LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Harmony Union School District & Salmon Creek Charter School
CDS Code: 49707300000000
School Year: 2023-24
LEA contact information:
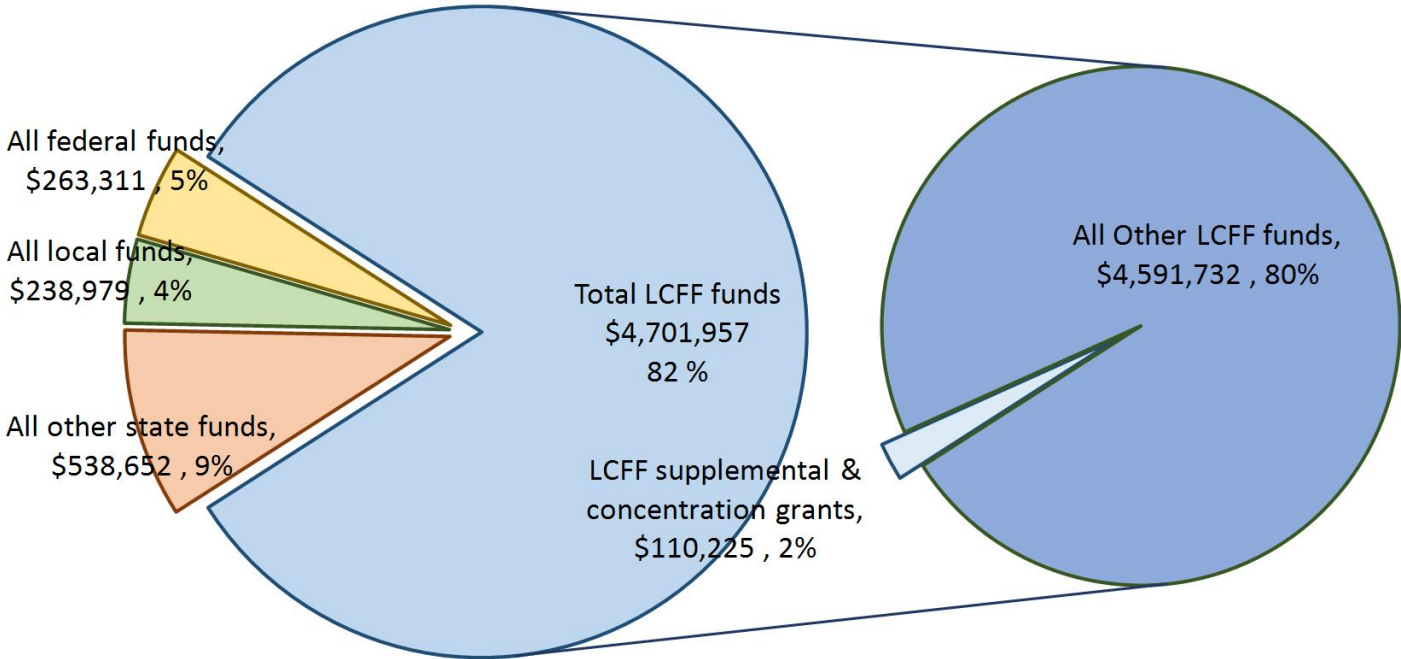Matthew Morgan
Superintendent/Principal
mmorgan@harmonyusd.org
707-874-1205

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $263,311 , 5%

All local funds, $238,979 , 4%

All other state funds, $538,652 , 9%

Total LCFF funds $4,701,957 82 %

LCFF supplemental & concentration grants, $110,225 , 2%

All Other LCFF funds, $4,591,732 , 80%

This chart shows the total general purpose revenue Harmony Union School District & Salmon Creek Charter School 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 Harmony Union School District & Salmon Creek Charter School is $5,742,899, of which $4,701,957.00 is Local Control Funding Formula (LCFF), $538,652.00 is other state funds, $238,979.00 is local funds, and $263,311.00 is federal funds. Of the $4,701,957.00 in LCFF Funds, $110,225.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
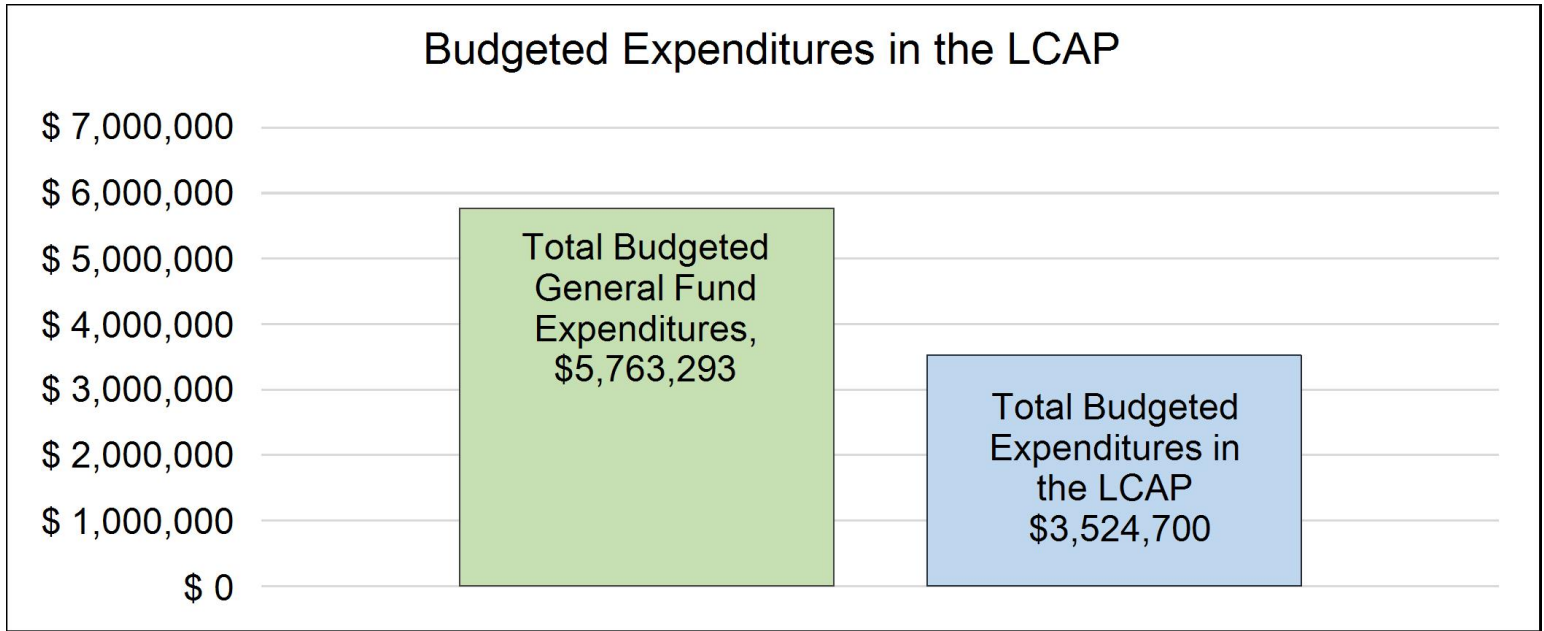
This chart provides a quick summary of how much Harmony Union School District & Salmon Creek Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Harmony Union School District & Salmon Creek Charter School plans to spend $5,763,293.00 for the 2023-24 school year. Of that amount, $3,524,700.00 is tied to actions/services in the LCAP and $2,238,593 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
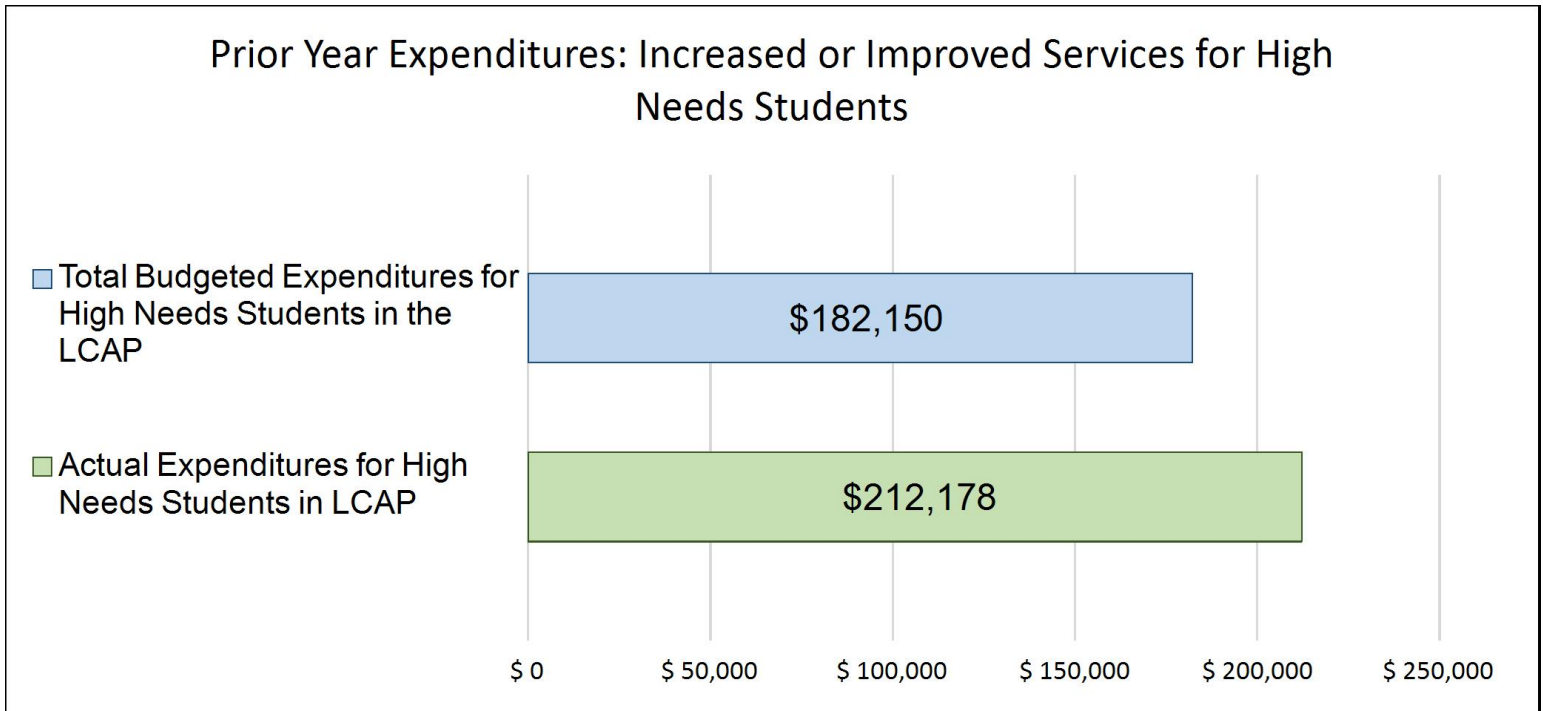
Other salaries and benefits, utilities, operational expenses, and land improvements.

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

In 2023-24, Harmony Union School District & Salmon Creek Charter School is projecting it will receive $110,225.00 based on the enrollment of foster youth, English learner, and low-income students. Harmony Union School District & Salmon Creek Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Harmony Union School District & Salmon Creek Charter School plans to spend $408,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$182,150
☐ Actual Expenditures for High Needs Students in LCAP	$212,178

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

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

The text description of the above chart is as follows: In 2022-23, Harmony Union School District & Salmon Creek Charter School's LCAP budgeted $182,150.00 for planned actions to increase or improve services for high needs students. Harmony Union School District & Salmon Creek Charter School actually spent $212,177.50 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Harmony Union School District & Salmon Creek Charter School	Matthew Morgan Superintendent/Principal	mmorgan@harmonyusd.org 707-874-1205

Plan Summary [2023-24]

General Information

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

The Harmony Union School District serves a large portion of rural Sonoma County west of the town of Sebastopol. The area is notable for its ecological diversity, redwood forests, coastal ridges and valleys, and small village communities. The primary industries are tourism and agriculture. In recent decades, the region has experienced an economic/demographic shift that reduced the number of families with school age children residing in the district. This resulted in a decline of enrollment from a peak above 500 in the late 90's to 200 students in 2022-2023. Though down from the heights at the turn of the millennia, the enrollment is increasing off the low during the pandemic of 180 with a projected enrollment for 2023-2024 of 220 students.

In the 1980's Harmony was a consolidated K-8 program in downtown Occidental. With the increase in student population in the late 80's, and its existing site too small to accommodate an expansion, the district purchased a 55 acre site south of Occidental to build a middle school, thus splitting the campuses into a K-5 elementary (Harmony Elementary) that remained at the original site and a 6-8 middle school (Salmon Creek) at the new property a few miles south near Freestone.

However, a rapid reversal of enrollment in the late 90's presented significant budget challenges ultimately leading the district to close and sell the aged downtown Harmony elementary site and consolidating all grades (Kinder through 8th) on the new Salmon Creek campus in 2005.

The reconsolidated school site underwent several stages of expansion to accommodate the elementary program. Today the unified campus houses both Harmony Elementary School for grades TK-1 and the Salmon Creek Charter School for grades 2-8. Current enrollment sustains

a grade configuration of one class per grade, though combination classes are occasionally experienced due to fluctuations in enrollment. Though the school consists of two distinct grade range programs, the campus functions as a common school with seamless matriculation from Harmony Elementary's primary TK-1 grades to the district managed dependent charter Salmon Creek for grades 2-8.

Given that staffing, curriculum, academic support programs, policies, parent initiatives, SEL and cultural events are fully integrated between the programs, Harmony Union School District files a consolidated LCAP for both programs as permitted by the Sonoma County Office of Education.

The district's student population its characterized by broad economic diversity, approximately 22.5% of the population is FRP eligible/socioeconomically disadvantaged. The demographic profile includes 12% Hispanic or Latino, 74% White, 13% Multi-racial, 0.5% Asian/Pacific Islander. Additionally, approximately 10.5% of students have IEPs, 3% have 504 plans, and 2% of students are active ELL. 75% of students have a parent with a college degree or higher. The small size of the school population relative to the level of basic aid community funding is reflected in elevated revenue per pupil, affording the district the ability to provide a supportive program for students.

The unique elements of the school site, with 40 acres of upland redwood forest, a wetland, active spawning creek, waterfall and 1.5-acre farm garden, supports Harmony Union School District's emphasis on Place Based Learning as the thematic and interdisciplinary foundation for much of the instruction and extension opportunities for students. The farm garden provides organic produce to the full site produced food service program as well as culinary classes for students. The natural history of the region is explored in social studies and language arts classes, science and math include a large component of field study and research. Student well-being is centermost, with articulated social emotional learning curriculum, embedded restorative practices, and active community engagement.

At the close of the 2022-2023 school year HUSD completed its 2018 $9 million bond project modernizing a portion of the facilities, including new roofing, HVAC, ADA accessibility, and a collaborative project with the Fish and Wildlife department constructing a 540,000 gallon rainwater catchment system to provide year round irrigation to a new natural turf field and drought tolerant landscaping. The district has identified the need for further improvements to convert the remaining HVAC systems to efficient electric heat pumps, install a comprehensive emergency power supply to keep the school open during frequent regional power outages, strengthen the facility security, and modernize/replace remaining aging roofs, siding, and interiors for the portion of the campus facilities not served by the previous bond.

Reflections: Successes

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

Harmony Elementary (Tk-1) and Salmon Creek (2-8) have separate dashboards described below. 2022 Dashboard updates did not use the previous color scale due to interruption in valid data during the pandemic. The levels for 2022 use the following scale: Very High, High, Medium, Low, and Very Low

The Harmony Elementary 2022 dashboard indicated the following:

Chronic Absenteeism: Very High (2019 Orange)
Suspension Rate: Medium* (2019 Blue)

The Salmon Creek Charter 2022 dashboard indicated the following:
Chronic Absenteeism: Very High (2019 Yellow)
Suspension Rate: Low (2019 Green)
English Language Arts: High** (2019 Blue)
Math: High** (2019 Green)
Local Standards (Met and Not Met***)

* a very small enrollment of 49 students, 1 day of student suspension for the full year resulted in a medium rating

**Note that much of Harmony's demographic subgroups are so small (n<30 in most cases) there are not indicators provided for subgroups including ELL.

***Most other standards were reported as met, however, the "local climate survey" and "access to broad course of study" were not posted using the CDE terminal but were instead posted on the district's site and have thus been listed as not met.

The Harmony Union School District consolidated 2022 dashboard indicated the following:
Chronic Absenteeism: Very High
Suspension Rate: Very Low
English No Performance Level
Math: No performance Level

In the Shadow of COVID 2020-2022

In 2020-2021 Harmony demonstrated success in limiting the negative impacts of distance learning. Learning loss, though present, was not as significant as worst estimates. Teachers were able to improve distance learning as the year progressed, with students demonstrating growth and development and comparable levels of proficiency through the ingenuity and dedication of teaching and support staff. Additional 1 on 1 supports via zoom sessions with teachers and paraeducators appeared to stave off a good portion of learning loss. One major development of the COVID closures was the development of a comprehensive Student Resource Team that built wrap around services for students and families in need. The Student Support Team was a highlight from the closure year that was maintained after reopening at the close of 2021 and throughout the following 2 years. The team remains actively engaged in weekly monitoring and provision of interventions for all identified students (at risk students include low socio-economic, ELD, Foster, Special Education, and chronically disengaged students). The weekly caseload includes over 20% of the student population.

In 2021-2022 HUSD opened in full session with a normal bell schedule for all students. The population decline due to the pandemic abated, with some student returning from other Independent Study options. COVID continued to have impacts through 2021-2022, but hope returned. The return to full, in-person instruction at the end of the 2021 summer was psychologically transformative for our students and families, who for the prior year, had experienced a great deal of isolation and loss of community.

Harmony pursued a science-based approach to COVID management, taking the path of greater risk mitigation than some other schools in the area. Harmony pursued mandatory indoor masking policy from August 2021 through March 2022. At that time mandatory masking was lifted while the county's COVID infection rate was below 20 new cases / 100,000 residents in the county per week. Due to the 2nd Omicron wave in May, county numbers rapidly surpassed 20/100k, and the school (Harmony & Salmon Creek) returned to mandatory indoor masking for the remainder of May and June in 2022. Overall, Harmony fared better than neighboring districts at avoiding class and school closures. There were occasions when staffing was so severely strained by absences that closure was a possibility, but due to our mitigation strategies, Harmony did not experience any school based outbreaks during the 1st Omicron wave. Unfortunately, during the spring wave in May, due to the temporary lifting of mandatory indoor masking, one outbreak did occur. Chronic absenteeism was a problem throughout the year, with the extended quarantine times in the Fall significantly impacting school attendance for some students. Even with shortening of quarantine requirements in the spring, several families experienced multiple rounds of COVID infections, which directly impacted attendance and access to academic services.

Return to Full Program 2023-2024

For Fall of 2022-2023 Harmony returned to its full program along with additional services supported through ELOP funding. A rejuvenated and packed community events calendar, full extra-curricular athletics, student council, field trips, new after school program, summer boost academies and additional support services characterized the renewed vigor of the school and community.

For reading instruction, the Academic Coaching Team (ACT) program (first implements in 2021-2022) expanded its reach to include grades 1 through 4, providing targeted reading instruction in a small workshop model for all students in the included grades. The program continues to demonstrate above average gains for students, moving a larger share of students in academic proficiency at earlier stages. Regular assessment using the Fountas and Pinnel reading system demonstrated above target median reading levels for grades 1 and 2 at end of the school year. Most notable about the program is the democratization of targeted supports ensuring students across the proficiency spectrum are receiving beneficial instruction facilitates their personal actualization of academic growth.

Mathematics in the upper grades was the focus of a pilot during 2022-2023 with a trial of a new computer adaptive mathematics program. Given the need for significant differentiation exacerbated by the pandemic closures, staff wanted a program that provided greater capacity to reach all levels of math proficiency within the class. After the successful pilot, the program gained staff endorsement and will be moving forward for formal adoption for the 2023-2024 school year. In addition, the ACT program piloted intervention supports for math in grade 4. HUSD is now interested in expanding the program into mathematics to provide universal access and comprehensive differentiation for all students.

Families expressed broad appreciation for initiatives to repair learning loss experienced during the pandemic. The return of a full community calendar was instrumental in a tangible deepening of the sense of community for HUSD. A significant headwind for the year was presented by the construction projects however, which restricted access to many portions of the campus that were under construction for much of the school year. With the completion of the projects in May, the school community was able to get a glimpse of the school year to come in 2023-2024 with greatly improved facilities.

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.

Chronic absenteeism continued to haunt the district. Extended quarantines continued through much of the school year, exacerbating absences. In addition, the return of families from home-school/independent study programs demonstrated some cultural differences in expectations around daily attendance. Though attendance rates were significantly below target, the rates were due to an outsized impact from a smaller subset of the student population. In light of the high levels of absenteeism, the school has entered CSI supports for 2023-2024 and this will be a significant focus school wide to return the school attendance rate to pre-pandemic levels or higher. Indeed, even pre-pandemic, the school's attendance rate was below average for the county which reflects a cultural approach to school attendance for subsets of the demographic that will require greater levels of parent engagement and staff stewardship to improve.

Harmony's socio-economically disadvantaged students continue to underperform peers. Math was also lower in proficiency compared to ELA which is common for the state and for Harmony. On the upside however was a general improvement in math proficiency overall. In the climate survey student connectedness dropped from the 2021-2022 school year. In interpreting the drop, it was considered that it may have been due to artificially higher levels of perceived connectedness experiences by students in 2021-2022 relative to the previous closure year of 2020-2021. However, it should also be noted that 2022-2023 was marked by exceedingly high levels of behavioral challenges by some students that impacted social relationships. This is considered a very high level of need for 2023-2024 and will also be an area of focus for the CSI funding for the year as student connectedness plays a role in attendance and academic performance. A large portion of CSI funding is proposed to provide behavioral/emotional supports for students to improve the overall school climate and sense of student safety and well being.

In parent surveys the aftercare program was repeatedly praised and is now a community expectation. The challenge facing the school is the anticipation in reduction of ELOP funding which subsidizes the program and thus the district is re-examining its fee structure to ensure continuance of the program for 2023-2024. 25% of the families in the district used the after school program.

A challenge suggested in previous surveys about the lack of community events during the pandemic was extinguished with the very full calendar of community engagement events presented in 2022-2023 however 2 areas of need were identified by parents and faculty including more parent education oppoortunities addressing issues of child development and parenting along with the strong desire for a comprehensive PBIS program including student recognition, student leadership and cohesive behavioral support strategies. Again the CSI

funding will play a role in establishing improvements in these areas as they impact attendance, but the district is concerned about the continuation of elevated services here in light of the nature of the one time funding.

The reversal of the trend of declining enrollment may provide some promise for increased funding, but conversely it means there is an increase in students needing services. In particular 2022-2023 was marked by a significant increase in child find activities that reflect the impacts of the temporary flight of students from the public school system during the pandemic, and then their reintroduction to typical public school instruction in 2022-2023. It appears that this return to instruction created a wave of deferred child find. Salmon Creek, as a charter school of choice, has been a primary recipient of students leaving surrounding schools and a disproportionate portion of out of district enrollments are arriving with un-identified qualifying students. Harmony experienced greatly increased SpEd services and costs for the 2022-2023 school year in light of these conditions and anticipates the trend to intensify for 2023-2024. This will impact general fund significantly which will create a challenging environment for budget stability.

LCAP Highlights

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

The revised consolidated LCAP for Harmony Elementary and Salmon Creek Charter is structured into 4 major goals.

Goal 1
EQUITY IN OPPORTUNITY AND ACCESS
Provide an exceptional education for our students through a highly skilled faculty and staff, rich curriculum, exemplary facilities, and active community stakeholder engagement.
(Maintenance Goal)

Goal 2
ACADEMIC PROFICIENCY FOR ALL STUDENTS
Provide cohesive, responsive and effective supports for students to reach proficiency in reading, writing, math and other foundational disciplines.
(Focus Goal)

Goal 3
EXPANSIVE LIBERAL ARTS EDUCATION
Provide a diverse, practical, inspiring, and balanced educational experience for lifelong personal fulfillment, curiosity, empowerment and leadership In their community
(Broad Goal)

Goal 4
WELL-BEING OF STUDENTS AND COMMUNITY
Provide a safe, welcoming, healthy, and vibrant environment for students, staff and families that supports and sustains their personal growth, collaboration and contribution.
(Focus Goal)

These goals and their requisite actions served the district well in outlining the core of its mission and attention. In particular, Goal 1 is notable for the 2023-2024 school year given our concentration on improving student attendance and managing increased special education demands. Additionally 2 and Goal 4 require elevated attention as we rebound from the pandemic and experience higher level of emotional/behavioral challenges experienced in 2021-2022 . The actions therein constitute the lion share innovation and extra labour by staff to build better systems for thriving student well being and achievement.

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.

Harmony Union Elementary

Support for Identified Schools

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

Harmony stakeholders engaged in dialogue and plan development throughout the spring of 2023. Through several targeted visioning discussions with staff the needs to provide supplementary staff to case manage truancy and behavioral support needs was identified. The proposal for 2023-2024 includes the development of a student success coordinator that will be charged with monitoring and intervening with families of students with poor attendance as well as development cohesive student success plans for students demonstrating school engagement challenges. The coordinator will be responsible for collaborating with staff and families to improve the attendance rate above 95% school wide and reduce the extra-classroom behavioral intervention rates that averaged above 5 per day during 2022-2023 to below 2 per day for 2023-2024. Parent education was also identified as an area of need for families in supporting improved attendance rates and student social development. .

Monitoring and Evaluating Effectiveness

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

HUSD will use its SIS to track extra-classroom interventions and attendance relative to the 2022-2023 school year. Targets listed above will be monitored throughout the year with reports provided to the board and community at the close of each trimester of the year.

Engaging Educational Partners

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

Harmony Union implemented multiple engagement opportunities with stakeholders during the 2022-2023 school year. These discussions focused on areas of strength in the academic and support programs at HUSD as well as areas for improvement. These conversations also provided key conversations generating new ideas and initiatives that informed the development of the 2023 LCAP. Certificated and classified staff were consulted throughout the year in weekly staff meetings working both at committee and plenary meetings to develop strategies, refine monitoring and goals, and develop new directions for development. Parent and board meetings similar continued visioning and monitoring activities. And outline of stakeholder meetings with staff and parents are noted below:

Weekly
Student Resource Team: RSP Teacher, Intervention Teacher, Assistant Principal, Counselor, Principal Superintendent, Family Counselor and Restorative Practices Mentor August 16, 2022-June 8, 2023, 35 Sessions
Faculty Meeting: All School/District staff, August 18, 2022-June 1, 2023, 35 Sessions
Leadership Circle: 3 certificated staff, 3 classified staff, 4 admin staff, August 15, 2021-May 29, 2022, 35 Sessions

Monthly
Board of Education meetings; (improved attendance with zoom...5-10 community/staff participants)
PBL Committee: Certificated, Classified and Parent
Curriculum Committee: Certificated, Classified and Admin Staff
Wellness/Farm to Cafeteria Committee: Certificated and Classified Staff including food service and garden staff
School Culture Committee: Certificated, Classified and Admin Staff
Community Connection Committee: Certificated, Classified and Admin Staff

Quarterly
Budget Committee: 2 certificated staff, 2 classified staff, 2 admin staff, January 13, April 14, May 31, June 20
Site Council: faculty, staff and parent representative

Student Council Consultation: May 18, 2023
SELPA Consultation Guide reviewed May/June 2023
LCAP Parent Forum: June 7, 2023
Site Council Meeting: A draft of the LCAP was presented to the Site Council Board on May 31, 2023. No additional feedback was provided.
Regular Public Board Meeting wherein LCAP was heard: June 15, 2023
Special Public Board Meeting wherein LCAP was adopted by the board: June 16, 2023

A summary of the feedback provided by specific educational partners.

Faculty, Staff and Admin made multiple recommendations including:
Develop Student Success Coordinator to target attendance and behavior intervention supports
Improvements to SEL/PBIS supports school wide
Improving Math differentiation
Enhancing Middle School Enrichment program
Pursue emergency power supply solution
Improve campus security

Parents and Board shared interest in the following:
Improve social environment for students (behavior supports)
SEL program additions including more content on Equity, Diversity, and Inclusion
Parent education and support
Continuing after school care
inclusion of foreign language opportunities
Power supply to prevent closures
Improving school security
Stable budget and planning for long term supports when one time funding ends

Students shared interest in the following:
Improved enrichment program
Enhanced field trips
Improvements to recess activities
More spirit days and student recognition

SELPA Consultation Guide outlined specific targeted areas including:
Students with Disabilities access to credentialed staff, aligned materials and appropriate facilities
Standards based instruction and access to standards including learning foundations and ELD standards
Providing appropriate interventions
Encouraging parents of students with disabilities engagement in campus advisement and LCAP development
Addressing absenteeism, school engagement and sense of connection and belonging in school
Proactive, ongoing SEL development for all students to build safe learning environments for students with special needs.

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

Goal 1 includes specific actions to support parent education activities to improve engagement and support school to home collaboration. Facilities improvements including security improvements and engineering investigation for emergency backup power.

Goal 2 incorporated expansion of ACT program with certificated staff, professional development for workshop instructional models and student behavior support, adoption of computer adaptive Math curriculum in middle grades. Improvement of articulation for after school care and homework club.

Goal 3 incorporated actions including FTE for middle school enrichment including Drama, Music, Robotics, Garden, Culinary arts, CTE and Art.

Goal 4 incorporated recommendations CSI Student Success Coordinator, SEL/PBIS program enhancement, school culture activities

Goals and Actions

Goal

Goal #	Description
1	EQUITY IN OPPORTUNITY AND ACCESS Provide an exceptional education for our students through a highly skilled faculty and staff, rich curriculum, exemplary facilities, and active community stakeholder engagement. [Maintenance Goal]

An explanation of why the LEA has developed this goal.

This is a maintenance goal that sustains the foundational commitment to educational equity via a high quality instructional program, materials, facilities and stakeholder collaborative planning. Without all of these components, obstacles are introduced in the system that can exacerbate obstacles already present for some students. Ensuring there is universal access to quality foundations is essential for student well being and academic success.

Goal 1 is a Maintenance Goal Addressing Priority 1: Basic Services, Priority 2 Implementation of State Standards, Priority 3 Parent Involvement

Priority 1 Basic services is addressed through action 1.2,1.3 and 1.4 and monitored through Williams act, library, Fit survey and Tech metrics

Priority 2 Implementation of State standards is addressed through action 1.1 Highly qualified staff and monitored through metric Average years of experience and percentage of credentialed teachers teaching in assigned content area.

Priority 3 Parent Involvement is addressed through action 1.5 Parent and stakeholder engagement and is monitored through metric for Youth Truth Survey

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average years of experience for certificated teaching staff [Priority 2	13.33 Years	14.33	14		>13 years

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Standards]					
Williams inventory report [Priority 1 Student Access to Instructional Materials]	100% Compliant	100% Compliant	100% Compliant		100% Compliant
Technology Work ticket completion rate/latency [Priority 1 Student Access to Instructional Materials]	Median 1 week	3 days	3 days		Median 3 Days
Library Hours of Operation record [Priority 1 Student Access to Instructional Materials]	6.5 hours	6.5 hours	6.5 Hours		6.5 hours
Library volume inventory report [Priority 1 Student Access to Instructional Materials]	8,612 Titles, 10,117 Volumes	8,825 Titles, 10,339 Volumes	8,853 Titles, 10,421 Volumes		>10,000 Titles, 11,000 Volumes, digital access
Annual FIT Survey [Priority 1 Student Access to Instructional Materials]	100% met	100% met	100% met		100% met
Average score for YouthTruth Survey Family Engagement Question: Describing the degree to which families are engaged in their school and empowered to	3.91	3.72	3.87		>3.75

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
influence decision making including families of students with exceptional needs and families of unduplicated students [Priority 3 Parent Involvement]					
Percentage of properly credentialed teachers [Priority 2 Implementation of State Standards]	93%	93%	100%		>95%
Implementation of academic content standards including EL access to CA standards including ELD standards as measured by self reflection tool	100%. All students have access to CCSS including ELD standards as measured by self reflection tool	100%. All students have access to CCSS including ELD standards as measured by self reflection tool	100%. All students have access to CCSS including ELD standards as measured by self reflection tool		(Maintain). 100% of students will have access to CCSS including EL access to ELD standards as measured by self reflection tool

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Staff	Hire and support the professional development and collaboration of experienced, skilled and properly assigned staff	$2,250,700.00	No
1.2	Universal and ready access to equipment and materials	Provide quality, CCSS articulated curriculum materials, seemless technology integration and appropriate equipment/materials for staff/students	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Library Access	Provide ready access to well equipped and staffed school Library	$55,000.00	No
1.4	School Facility Maintenance and Improvements	Maintain facility at high level of function, invest funding for facilities improvements with specific emphasis on preserving and expanding accessibility for all community members	$160,000.00	No
1.5	Parent and Stakeholder Engagement	Facilitate remote access to important community meetings for parents/community member unable to attend in person, provision of teleconference software and equipment, implement advanced notification system/website/school app	$11,000.00	Yes

Goal Analysis [2022-23]

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

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

Action 1.1: Additional substitute time was required for provision of additional school business leave for assessment and monitoring of student progress, increase on expense

Action 1.2. Pilot for Math in middle school was implemented early and ACT math intervention was implemented in 4th grade in spring, no net impact on expense.

Action 1.3 Library was impacted by construction which absorbed students displaced by construction areas. Though this led to increased student presence in the library it came at a cost of library use during recess. Expenses consistent.

Action 1.4. Action expanded on scope of work including additional playground improvements for ADA accessible surface, swing and pathways around K-2 exterior, replacement of deck.

Action 1.5 Remote access continued, Some additional costs incurred from Assembly room remodel.

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.

As noted above, Action 1.1 incurred increased costs to provide business leave to credentialed staff, costs allocated to general fund.

Action 1.4 and 1.5 increased costs were due to 6% increase in custodial salaries, 8% increase in medical benefits, increases in professional consultants, and an increase in repair costs.

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

Action 1.1 Admin time spent improving substitute pool contributed to a reduction in lost admin time and improved ability of credentialed staff to attend to duties often under attended. Improved monitoring and reporting of student progress resulted.

Action 1.2 Curriculum pilot and adoption for revised adaptive math curriculum for middle school was successful. Students demonstrated improvement in Math longitudinally for the grades targeted with the pilot.

Action 1.3 Library use was greatly expanded during the 2022-2023 school year due to reduction in COVID mitigations and the offset from construction closure of some exterior areas, however this came at the cost of Library function during recess, which likely impacted its primary activity (reading, reference, academic support).

Action 1.4 Extensive improvements in ADA accessibility was frequently remarked upon by faculty and families alike. Heightened satisfaction, safety (reduction in injury) and campus cohesion resulted. Significant benefit.

Action 1.5 Continued growth in sense of parent engagement and impact of involvement in decisions. COVID mitigation discussion during community forum that utilized in person and virtual attendance was very successful at navigating challenging policy decisions for the community.

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.

Library protocols will be revised for 2023-2024 but the completion of exterior facilities improvements and opening of field will likely have largest impact. Due to implementation of adaptive math text for 2023-2024 the focus of this goal will be in implementation for grades 7-8 and expansion down into grade 6 as well as inclusion of the program in the summer boost program. The ADA improvements gained through goal 1.4 suggest further opportunities when examine there remaining portions of the site not targeted through the prior bond. The district will be considering a new bond for 2024 that will target such improvements, including a backup power supply for the school. Given the improved sense of parent engagement, the district is excited to roll out an expanded parent education program for 2023-2024 to further activate community engagement and school to home collaboration.

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	ACADEMIC PROFICIENCY FOR ALL STUDENTS Provide cohesive, responsive and effective supports for students to reach proficiency in reading, writing, math and other foundational disciplines. [Focus Goal]

An explanation of why the LEA has developed this goal.

Though Harmony has demonstrated strong CAASSP results, there is room for growth. Our socio-economically disadvantaged students underperform peers. Math too, languishes compared to ELA performance. Important to the community is increasing the granularity of instruction in the classroom environment, thus a workshop model with additional academic coaching staff (intervention teacher and paraprofessional) are believed to be able to provide improvements in academic growth for students. In addition, refinement of vertical grade level articulation is believed to also improve instructional cohesion year over year, ensuring that gaps do not develop instructionally as students move from teacher to teacher. Finally, the great success experiencing during the pandemic with the MTSS team having been reformed into a wrap around Student Resources Team, leads HUSD to believe maintaining this structure even after the pandemic could yield similar results in improved student performance and support.

Goal 2 is a Focus Goal Addressing Priority 4: Student Achievement and Priority 8 Student Outcomes

Priority 4: Student Achievement is addressed through all actions 2.1, 2.2, 2.3, 2.4, 2.5 and monitored through Metrics: "Youth Truth academic challenge and resources measure", "CAASPP performance data in ELA & Math" and "F&P Longitudinal Reading Proficiency Data"

Priority 8 Student Outcomes is addressed through all actions 2.1, 2.2, 2.3, 2.4, 2.5 and monitored through all Goal 2 metrics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
YouthTruth Student Academic Challenge Summary Measure	3.52 (grades 6-8)	3.50 (grades 6-8) 2.58 (Grades 3-5 - 1st year of survey)	3.73 (grades 6-8) 2.27 (Grades 3-5 - 1st year of survey)		>3.9

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
YouthTruth Family Resources Summary Measures	4.15 (grades 6-8 family)	3.83 (grades (6-8 family) 4.09 (grades 3-5 families 1st year of survey)	3.95 (grades (6-8 family) 4.01(grades 3-5 families 1st year of survey)		>4.25
F&P Longitudinal Proficiency Data, Percent of students at grade level	75% at grade level	78% at grade level (grades 1-3)	82% at grade level (grades 1-3)		90% at grade level
CAASPP performance in ELA	Blue Performance, 40 pts above standard	Results from 2020-2021 was Blue Performance, 40 pts above standard	Results for 2022-2023 was "High" 40.2 pts above standard, maintaining performance from 21-22, The low socio-economic subgroup, showed 6.7 points below standard, A decrease in performance from 21-22 (Color performance designation temporarily suspended due to pandemic)		All groups in blue
CAASPP performance in Math	Green Performance, 1.5 pts above standard, 30 pts below for low socio-economic	Results form 2020-2021 was Green Performance, 1.5 pts above standard, 30 pts below for low socio-economic,	Results for 2022-2023 was "High" 4.8 pts above standard an increase from 21-22, The low socio-economic subgroup, showed 38.4 points below standard, A decrease in		Eliminate gap between subgroups, all groups in blue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			performance from 21-22 (Color performance designation temporarily suspended due to pandemic)		
Suspension and Expulsion Rate	~0% Expulsion Rate, 10% Suspension Rate	~0% Expulsion Rate, 10% Suspension Rate	~0% Expulsion Rate, 0.7% Suspension Rate (significant improvement)		0% suspension, 0% expulsion
% of English learners making progress towards English proficiency	Based on 2018-2019 data: 100% of students made progress as measured by ELPAC testing	Measurable data not significant N=1	Measurable data not significant N=1		(maintain) 0% middle school drop out rate
Reclassification rate	33% (2018-2019) N/A% (2020-2021)	None (21-22) N=1	50% (22-23) N=2		At least 33% of students per year.
% of Students A-G	NA	NA	NA		NA
% of Students in CTE Completion	NA	NA	NA		NA
% of Students either A-G or CTE Completion	NA	NA	NA		NA
% of Students demonstrating college preparedness	NA	NA	NA		NA
% of Students passed an AP exam	NA	NA	NA		NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Graduation Rate	NA	NA	NA		NA
High School Dropout Rate	NA	NA	NA		NA
Middle School Dropout Rate	0%	0%	0%		0%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Curriculum Articulation	Facilitate collaboration time for teachers to review curriculum implementations for ELA, Math, Science, Social Science, PBL, Music, and PE. Publish articulation guides at completion.	$80,000.00	No
2.2	Tier 1.5 Workshops	Implement in-class push in supports via workshop model, additional paraprofessional staff, curriculum materials, training, and master schedule articulation.	$153,000.00	Yes
2.3	Intervention Tier 2	Intervention Teacher and Paraprofessional team supporting 1:1 and small group pull outs to supplement push in supports in tier 1.5 for ELA/Math	$52,000.00	Yes
2.4	Study Hall Tutoring	Provide 1-1.5 hours daily of study hall for upper grades students. Additional staffing to support increased group sizes	$21,000.00	Yes
2.5	MTSS Resource Team	Staff time dedicated to constant identification, monitoring and provision of wrap around services to ensure all students experiencing academic, social/emotional or personal struggle are provided support.	$155,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Staff include Counselor, Admin, Intervention Team, CSI Support is integrated in the MTSS resource team.		

Goal Analysis [2022-23]

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

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

Action 2.1 Facilitate collaboration time for teachers to review curriculum implementations for ELA, Math, Science, Social Science, PBL, Music, and PE. Publish articulation guides at completion. For 2022-2023 Staff participated in curriculum review in late summer 2022. Articulation guide was not completed by year end but will continue into 2023-2024. Release time and per diem buy back days for staff was fulfilled by several staff to expand work on articulation in 2022-2023.

Action 2.2 Implement in-class push in supports via workshop model, additional paraprofessional staff, curriculum materials, training, and master schedule articulation. For 2022-2023 ACT was expanded to include grade 4 which demonstrated success. This expansion also piloted a math support for the 3rd trimester with results mixed.

Action 2.3 Intervention Teacher and Paraprofessional team supporting 1:1 and small group pull outs to supplement push in supports in tier 1.5 for ELA/Math. Program was implemented as designed for 2022-2023. No substantive difference.

Action 2.4 Provide 1-1.5 hours daily of study hall for upper grades students. Additional staffing to support increased group sizes: For 2022-2023 the study hall was expanded with the creation of the aftercare program. Whereas in previous years homework club (Study hall) served 10-12 students daily, with the aftercare program over 40 students received study hall support daily. This came at increased cost however it was partially absorbed by ELOP funds.

Action 2.5 Staff time dedicated to constant identification, monitoring and provision of wrap around services to ensure all students experiencing academic, social/emotional or personal struggle are provided support. Staff include Counselor, Admin, Intervention Team, For 2022-2023 the Student Resource Team continued its work. Access to additional supplementary therapeutic supports ended due to lack of additional regional grant funds.

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.

Action 2.1. No material differences from budget to actuals

Action 2.2 No materials differences from budget to actuals

Action 2.3 No material difference from budget to actuals

Action 2.4 Material difference due to expansion of study hall into aftercare program. Increased costs assigned to one time ELOP funds. Challenge to address the loss of ELOP funding for 2023-2024 will be a focus for the school year in adopting a revised funding scheme for the program.

Action 2.5 No material differences from budget to actuals

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

YouthTruth Student Academic Challenge Summary Measure showed a slight increase over the baseline for upper grades students, but a lower than baseline measure for lower grades.

YouthTruth Family Resources Summary did not indicate a trend for the 2022-2023 school year.

F&P Longitudinal Proficiency Data, Percent of students at grade level showed mild increase.

CAASPP performance in ELA Showed marginal improvement.

CAASPP performance in Math showed decent growth

Suspension and Expulsion Rate showed a decline in suspensions.

% of English learners making progress towards English proficiency showed an improvement however the small n value (n=2 demonstrates the metric is not statistically valid.

Reclassification rate was 50% but again, the data set is so mall statistical significance

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.

Action 2.1. Facilitate collaboration time for teachers to review curriculum implementations for ELA, Math, Science, Social Science, PBL, Music, and PE. Publish articulation guides at completion. For 2023-2024 more time assignment for the completion of the articulation guide will be required. Parent education is also targeted for 2023-2024 to address additional desire for community awareness on curriculum frameworks for different grades.

Action 2.2. Implement in-class push in supports via workshop model, additional paraprofessional staff, curriculum materials, training, and master schedule articulation. For 2023-2024 an additional certificated teacher will be assigned to the ACT with the previous paraeducator being shifted into a new role.

Action 2.3 Intervention Teacher and Paraprofessional team supporting 1:1 and small group pull outs to supplement push in supports in tier 1.5 for ELA/Math. Program will continue with a shift in focus for 1:1 pullout toward mathematics. Such a shift in focus appears to be possible due to the general success in reading instruction delivery in the tier 1-1.5 setting.

Action 2.4 Provide 1-1.5 hours daily of study hall for upper grades students. Additional staffing to support increased group sizes. Aftercare program will continue to offer expanded services for after school study hall. HUSD will be re-articulating the target population for both the homework club program and aftercare program to ensure better delivery of services to students in need.

Action 2.5 Staff time dedicated to constant identification, monitoring and provision of wrap around services to ensure all students experiencing academic, social/emotional or personal struggle are provided support. Staff include Counselor, Admin, Intervention Team, No changes are expected in staffing, however, a subset of staff will attending several county sponsored traininsgs to deepen understanding of adverse student behavior and develop more successful interventions to improve student success.

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

Goals and Actions

Goal

Goal #	Description
3	EXPANSIVE LIBERAL ARTS EDUCATION Provide a diverse, practical, inspiring, and balanced educational experience for lifelong personal fulfillment, curiosity, empowerment and leadership in their community [Broad Goal]

An explanation of why the LEA has developed this goal.

Harmony Union School District is committed to an expanded curriculum that ensures students have access to high quality enrichment instruction in Agro-ecology, environmental science, music, arts and drama. Improvement to student engagement, fulfillment, connection to school, and success in core subjects are observed benefits of broad liberal arts programs.

Goal 3 is a Broad Goal Addressing Priority 7: Access to a Broad Course of Study

Priority 7: Access to a Broad Course of Study is addressed through all actions 3.1 & 3.2 and monitored through Metrics: "Youth Truth Survey", "Percent IEP with enrichment schedules" and "Concert and drama productions per grade"

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Master Schedule	Music >1 session per week 1-8, Art = 0 sessions	Music Session 2+ per week for grades 3-8, Art increased to ~1 per grade for 21-22.	Music Session expanded to 2+ per week for grades K-8, Art discontinued for 22-23 as stand alone class, activities now embedded in self contained coursework		Music >2 sessions per week 1-8 Art >1 session per week K-5
Youth Truth Student Engagement	3.34 (grades 6-8)	3.32 (grades 6-8) 2.82 (grades 3-5 1st year of survey)	3.57 (grades 6-8) 2.74 (grades 3-5 2nd year		>3.75

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Summary Measure Median			of survey) (3.29 average)		
Percent of IEP students schedules that include general education enrichment courses	100%	100%	100%		100%
Concert and Drama production performances per grade per year (average for each grade)	<1	4 drama performances, 3 music productions 21/22	6 drama performances, 2 music productions 22/23		>2
Students, including students with exceptional needs and unduplicated students will have access to and are enrolled in a broad course of study as measured by self reflection tool	100%. All students, including students with exceptional needs and unduplicated students have access to and are enrolled in a broad course of study as measured by self reflection tool	100%. All students, including students with exceptional needs and unduplicated students have access to and are enrolled in a broad course of study as measured by self reflection tool	100%. All students, including students with exceptional needs and unduplicated students have access to and are enrolled in a broad course of study as measured by self reflection tool		(Maintain) 100%. All students, including students with exceptional needs and unduplicated students will have access to and are enrolled in a broad course of study as measured by self reflection tool

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Middle School PBL Garden Program	Provide specialized PBL program for middle school students including garden production, environmental stewardship and community service. Modified for 23-24 Middle school enrichment wheel.	$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Music & Arts Program	Provision of comprehensive music education for all students K-8. Art resource room for grades K-8 with explicit Art instruction for grades 1-3. Instruments, equipment & Materials	$103,000.00	No

Goal Analysis [2022-23]

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

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

Action 3.1 As noted in 21-22 the PBL program was discontinued due to staff and schedule availability. The goal has been modified to target middle school enrichment generally. Middle school enrichment included an elective wheel in 2022-2023.

Action 3.2 Change for 2022-2023 was returning art curriculum into self contained classes as per request by certificated staff who observed the loss of interdisciplinary integration between core academics and art. Music was, in turn, expanded to include grades K-2 and PE was similar expanded to K-2. IN addition a new PBL yoga and nature program was introduced for grades K-2. Overall slight cost reduction

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.

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

In observing measurable goals, Master schedule showed a loss of art sections, but a commiserate increase in other enrichment sections including music, yoga, PE and middle school elective wheel.

Youth Truth engagement survey showed modest increase to student engagement in middle which may be a reflection of improved middle school programming. Lower grades demonstrated slight decline in engagement perhaps reflecting changes in art program but is perhaps related to the increase in behavioral disregulation experienced in 2022-2023

Percent IEPS accessing broad general ed program continues at 100%. The academic coaching team program has assisted in keeping IEP student interventions aligned with concurrent academic coursework for their general education classrooms, sparing these students the potential loss of enrichment activities to receive IEP minutes for service delivery.

Performances were expanded for 2022-2023 including 2 significant concerts, a performance showcase, and 3 seasonal events. The middle school play was a 4 show success in the spring. These performances could have contributed to the general increase in school engagement noted in youth truth parent surveys.

Broad course of study was maintained successfully for all students, however the composition of coursework changed due to the discontinuation of the middle school PBL program and the Art specialist teacher position.

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

The 2022-2023 school year demonstrated the success of lower grade engagement in the music program. The PE program for lower grades experienced growing pains to adapt to a younger age population. The yoga program was a sleeper success that is being continued for 2023-2024 as it provided much needed movement coursework for students.

Metrics will remain the same for 2023-2024

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

Goals and Actions

Goal

Goal #	Description
4	WELL-BEING OF STUDENTS AND COMMUNITY Provide a safe, welcoming, healthy, and vibrant environment for students, staff and families that supports and sustains their personal growth, collaboration and contribution. [Focus Goal]

An explanation of why the LEA has developed this goal.

Positive and healthy school culture has extensive benefits for students. Learning is severely impacted when students do not feel safe or accepted at school. Vibrant school culture that supports each student's emotional well being, affirming their unique identity, and integrating them in healthy social relationships is a major protective factor for students and families and greatly improves student outcomes both academic and social-emotional. Such an environment Is an essential proactive component of mental health and suicide prevention goals. Building understanding for school norms, expectations for positive behavior and interactions. A healthy food service program is essential to the development of long term benfiicial habits for students.

Goal 4 is a Broad Goal Addressing Priority 4: Pupil Engagement and Priority 3: Parent Engagement

Priority 4: Pupil Engagement is addressed through all actions 4.1, 4.2, 4.3 and 4.4 and monitored through Metrics: "Youth Truth Survey STUDENT", "Food Service Menus", "Suspension/Expulsion Data", "MTSS Data", "Student Attendance Data", and "Chronic Absenteeism Data"

Priority 4: Parent Engagement is addressed through all actions 4.1, 4.2, 4.3 and 4.4 and monitored through Metrics: "Youth Truth Survey FAMILY", "Food Service Menus", "Suspension/Expulsion Data", "MTSS Data", "Student Attendance Data", and "Chronic Absenteeism Data"

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Youth Truth Survey Student Engagement Summary Measure (median score)	3.34 (Grades 6-8)	3.32 (Grades 6-8) 2.82 Z(Grades 3-5 1st year of survey)	3.57 (grades 6-8) 2.74 (grades 3-5 2nd year of survey) (3.29 average)		>3.5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Youth Truth Survey Student Culture Summary Measure (median score)	3.58 (Grades 6-8)	3.27 (Grades 6-8) 2.36 (Grades 3-5 1st year of survey)	3.62 (Grades 6-8) 2.37 (Grades 3-5 2nd year of survey)		>3.75
Youth Truth Survey Student Belonging and Peer Collaboration Summary Measure (median score)	3.91 (Grades 6-8)	3.56 (Grades 6-8) 2.67 (Grades 3-5 1st year of survey)	3.74 (Grades 6-8) 2.44 (Grades 3-5 2nd year of survey)		>3.95
Youth Truth Survey Student Relationships Summary Measure (median score)	3.68 (Grades 6-8)	3.49 (Grades 6-8) 2.72 (Grades 3-5 1st year of survey)	3.82 (Grades 6-8) 2.50 (Grades 3-5 2nd year of survey)		>3.75
Food Service Menus	50% of produce is from garden., >75% of menu items are locally produced in facility	50% of produce is from garden., >75% of menu items are locally produced in facility	50% of produce is from garden., >75% of menu items are locally produced in facility		50% of produce is provided from garden, >75% of menu items are locally produced in facility
Suspension/Expulsion rate data	3% Suspension rate, 0.5% expulsion rate	1.5% Suspension rate, 0% expulsion rate	0.7% Suspension rate, 0% expulsion rate		0% suspension rate, 0% expulsion rate
MTSS Data	10% of student population in need of MTSS Tier 2 support	8% of student population in need of MTSS Tier 2 support	7.5% of student population in need of MTSS Tier 2 support		5% of student population in need of SEL Tier 2 support
Youth Truth Survey Family Engagement Summary Measure (median score)	3.91	3.68 (Grades 6-8) 3.88 (Grades 3-5 1st year of survey)	3.88 (Grades 6-8) 3.85 (Grades 3-5)		>4.15
Youth Truth Survey Family Relationships	4.48	4.34 (Grades 6-8) 4.53 (Grades 3-5 1st year of survey)	4.5 (Grades 6-8) 4.5 (Grades 3-5)		>4.52

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Summary Measure (median score)					
Youth Truth Survey Family Culture Summary Measure (median score)	4.45	4.18 (Grades 6-8) 4.43 (Grades 3-5 1st year of survey)	4.40 (Grades 6-8) 4.34 (Grades 3-5)		>4.5
Youth Truth Survey Family Communications Summary Measure (median score)	4.19	3.76 (Grades 6-8) 4.11 (Grades 3-5 1st year of survey)	3.98 (Grades 6-8) 3.94 (Grades 3-5)		>4.25
Youth Truth Survey Family School Safety Summary Measure (median score)	4.14	3.73 (Grades 6-8) 4.14 (Grades 3-5 1st year of survey)	3.98 (Grades 6-8) 4.03 (Grades 3-5)		>4.25
Student Attendance Data	94% Attendance Rate	91.5% Attendance Rate	91% Attendance Rate		97%
Chronic Absenteeism Data	3%	3%	3.5%		1%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Schoolwide SEL Program	Provide comprehensive SEL program including components for self regulation, executive function, conflict resolution, restorative practices and anti-bullying. Instruction by teachers and counselors in class. Paraprofessional/Admin support for program during supervision. Schoolwide PBIS elements including assemblies and honor program. CSI program targets attendance and student well-being.	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Extracurricular Activities	Extracurricular and student leadership Activities provided at lunch or after school including Spanish club, orchestra, drama, and competitive league play athletics	$22,000.00	Yes
4.3	Community Engagement Program	Curate a cohesive, articulated, multi-event community engagement program including major community gathering events throughout the seasonal calendar. Parent education opportunities to support families in the home.	$20,000.00	Yes
4.4	Farm to Kitchen Program	Provide locally sourced and produced healthy food service program for students	$155,000.00	No

Goal Analysis [2022-23]

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

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

Action 4.1 Provide comprehensive SEL program including components for self regulation, executive function, conflict resolution, restorative practices and anti-bullying. Instruction by teachers and counselors in class. Paraprofessional/Admin support for program during supervision. Schoolwide PBIS elements including assemblies and honor program: For the 2022-2023 school year the school counselor was assigned to provide SEL instruction to classrooms in lower and upper grades (through advisory). Schoolwide PBIS implementation was not completed, assemblies were held, but the honor program required more time for development by staff. Implementation of PBIS recognition program will commence in 2023-2024.

Action 4.2 Extracurricular and student leadership activities provided at lunch or after school including Spanish club, orchestra, drama, and competitive league play athletics: Music, league athletics and drama were all implemented. Spanish club was not offered during 2022-2023 due to lack of staffing. HUSD intends to implement Spanish club for 2023-2024. Additional activities for the 2022-2023 school year included after school cheer and the aftercare program.

Action 4.3 Curate a cohesive, articulated, multi-event community engagement program including major community gathering events throughout the seasonal calendar. Parent education opportunities to support families in the home: For the 2022-2023 school year the events calendar returned with a series of school wide extracurricular events including Fall, Winter and Spring festivals, welcome back dinner,

parenting classes, games and community engagement events in local towns including marching band and choir. Deviation from expectations included the delay in implementation of a series of parent education evenings featuring current topics in child development.

Action 4.4 Provide locally sourced and produced healthy food service program for students. No substantive differences.

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

Action 4.1.No Material difference, slight increase in staffing costs with a slight reduction in materials cost

Action 4.2 No Material difference

Action 4.3 No Material difference

Action 4.4 Food costs/inflationary impacts were above projection. Not significant.

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

Action 4.1 Though the SEL program was thoroughly implemented in lower grades, the middle school advisory component did not cohere. Student council and extracurricular activities were likely attributable for the improvement in student engagement, but the SEL program was likely not the driver. The inter-class buddy program and assemblies likely contributed to student benefit. Though the full PBIS student recognition program was not ready for implementation in 2022-2023, the core philosophy of the program benefited from the additional development time with staff.

Action 4.2 Student leadership had significant impact on student life on campus, from spirit activities to after school events, cheer, marching band and athletics, the sense of school identity and collectivism increased palpably. The upper grades appear to show the benefit through the increased measures in all of the targeted Youth truth survey components, however lower grades showed a slight drop off in some areas which may be hard to draw conclusions from. The continued poor attendance in the lower grades, coupled with a more pronounced school avoidance of some students that appeared to have developed during COVID may be contributing factors. It is unknown how the impacts of COVID closures impacted the social emotional of students different based upon the age at which they experienced the extended school closure. Interestingly, family youth truth results mirrored that of the student survey, with younger grade parents reporting lower levels relative to upper grade parents.

Action 4.3 The expanded community events and activities during 2022-2023 likely drove some of the upper grades metric increases, particularly as many of those activities were specifically for upper grades. Lower grades activity improvements did not appear to move the

metrics. The lack of longitudinal analysis at the individual student level, challenges the assessment of actual improvement or response to the action.

Action 4.4 The food serve program continued to effectively support student well being at the school. The inclusion of upper grades in the culinary arts program hosted in the school kitchen, as well as the regular weekly produce stand at the garden, enlivened student and community engagement in the food service program.

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.

Action 4.1 Given the availability of additional funding through the CSI initiatives, the SEL program will be redesigned in 2023-2024 to include an additional student success coordinator that will assist in case management for students at risk, connecting them to on and off campus supports to improve social engagement, sense of school connectedness and improved attendance. The PBIS student recognition development is complete and the program will be implemented for 2023-2024

Action 4.2 The Student Leadership representative will begin attending school board meetings for the 2023-2024 school year. The Homework club will be re-articulated in light of the aftercare study hall occurring at the same time to leverage the skills of staff in both programs.

Action 4.3 The community engagement program will expand its offering of parent education opportunities and fully implement the series on child development for 2023-2024

Action 4.4 No changes intended, though the program is experiencing a staffing change.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$110,225	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
4.75%	0.00%	$0.00	4.75%

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.

Given the needs observed in our unduplicated student population, particularly during the pandemic, it is clear that in home student support differentials pose an obstacle to learning for unduplicated students. Major cases of under performance include access to technology, targeted academic support time, and mental health support. As such, developing integrated intervention support services in class and extended tutorial support programs will help provide the supplemental supports necessary for ELD and low income students. The actions that support this work include the MTSS Resource Team that is tasked with identifying all students struggling for academic or SEL needs. This team is equipped with data to assist in monitoring unduplicated students and provided resources to build wrap around services for students identified. The tier 1.5 workshop model provides in class academic support in small groups that keep unduplicated students in the typical class setting, while leveraging group and partner activities to further academic intervention. Other supports include strategies to increase student connection to school through the enrichment program, extracurricular activities and community engagement. Student connection to school is a protective factor, particularly for low income families.

Unduplicated students were identified and the MTSS team created profiles of learners, identifying areas of weakness for students in the population. Specific supports, targeting areas of challenge for unduplicated students were developed. Key areas included:

1. Need for more 1:1 direct tutoring support to improve work completion and homework quality for students who may not have a caregiver at home to provide academic support.

2. Truancy intervention and support as our unduplicated student population demonstrates higher absence rates and experiences a greater loss of instruction time.

3. More opportunities for student engagement and development of connection to school which are shown to be protective factors from students at risk of academic underperformance or drop out in upper grades.

The dashboard data clearly showed underperformance relative to peers for students in the low socioeconomic demographic including a spread of 50 points for ELA and 70 points for Math. For attendance, students in the low socioeconomic subrgroup had absence rates 30% above their peers.

Many of these actions are provide LEA wide because they require the participation of unduplicated students to support the activity (workshop model instruction, community engagement program, etc). The MTSS team will provide ongoing weekly monitoring to provide supplemental targeted supports for unduplicated students as needed.

PRINCIPALLY DIRECTED TO SERVE FOSTER YOUTH, ENGLISH LEARNERS AND LOW INCOME STUDENTS:

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NEEDS CONDITIONS AND CIRCUMSTANCES

Demographics of Harmony include 30% low income

Dashboard Indicates discrepancies for Low Income students from the general population in ELA/Math

Low Income students are disproportionately impacted by housing scarcity, economic upheaval

Low Income students require additional assistance in tutoring support, food services and wrap around services (SEL/Counseling).

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ACTIONS

These actions and services listed are expected to both increase and improve services to our low income and EL students. The increased services are present in the following goals and actions:

Goal 1

EQUITY IN OPPORTUNITY AND ACCESS

Provide an exceptional education for our students through a highly skilled faculty and staff, rich curriculum, exemplary facilities, and active community stakeholder engagement.

Action 5

Stakeholder Engagement

Facilitate remote access to important community meetings for parents/community member unable to attend in person, provision of teleconference software and equipment, implement advanced notification system/website/school app

$11,000

Goal 2 ACADEMIC PROFICIENCY FOR ALL STUDENTS

Provide cohesive, responsive and effective supports for students to reach proficiency in reading, writing, math and other foundational disciplines.

Action 2

Tier 1.5 Workshops

Implement in-class push in supports via workshop model, additional paraprofessional staff, curriculum materials, training, and master schedule articulation. The program will see 2 certificated teachers in the program for 2023-2024

$153,000.00

Action 3

Intervention Tier 2

Intervention Teacher and Paraprofessional team supporting 1:1 and small group pull outs to supplement push in supports in tier 1.5 for ELA/Math

$52,000.00

Action 4

Study Hall Tutoring

Provide 1-1.5 hours daily of study hall for upper grades students. Additional staffing to support increased group sizes and inclusion of study hall as a component of the after school care program

$21,000.00

Action 5

MTSS Resource Team

Staff time dedicated to constant identification, monitoring and provision of wrap around services to ensure all students experiencing academic, social/emotional or personal struggle are provided support. Staff include Counselor, Admin, Intervention Team, CSI student success coordinator case management.

$155,000.00

Goal 4

WELL-BEING OF STUDENTS AND COMMUNITY

Provide a safe, welcoming, healthy, and vibrant environment for students, staff and families that supports and sustains their personal growth, collaboration and contribution.

Action 1

Schoolwide SEL Program

Provide comprehensive SEL program including components for self regulation, executive function, conflict resolution, restorative practices and anti-bullying. Instruction by teachers and counselors in class. Paraprofessional/Admin support for program during supervision. Schoolwide PBIS elements including assemblies and honor program. This action is also instrumental to the CSI student success coordinator position that will be targeting supports to improve attendance and student emotional well being at school.

$200,000

Action 2

Extracurricular Activities

Extracurricular and student leadership Activities provided at lunch or after school including Spanish club, orchestra, drama, and competitive league play athletics

$22,000

Action 3

Community Engagement Program

Curate a cohesive, articulated, multi-event community engagement program including major community gathering events throughout the seasonal calendar. Parent education opportunities to support families in the home including 6 week Hand In Hand parenting workshops for parents to strengthen their relationship to their child at home and improve skills in supporting their emotional and academic development.

$20,000

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EXPECTED OUTCOMES

We expect these goals and actions to result in closing of achievement gap for our unduplicated students as they disproportionately provide additional services that are targeted to address obstacles unique to low income, ELD, Foster youth populations. The academic supports reduce the student to teacher ratios to provide more immediate educator feedback for unduplicated student learners in reading and mathematics. The expected outcome for 2023 would demonstrate improvement in closing the performance gap in CAASPP test results for the low socioeconomic student subgroup in ELA and Mathematics. In addition, improved truancy prevention and SEL services should see a closing of the gap between the unduplicated student population and that of their peers.

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

Harmony Union School District is required to increase or improve services for EL, Foster Youth, and Low income students by 2.64% and 5.66% for Harmony Elementary and Salmon Creek respectively which is equal to $18,457 + $91,768 (Harmony/Salmon Creek) with a combined percent increase for improved services at 5.10%. The increased percentage is met by actions and services included in the Local

Control and Accountability Plan. The following actions described below are increased improved and meet and/or exceed the totality of the required percentage increase as compared to services to all students.

In the plan you will see the following actions marked as contributing which are included as part of the increased Percent:

Goal 1 Action 5 Addressing Parental Involvement

Goal 2 Actions, 1, 2, 3, 4 and 5 Addressing Student outcomes

Goal 4 Actions 1, 2, 3 Addressing School Culture, safety and student/family engagement

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

NA

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,146,000.00	$134,000.00	$9,000.00	$210,700.00	$3,499,700.00	$3,386,200.00	$113,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Highly Qualified Staff	All	$2,170,000.00	$35,000.00		$45,700.00	$2,250,700.00
1	1.2	Universal and ready access to equipment and materials	All	$40,000.00	$10,000.00			$50,000.00
1	1.3	Library Access	All	$50,000.00		$5,000.00		$55,000.00
1	1.4	School Facility Maintenance and Improvements	All	$160,000.00				$160,000.00
1	1.5	Parent and Stakeholder Engagement	English Learners Foster Youth Low Income	$11,000.00				$11,000.00
2	2.1	Curriculum Articulation	All	$80,000.00				$80,000.00
2	2.2	Tier 1.5 Workshops	English Learners Foster Youth Low Income	$109,000.00	$44,000.00			$153,000.00
2	2.3	Intervention Tier 2	English Learners Foster Youth Low Income	$52,000.00				$52,000.00
2	2.4	Study Hall Tutoring	English Learners Foster Youth Low Income	$6,000.00	$15,000.00			$21,000.00
2	2.5	MTSS Resource Team	English Learners Foster Youth Low Income	$155,000.00				$155,000.00
3	3.1	Middle School PBL Garden Program	All	$12,000.00				$12,000.00
3	3.2	Music & Arts Program	All	$76,000.00	$25,000.00	$2,000.00		$103,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	**4.1**	Schoolwide SEL Program	English Learners Foster Youth Low Income	$35,000.00			$165,000.00	$200,000.00
4	**4.2**	Extracurricular Activities	English Learners Foster Youth Low Income	$20,000.00		$2,000.00		$22,000.00
4	**4.3**	Community Engagement Program	English Learners Foster Youth Low Income	$20,000.00				$20,000.00
4	**4.4**	Farm to Kitchen Program	All	$150,000.00	$5,000.00			$155,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,321,346	$110,225	4.75%	0.00%	4.75%	$408,000.00	0.00%	17.58 %	**Total:**	$408,000.00
								LEA-wide Total:	$408,000.00
								Limited Total:	$0.00
								Schoolwide Total:	$408,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Parent and Stakeholder Engagement	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$11,000.00	
2	2.2	Tier 1.5 Workshops	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$109,000.00	
2	2.3	Intervention Tier 2	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$52,000.00	
2	2.4	Study Hall Tutoring	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$6,000.00	
2	2.5	MTSS Resource Team	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$155,000.00	
4	4.1	Schoolwide SEL Program	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$35,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.2	Extracurricular Activities	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
4	4.3	Community Engagement Program	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$20,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,368,350.00	$2,567,407.00

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	Highly Qualified Staff	No	$1,486,000.00	$1,575,160.00
1	1.2	Universal and ready access to equipment and materials	No	$47,000.00	$66,934.00
1	1.3	Library Access	No	$55,000.00	$47,600.00
1	1.4	School Facility Maintenance and Improvements	No	$160,000.00	$218,735.00
1	1.5	Parent and Stakeholder Engagement	Yes	$11,000.00	$12,400.00
2	2.1	Curriculum Articulation	No	$5,200.00	$5,512.00
2	2.2	Tier 1.5 Workshops	Yes	$85,000.00	$90,100.00
2	2.3	Intervention Tier 2	Yes	$65,500.00	$69,430.00
2	2.4	Study Hall Tutoring	Yes	$10,100.00	$21,500
2	2.5	MTSS Resource Team	Yes	$60,550.00	$64,183.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Middle School PBL Garden Program	No	$11,000.00	$11,660.00
3	3.2	Music & Arts Program	No	$99,000.00	$92,410.00
4	4.1	Schoolwide SEL Program	Yes	$35,000.00	$37,100.00
4	4.2	Extracurricular Activities	No Yes	$5,000.00	$6,812.00
4	4.3	Community Engagement Program	Yes	$13,000.00	$14,671.00
4	4.4	Farm to Kitchen Program	No	$220,000.00	$233,200.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$92,119.00	$182,150.00	$205,489.50	($23,339.50)	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	1.5	Parent and Stakeholder Engagement	Yes	$11,000.00	$11,873.50	0	0
2	2.2	Tier 1.5 Workshops	Yes	$28,000.00	$29,680.00	0	0
2	2.3	Intervention Tier 2	Yes	$19,500.00	$20,670	0	0
2	2.4	Study Hall Tutoring	Yes	$10,100.00	$20,500	0	0
2	2.5	MTSS Resource Team	Yes	$60,550.00	$64,183.00	0	0
4	4.1	Schoolwide SEL Program	Yes	$35,000.00	$37,100.00	0	0
4	4.2	Extracurricular Activities	Yes	$5,000.00	$6,812.00	0	0
4	4.3	Community Engagement Program	Yes	$13,000.00	$14,671.00	0	0

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,000,790	$92,119.00	0.00%	4.60%	$205,489.50	0.00%	10.27%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated 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).

  o **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.

  o 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)

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

- 5. Total Planned Percentage of Improved Services

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

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

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

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - 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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