated action. With full implementation of each action at the end of the 2022-23 school year we will reevaluate if we need to adjust them.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$316,789	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
8.68%	0.43%	\$14,322.00	9.11%

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 creation of Island Union Elementary District's 2021-22 Local Control Accountability Plan (LCAP), followed the minimum proportionality requirement for providing increased and improved services compared to all students to low income students, English Learners, and Foster Youth. Careful consideration was used when selecting goals and actions to address student outcomes. Educational partner engagement was gathered through surveys, advisory groups, and the governing Board to shape the decisions based on the evident needs of social emotional and academic learning.

1.1 Behavior Support Systems 1.6 Behavior Enrichment Support Team

For Actions 1.1 and 1.6, we will be basing this on the need of Socioeconomically Disadvantaged & English Learners based on the following data:

- Chronically Absent 2019 CA Dashboard:
 - 1) All students - Red 5.8% chronically absent Increased 3%
 - 2) Socioeconomically Disadvantaged/ low income - Red 11% chronically absent Increased 5%
 - 3) English Learners - No Color, 20% chronically absent Increased 12.3%
- Referrals:

1) Socioeconomically Disadvantaged - 3%

2) English Learners - 0

When the BEST Team was created with specialized staff, it was with unduplicated student groups (English Learners and low income) in mind as they are often overrepresented in the number of behavior incidences. The BEST Team has proven effective with a positive trend of reducing the number of referrals overall issued for the past 2 years. Unduplicated students are monitored by the team and will be measured by the number of referrals for the year.

Measurable Outcomes: Overall, we would expect Chronic absenteeism rates to be 5% or less overall by the end of 3 years.

This action has been proven effective as we have seen a steady decrease in referrals from one year to the next once it began, from 25% students receiving referrals in 2018-19 to now 2019-2020 and 2020-2021 a consistent 17% of students receiving referrals.

1.7 Learning Coordinator

For Action 1.7, we will be basing this on the need of Socioeconomically Disadvantaged & English Learners based on the following data:

- Chronically Absent 2019 CA Dashboard:

1) All students - Red 5.8% chronically absent Increased 3%

2) Socioeconomically Disadvantaged/ low income - Red 11% chronically absent Increased 5%

3) English Learners - No Color, 20% chronically absent Increased 12.3%

One of the Learning Coordinator's roles is to progress monitor unduplicated student groups (EL, and low income) to identify students who need additional support. In order to properly address student learning, we believe daily attendance needs to be increased. Once students are present, Student Study Team meetings are scheduled for those who may need intervention with tutoring, targeted intervention, or afterschool program enrollment. EL students are additionally monitored through the annual ELPAC language assessment, classroom performance, and eventually meet with student/parent/teachers to consider the reclassification process towards English proficiency.

Measurable Outcomes: Overall, we would expect Chronic absenteeism rates to be 5% or less overall by the end of 3 years.

This action has been proven effective by our district benchmarks showing a continued growth of 5% in each unduplicated group in ELA and Math, consistent with the overall growth of the school. The number of Student Study Team meetings have decreased therefore showing the teachers are meeting the students needs within the classroom in the 2020-2021 school year. Reclassification shows that we reclassified 21% in 2022.

2.1 District Benchmarks

For Action 2.1, we will be basing this on the need of Socioeconomically Disadvantaged & English Learners based on the following data:

1) 2020 ELA District Benchmarks:

- All Students: 80% proficiency
- EL 30% proficiency
- low income 68% proficiency

2) 2020 Math District Benchmarks:

- All Students: 79% proficiency

- EL 73% proficiency
- low income 85% proficiency

District assessments are given three times during the year to evaluate academic student progress through quality instructional that's standards aligned following grade level pacing guides. Aside from using the available CAASPP Interim Comprehensive Assessment, the online benchmarks and ongoing formative assessments allow for the data to be disaggregated into the unduplicated student groups for thorough data review and monitoring. If the unduplicated students do not continue to improve, action is taken to remedy the issue as measured by their individual progress.

Measurable Outcomes: Overall, we would expect District Benchmark rates to increase by 2% for the 21-22 school year.

This action has been proven effective as we have used the data from 2021 CAASPP ELA students with disabilities 12.5%, EL 0%met with 46.15% nearly met, low income 47.17%, Math: students with disabilities 18.75%, EL 15.38%, low income 42.46%, to make immediate, targeted intervention to directly serve each individual student's needs, which had the unduplicated students improve academically in their classroom grades. We are awaiting final assessment data from 2022 CAASPP.

2.2 Study Trips

For Action 2.2, we will be basing this on the need of Socioeconomically Disadvantaged & English Learners based on the following data: 2021 CAASPP ELA Test Scores:

- All Students: 61.60%
- EL: 0% met, 46.15% nearly met
- Socioeconomically Disadvantaged/ low income: 47.17% met

Student Study Trips were deemed an important experience from Educational partner input. Experiences to academically related locations are provided to all students. However, the experiences of students who are typically underserved may have no opportunities outside of school to travel to locations such as museums, planetarium, zoo, national parks, and Scout Island.

Measurable Outcomes: Overall, we would expect CAASPP rates to increase by 5 percent for the 21-22 school year.

This action has been proven effective as we have seen students test scores increased after the reinforcement activity (study trips or virtual trip) per class grades in the 2021-2022 school year, as well as previous school years.

2.5 Summer School

For Action 2.5, we will be basing this on the need of Socioeconomically Disadvantaged & English Learners based on the following data:

- All Students: 23%
- EL: 25% growth
- Socioeconomically Disadvantaged/ low income: 27% growth

Students who are low income, English Learners, or Foster Youth are given priority enrollment in our targeted intervention 3-week summer school. It will have a credentialed teacher with an instructional aide providing reading, writing and math, with hands on learning, that will allow for small group instruction as the numbers are 2:15 per class. Data of individual student progress on benchmarks and enrollment in the programs will measure this action's effectiveness for unduplicated students.

Measurable Outcomes: Overall, we would expect Post Assessment rates to increase by 2% for the 21-22 school year. This action has been proven effective as we have 100% of our students, including unduplicated subgroups (Foster Youth, EL, and Low Income) that participated in the summer school improve in their post assessment both in ELA and Math in the 2021 summer school program.

2.6 The Library/Media Aide

For Action 2.6, we will be basing this on the need of Socioeconomically Disadvantaged & English Learners based on the following data: February 2022 ELA District Benchmarks:

Language Arts/Reading

- All Students: 73.44%/78.56%
- EL : 44.86%/47.62%
- low income: 68.64%/75.15%

After reviewing data of physical and online student book access and completions by grade level and genre, we noted the online use was growing because of the library closure. The need for school and class libraries to provide a variety of students books, both online and physical, remained an important focus in this action for the aide. This aide position is important to increase book availability for student book selection. Our unduplicated students may have less access to reading materials outside of school. Students' independent reading level is established by the STAR assessment. The aide will monitor our unduplicated students and will support appropriate book selections and assist in goal progress. Students who increase independent reading for pleasure and are on grade level perform better in school as measured by their Renaissance Accelerated reading level as well as the IXL ELA (Language Arts & Reading) diagnostic assessment given by their credentialed teacher.

Measurable Outcomes: Overall, we would expect District Benchmark rates to increase by 2% for the 21-22 school year. This action has also been proven successful in that we see an increase the number of books read both online and hard copies.

2.7 Online Programs

For Action 2.7, we will be basing this on the need of Socioeconomically Disadvantaged & English Learners based on the following data: 2021 CAASPP ELA Test Scores:

- All Students: 61.60%
- EL: 0% met, 46.15% nearly met
- Socioeconomically Disadvantaged/ low income: 47.17% met

The increase of online learning programs are being maintained, as well as increased to accommodate the myriad of needs of our unduplicated student groups (Foster Youth, EL, and low income) Library and Renaissance Place software, TCOE Educational Resource Center, library books, Write Bright, Mystery Science, Gimkit, Sum Dog, IXL, Over Drive (online e books) to continue to further our students growth academically and keep a variety of genres of reading. The funding will support the cost of physical library books separated from online books as well as actual cost of computer software and contract services. Independent reading level increasing as well as number of book check out (online or physical) will prove that this action was successful.

Measurable Outcomes: Overall, we would expect District Benchmark rates to increase by 5 percent for the 21-22 school year. This action has also been proven successful in that we see an increase the number of books read both online and hard copies.

2.9 Instructional Aides

For Action 2.9, we will be basing this on the need of Socioeconomically Disadvantaged & English Learners based on the following data:

1) 2021 CAASPP ELA Test Scores:

- All Students: 61.60%
- EL: 0% met, 46.15% nearly met
- Socioeconomically Disadvantaged/ low income: 47.17% met

2) 2021 CAASPP Math Test Scores:

- All Students: 54.17% met
- EL: 15.38% met
- Socioeconomically Disadvantaged/ low income: 42.46% met

Through monitoring of student progress, individual student needs in reading or math are identified. Each grade has scheduled aide time to provide academic support to students during the school days. This also helps create targeted intervention groups run by Instructional Aides for a designated period of time after lunch. This is primarily directed to support unduplicated students and measured by local assessments and district benchmarks.

Measurable Outcomes: Overall, we would expect CAASPP scores to increase by 5 percent for the 21-22 school year. This action has proven successful 100% of our students improved academically per teacher assessments and observations after working with the instructional aides in the 2021-2022 school year.

2.10 Enrichment Resources

For Action 2.10, we will be basing this on the need of Socioeconomically Disadvantaged & English Learners based on the following data:

1) 2021 CAASPP ELA Test Scores:

- All Students: 61.60%
- EL: 0% met, 46.15% nearly met
- Socioeconomically Disadvantaged/ low income: 47.17% met

2) 2021 CAASPP Math Test Scores:

- All Students: 54.17% met
- EL: 15.38% met
- Socioeconomically Disadvantaged/ low income: 42.46% met

We believe academics at Island School District are enhanced by offering enrichment resources. Art and music supplies are purchased to support art and music instruction in TK-8th grade. We will hire an art assistant and purchase materials to provide additional instruction through an art medium. We will hire a music online live program to instruct students on how to play a band instrument. Although this action is

for all students, students of underserved groups may have limited exposure to opportunities to learn about art or music and band instruments. Art and music are proven to tap into student strengths' otherwise not revealed through core subjects. Art and music can reduce stress, anxiety, and increase an overall feeling of well-being. The effectiveness of enrichment resources will be measured by student surveys.

Measurable Outcomes: Overall, we would expect CAASPP scores to increase by 5 points for the 21-22 school year. This action has also proven successful by the students survey with 72.8% felt art improved their engagement in attending school and 85.7% feel they improve their experience at school in the 2021-2022 school year.

2.11 Tech Services Assistant

For Action 2.11, we will be basing this on the need of Socioeconomically Disadvantaged & English Learners based on the following data:

1) 2021 CAASPP ELA Test Scores:

- All Students: 61.60%
- EL: 0% met, 46.15% nearly met
- Socioeconomically Disadvantaged/ low income: 47.17% met

2) 2021 CAASPP Math Test Scores:

- All Students: 54.17% met
- EL: 15.38% met
- Socioeconomically Disadvantaged/ low income: 42.46% met

We believe academics at Island School District are enhanced by the additional Tech Services Assistant who prioritizes English Learners, Low Income and Foster Youth students. After the use of devices at home in the previous year during Distance Learning, the need for updated and appropriate technology tools became very evident. Although our district was able to provide 1to1 devices to students and add online learning programs for instruction, the necessity of maintaining these resources required additional personnel. Often students who are low income, English Learners, or Foster Youth do not have the same access to technology as all students. The Tech Services Assistant will maintain all student devices and programs for all students where no student, including those from under served groups, will have a disruption in their access to learning and provided instruction.

Measurable Outcomes: Overall, we would expect CAASPP scores to increase by 5 points for the 21-22 school year. This action has proven successful 100% of the students consistently had working devices, with internet access, to continue to be engaged in their learning throughout the 2021-2022 school year whether on independent study or in-person.

2.12 Parent Engagement - Academic Achievement Support

For Action 2.12, we will be basing this on the need of Socioeconomically Disadvantaged & English Learners based on the following data:

1) 2021 CAASPP ELA Test Scores:

- All Students: 61.60%
- EL: 0% met, 46.15% nearly met
- Socioeconomically Disadvantaged/ low income: 47.17% met

2) 2021 CAASPP Math Test Scores:

- All Students: 54.17% met
- EL: 15.38% met
- Socioeconomically Disadvantaged/ low income: 42.46% met

Parent Engagement nights are based on Academic Achievement Support. Parents have often requested online academic application support and homework/academic assistance. Parent engagement is an area Island Elementary has many opportunities for families to connect and be involved during the school year. For example, parents may participate or attend advisory groups, Boosters Club, complete parent surveys (where all EL families are called personally for input), and parent-teacher conferences. Additional events are planned based on needs observed and parent survey input.

Students whose families have an active connection to their school have shown increase student engagement. Students are more successful when they attend school regularly and actively participate in school. This action will be measured by sign-in sheets, surveys, and event participation.

Measurable Outcomes: Overall, we would expect CAASPP scores to increase by 5 percent for the 21-22 school year. This action has also proven successful by maintaining 95% or better average daily rate of attendance, as well as only having 12% chronic absenteeism for the 21-22 school year.

By increasing or improving services to low income, English Learners, and Foster Youth the positive effects can be monitored. Students who have additional opportunities to learn, participate, and become engaged show greater progress over time. Data and progress monitoring of our students struggling will be a continuous cycle and practice from the perspective of the teacher and grade level for additional support, from the Learning Director as well as our Teacher on Special Assignment, for increased and targeted interventions, and from the district to evaluate the effectiveness of the plans goals, actions, and services. The ultimate goal is to address each child as a whole to provide what they need socially, emotionally, and academically towards student progress and success.

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

When developing our 2021-22 LCAP, unduplicated and historically underserved student groups were considered when selecting each goal, action, and service. The proportionality requirement of expenditures for these student groups is laid out in 5 CCR Section 15496. Island has an unduplicated student group of 43% of low income, English Learners, and Foster Youth. The calculated percentage requirement for our district is 8.23% of the school's budget equaling \$295,502. Although no student is excluded from receiving services provided at Island Elementary, unduplicated students may have greater needs for these services; and therefore, receive them at a proportion that is greater than what all students receive. The school-wide services marked as contributing, along with the actions and services that are limited to unduplicated students groups, provide a proportional increase or improvement in services for unduplicated pupils.

As a single school district, there is no requirement for a written School Plan for Student Achievement (SPSA) if the LCAP is inclusive and addresses other funding sources and expenditures from the budget. Other funding sources include general funds, Special Education funds, federal Title Funds, as well as the 2021-22 Early Learning Opportunity (ELO) grant.

The only stand alone action for ELs is:

Goal 2, Action 8:

For Action 2.8, we will be basing this on the need of English Learners based on the following data:

Attendance:

7 invited (grades K-2)

4 participated

EL Immersion, Summer Program: We will implement a summer 4 day session intervention ELD focus/English immersion for Kinder up to grade 2 students coming from homes that only speak Spanish with transportation with a certificated teacher from 8:30-10:30 each morning. For EL students in kindergarten through up to second grade, they are invited to a 4-day English Immersion week prior to the beginning of school. The focus of the learning experience is English oral language development through music, poetry, and puppetry. The students will benefit from positive and engaging exposure to the English Language to increase their excitement to return to school.

The effectiveness of the immersion program will be measured by the attendance rate.

Measurable Outcomes: Overall, we would expect attendance rate to be equal to or greater than 70% for the 21-22 summer school, school year.

Actions were carefully considered based on needs for research-based strategies, standards aligned curriculum, and direct services based on students' needs. Enrollment remains consistent and the learning loss gap is lower than expected. We believe is directly related to returning to 100%, cohort in-person learning in August of 2020; earlier than any other county district. Prior actions from the prior LCAP were reviewed and if proven by data to have been effective, they were continued in this plan. Effectiveness could be measured by improved attendance, few discipline referral, independent reading levels, assessment scores which showed a decrease in the learning gap for those who were struggling or in the unduplicated student group.

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.

We do not have above 55% of foster youth, English learners, and low-income students.

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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$318,961.00	\$100,340.00		\$125,985.00	\$545,286.00	\$332,445.00	\$212,841.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Behavior Support System	English Learners Low Income	\$9,000.00				\$9,000.00
1	1.2	BEST Team- SwD	Students with Disabilities		\$18,894.00		\$4,628.00	\$23,522.00
1	1.3	LVN/Health Aide	All		\$61,446.00			\$61,446.00
1	1.4	Facilities	All		\$20,000.00			\$20,000.00
1	1.5	New Teacher Induction	All				\$19,176.00	\$19,176.00
1	1.6	BEST Team- social skills	English Learners Low Income	\$48,000.00				\$48,000.00
1	1.7	Learning Coordinator	English Learners Low Income	\$46,595.00				\$46,595.00
2	2.1	District Benchmarks	English Learners Low Income	\$5,325.00				\$5,325.00
2	2.2	Study Trips	English Learners Low Income	\$19,500.00				\$19,500.00
2	2.3	STEM Resources	All				\$4,500.00	\$4,500.00
2	2.4	After School Intervention	All				\$2,584.00	\$2,584.00
2	2.5	Summer School	English Learners Low Income	\$6,877.00				\$6,877.00
2	2.6	Library/Media Aide	English Learners Low Income	\$23,729.00				\$23,729.00
2	2.7	Online Programs	English Learners Low Income	\$26,000.00				\$26,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.8	EL Immersion Summer Program	English Learners	\$600.00				\$600.00
2	2.9	Instructional Aides	English Learners Low Income	\$60,376.00				\$60,376.00
2	2.10	Enrichment Resources	English Learners Low Income	\$18,184.00				\$18,184.00
2	2.11	Tech Services Assistant	English Learners Low Income	\$53,775.00				\$53,775.00
2	2.12	Parent Engagement - Academic Achievement Support	English Learners Low Income	\$1,000.00				\$1,000.00
2	2.13	Staff Professional Development	All				\$4,067.00	\$4,067.00
2	2.14	Title 1 Funds for Aides	Low Income				\$65,030.00	\$65,030.00
2	2.15	Supplies- Homeless	Homeless Students All				\$1,000.00	\$1,000.00
2	2.16	Device replacements	All				\$25,000.00	\$25,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$3,650,474	\$316,789	8.68%	0.43%	9.11%	\$318,961.00	0.00%	8.74 %	Total:	\$318,961.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$600.00
								Schoolwide Total:	\$318,361.00

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	Behavior Support System	Yes	Schoolwide	English Learners Low Income	All Schools	\$9,000.00	
1	1.6	BEST Team- social skills	Yes	Schoolwide	English Learners Low Income	All Schools	\$48,000.00	
1	1.7	Learning Coordinator	Yes	Schoolwide	English Learners Low Income	All Schools	\$46,595.00	
2	2.1	District Benchmarks	Yes	Schoolwide	English Learners Low Income	All Schools	\$5,325.00	
2	2.2	Study Trips	Yes	Schoolwide	English Learners Low Income	All Schools	\$19,500.00	
2	2.5	Summer School	Yes	Schoolwide	English Learners Low Income	All Schools	\$6,877.00	
2	2.6	Library/Media Aide	Yes	Schoolwide	English Learners Low Income	All Schools	\$23,729.00	
2	2.7	Online Programs	Yes	Schoolwide	English Learners Low Income	All Schools	\$26,000.00	
2	2.8	EL Immersion Summer Program	Yes	Limited to Unduplicated	English Learners	All Schools	\$600.00	

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 (%)
				Student Group(s)				
2	2.9	Instructional Aides	Yes	Schoolwide	English Learners Low Income	All Schools	\$60,376.00	
2	2.10	Enrichment Resources	Yes	Schoolwide	English Learners Low Income	All Schools	\$18,184.00	
2	2.11	Tech Services Assistant	Yes	Schoolwide	English Learners Low Income	All Schools	\$53,775.00	
2	2.12	Parent Engagement - Academic Achievement Support	Yes	Schoolwide	English Learners Low Income	All Schools	\$1,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$565,392.00	\$503,444.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Behavior Support System	Yes	\$9,000.00	\$4,304
1	1.2	BEST Team- SwD	No	\$23,822.00	\$23,522
1	1.3	LVN/Health Aide	No	\$56,926.00	\$60,092
1	1.4	Facilities	No	\$20,000.00	\$20,000
1	1.5	New Teacher Induction	No	\$21,617.00	\$29,578
1	1.6	BEST Team- social skills	Yes	\$42,000.00	\$44,412
1	1.7	Learning Coordinator	Yes	\$46,576.00	\$45,535
2	2.1	District Benchmarks	Yes	\$4,856.00	\$5,074
2	2.2	Study Trips	Yes	\$19,500.00	\$11,698
2	2.3	STEM Resources	No	\$4,500.00	\$628

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	2.4	After School Intervention	No	\$6,360.00	\$6,102
2	2.5	Summer School	Yes	\$5,300.00	\$0
2	2.6	Library/Media Aide	Yes	\$18,176.00	\$11,726
2	2.7	Online Programs	Yes	\$24,550.00	\$13,726
2	2.8	EL Immersion Summer Program	Yes	\$800.00	\$503
2	2.9	Instructional Aides	Yes	\$51,715.00	\$61,310
2	2.10	Enrichment Resources	Yes	\$21,153.00	\$23,898
2	2.11	Tech Services Assistant	Yes	\$50,876.00	\$37,948
2	2.12	Parent Engagement - Academic Achievement Support	Yes	\$1,000.00	\$0
2	2.13	Staff Professional Development	No	\$36,016.00	\$37,513
2	2.14	Title 1 Funds for Aides	No	\$49,649.00	\$49,641
2	2.15	Supplies- Homeless	No	\$1,000.00	\$0
2	2.16	Device replacements	No	\$50,000.00	\$16,234

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)

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$274,456	\$295,502.00	\$260,134.00	\$35,368.00	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	Behavior Support System	Yes	\$9,000.00	\$4,304		
1	1.6	BEST Team- social skills	Yes	\$42,000.00	\$44,412		
1	1.7	Learning Coordinator	Yes	\$46,576.00	\$45,535		
2	2.1	District Benchmarks	Yes	\$4,856.00	\$5,074		
2	2.2	Study Trips	Yes	\$19,500.00	\$11,698		
2	2.5	Summer School	Yes	\$5,300.00	\$0		
2	2.6	Library/Media Aide	Yes	\$18,176.00	\$11,726		
2	2.7	Online Programs	Yes	\$24,550.00	\$13,726		
2	2.8	EL Immersion Summer Program	Yes	\$800.00	\$503		
2	2.9	Instructional Aides	Yes	\$51,715.00	\$61,310		
2	2.10	Enrichment Resources	Yes	\$21,153.00	\$23,898		
2	2.11	Tech Services Assistant	Yes	\$50,876.00	\$37,948		

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	2.12	Parent Engagement - Academic Achievement Support	Yes	\$1,000.00	\$0		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,303,510	\$274,456	0	8.31%	\$260,134.00	0.00%	7.87%	\$14,322.00	0.43%

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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