Flournoy Union Elementary School District

PO Box 2260; 15850 Paskenta Rd. Flournoy, CA 96029   www.flournoyschool.org 530-833-5331; 530-833-5332 fax

BOARD MEETING AGENDA
Tuesday June 20, 2023 at 6:15 pm

MISSION STATEMENT: The Mission of Flournoy Elementary School is to provide academic excellence, responsible citizens, and a lifelong desire for learning in a safe environment.

DATE: Tuesday, June 20, 2023 at 6:15 pm
TYPE: Budget/LCAP Public Hearing Board Meeting
LOCATION: Flournoy School District, Building 1

PUBLIC HEARING NOTICE POSTED: 06/09/23 Flournoy School, Flournoy Store and Paskenta Store
BOARD MEETING AGENDA POSTED: 06/16/23 Flournoy School, Flournoy Store and Paskenta Store

1.   **PUBLIC MEETING CALL TO ORDER BY PRESIDING OFFICER** Tyson Freund ˅ , at _6:15_ p.m.
       Roll call

☐ Cathy Bjornestad-Tobin
☑ ~~Tyson Freund~~
☑ ~~Kay May~~
☑ ~~Mike Sanderson~~
☑ ~~Bryson Schenk~~

PUBLIC COMMENT PERTAINING TO AGENDA

Comments on Closed Session Agenda Items, (below). Any person wishing to speak to any item on the Closed Session Agenda will be granted three minutes to make a presentation.

Comments from the Floor: At this time, any person wishing to speak to any item **not on** the Agenda will be granted three minutes to make a presentation. No action may be taken at this meeting on items addressed during these comments.

Comments on Agenda Items: At this time, any person wishing to speak to any item **on** the Agenda will be granted three minutes to make a presentation.

2.   **PLEDGE OF ALLEGIANCE**

Recognize staff present:

☑ ~~Rachel Davis, Superintendent~~
☑ ~~Melinda Flournoy, Business Manager~~
☐ Heather Flournoy, Teacher
☐ Cody Weston, Custodian
☐ Mei Vance, Instructional Aide
☐ Maria Hererra

1.   From members of the Board of Education
2.   From the Superintendent   Adjournment at _____ p.m.

4.

**Flournoy Union
Elementary School District**
PO Box 2260; 15850 Paskenta Rd. Flournoy, CA 96029   www.flournoyschool.org 530-833-6331; 530-833-5332 fax

BOARD MEETING MINUTES
Tuesday May 23, 2023 at 6:15 pm

MISSION STATEMENT: The Mission of Flournoy Elementary School is to provide academic excellence, responsible citizens, and a lifelong desire for learning in a safe environment.

DATE: Tuesday, May 23, 2023 at 6:15 pm
TYPE: Regular Board Meeting
LOCATION: Flournoy School District, Building 1

PUBLIC HEARING NOTICE POSTED: NONE
BOARD MEETING AGENDA POSTED: 04/14/23 Flournoy School, Flournoy Store and Paskenta Store

1.   <u>PUBLIC MEETING CALL TO ORDER BY PRESIDING OFFICER</u> Cathy Tobin , at _6:15____ p.m.
        Roll call

        ☑ ~~Cathy Bjornestad-Tobin~~
        ☐ Tyson Freund
        ☑ ~~Kay May~~
        ☑ ~~Mike Sanderson~~
        ☑ ~~Brysen Schenk~~

<u>PUBLIC COMMENT PERTAINING TO AGENDA</u>
<u>Comments on Closed Session Agenda Items, (below).</u> Any person wishing to speak to any item on the Closed Session Agenda will be granted three minutes to make a presentation.
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<u>Comments on Agenda Items:</u> At this time, any person wishing to speak to any item <u>on</u> the Agenda will be granted three minutes to make a presentation.

2.   **PLEDGE OF ALLEGIANCE**

                                         Recognize staff present:
        ☑ ~~Rachel Davis, Superintendent~~
        ☑ ~~Melinda Flournoy, Business Manager~~
        ☐ Heather Flournoy, Teacher
        ☐ Cody Weston, Custodian
        ☐ Mel Vance, Instructional Aide
        ☐ Sandra Palafox, Instructional Aide
        ☐ Maria Hererra
        ☐ Leah Castor

3. **Announcements**
    - NO SCHOOL Monday, May 29th for Memmorial Day
    - 8th Grade End of the Year Field Trip to Alcatraz Island - Friday, June 2nd
    - Flournoy School Kindergarten & 8th Grade Promotion Ceremony - Tuesday, June 6th
    - End of the Year Pool Party - Thursday, June 8th
    - Last Day of School/Minimum Day/Students vs Parents Softball Game & BBQ
    - Leah Castor, One-on-one Paraprofessional is Resigning effective 6/9/23
    - Sandra Mojica-Palafox, One-on-one Paraprofessional is Resigning effective 6/9/23

4. **ADOPTION OF AGENDA**

    MS / KM 4 / 0 / 0
    Motion/Second   Ayes/Noes   /Abstain

5. **APPROVAL OF MINUTES FROM THE MEETINGS OF:**   **Tuesday, April 18, 2023**

    KM / MS 4 / 0 / 0
    Motion/Second   Ayes/Noes   /Abstain

6. **COMMENTS**
    1. From members of the Board of Education
    2. From the Superintendent and Business Manager
    3. From the Staff/Teachers

7. **GENERAL FUNCTION CONSENT ITEMS**
    1. Bills and warrants for: **April 2023**
    2. MOUs/Agreements: **NONE**

    MS / BS 4 / 0 / 0
    Motion/Second   Ayes/Noes   /Abstain

    PUBLIC HEARING: **NONE**

9. **DISCUSSION/ACTION ITEMS**   (Attachments)
    - Appointment of Board Member Oath of Office

    1. Consider approval of annual administration contract for Rachel Davis, Superintendent effective 07/01/23-06/30/24

       MS / KM 4 / 0 / 0
       Motion/Second   Ayes/Noes   /Abstain

    2. Consider approval of the Resolution for the 2022-23 Year End Closing Ed code 44258.3

       BS / KM 4 / 0 / 0
       Motion/Second   Ayes/Noes   /Abstain

    3. Consider approval of updated certificated salary schedule effective 07/01/223

       MS / KM 4 / 0 / 0
       Motion/Second   Ayes/Noes   /Abstain

    4. Consider approval of the Right of Entry Agreement for Elkins with PG&E
       Tabled until June Meeting

       MS / KM 4 / 0 / 0
       Motion/Second   Ayes/Noes   /Abstain

    5. Information Only: Parent advisory group discussion follow-up regarding LCAP

10.   DISCUSSION ON NEXT BOARD MEETING

      1.   Next meeting date:_____Tuesday, June 20 & 21, 2023, 6:15 PM____.

      2.   Possible items for action/discussion

          • Budget/LCAP Public Hearing and Prblic Adoption

11.   FURTHER COMMENTS

      1.   From members of the Board of Education

      2.   From the Superintendent   Cathy Tobin   Adjournment at_7:25__ p.m.

Checks Dated 05/01/2023 through 05/31/2023

Check Number	Check Date	Pay to the Order of	Comment	Fund-Object	Expensed Amount	Check Amount
40248000	05/01/2023	SEMINGSON ARCHITECTURE & ENGINERING	SERVICES THROUGH MARCH 2023	25-5800		11,517.50
40248001	05/01/2023	Pace Analytical Services, LLC	DRINKING WATER MONITORING	01-5502		145.50
40248002	05/01/2023	California Safety Company	MONTHLY CENTRAL STATION MONITORING	01-5507		50.75
40248003	05/01/2023	Coastal Business Systems Inc.	PRINTER LEASE	01-5600		686.74
40248004	05/01/2023	CSM Consulting	E-RATE JAN, FEB, MAR 2023	01-5800		350.00
40248005	05/01/2023	FOLLETT CONTENT SOLUTIONS, LLC	MATH CURRICULUM	01-4300		10,167
40248006	05/01/2023	Green Waste	ELKINS GARBAGE	01-5506	190.29	456.78
			GARBAGE		266.49	
40248007	05/01/2023	J.M. Distributing Dairy Prod.	MILK FOR LUNCHES	13-4700		431.10
40248008	05/01/2023	Pacific Gas & Electric Co.	ELKINS ELECTRIC BILL	01-5503		89.53
40248009	05/01/2023	Michael D. Butler	WATER OPERATOR SERVICE	01-5502		150.70
40248010	05/01/2023	McCoy's Hardware & Farm Supply	MAINTENANCE SUPPLIES	01-4300		39.84
40248011	05/01/2023	TCSIG	INSURANCE PREMIUMS	76-9513		4,058.00
40248012	05/01/2023	Tehama Co Dept of Education	2022-23 DATA TRANSMISSION SERVICES AGREEMENT	01-5800	9,000.00	18,331.25
			2022-23 INTERNET SERVICE		8,950.00	
			3RD QTR LAN SUPPORT JAN-MARCH 2023		381.25	
40249106	05/17/2023	PASKENTA COMMUNITY SERVICES DISTRICT	ELKINS WATER BILL	01-5502		70.00
40249107	05/17/2023	AT&T/Calnet	PHONE BILL	01-5901		89.52
40249108	05/17/2023	Pace Analytical Services, LLC	DRINKING WATER MONITORING	01-5502		421.52
40249109	05/17/2023	Calif. Dept of Ed Cde Press	COMMODITIES	13-4700		72.15
40249110	05/17/2023	California Safety Company	MONTHLY CENTRAL STATION MONITORING	01-5507		50.00
40249111	05/17/2023	Green Waste	ELKINS GARBAGE BILL	01-5506	190.29	456.78
			GARBAGE BILL		266.49	
40249112	05/17/2023	Pacific Gas & Electric Co	ELECTRIC BILL	01-5503	1,578.89	1,739.58
			ELKINS ELECTRIC BILL		160.69	
40249113	05/17/2023	McCoy's Hardware & Farm Supply	MAINT SUPPLIES	01-4300		21.55
40249114	05/17/2023	Tehama Co Dept of Education	2022-23 SARB SERVICES	01-5800		888.00
40249115	05/17/2023	Triple R Gas	PROPANE BILL	01-5504		2,043.24
40249116	05/17/2023	US Bank	VARIOUS	01-4300	691.82	1,171.71
			VARIOUS	13-4700	479.89	

Total Number of Checks   24   44,432.41

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ReqPay12c

Board Report

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GENERAL	20	27,873.77
13	CAFETERIA SPEC REV	3	983.14
25	CAPITAL FACILITIES	1	11,517.50
76	WARRANT/PASS-THRU	1	4,058.00
	Total Number of Checks	24	44,432.41
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		44,432.41

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

908 - Flournoy School District

Generated for MELINDA FLOURNOY (MFLOURNOY908), Jun 16 2023 9:20AM

FLOURNOY ELEMENTARY SCHOOL DISTRICT
15850 PASKENTA ROAD
FLOURNOY, CA 96029
(530) 833-5331

NOTICE OF PUBLIC HEARING

The Flournoy Union Elementary School District Governing Board Herby Gives Notice that a Public Hearing will be held as follows:

A Public Hearing will be held at the Regular School Board Meeting on June 20, 2023 at 6:15 p.m. in the Flournoy Classroom to discuss the 2023-2024 Proposed Budget and LCAP.

A Public Hearing will be held at the Special School Board Meeting on June 21, 2023 at 6:15 p.m. in the Flournoy Classroom to approve the 2023-2024 Budget and LCAP.

Any interested persons are encouraged to attend and give input.

The budget will be available for public inspection on June 14, 2023 from 9:00 a.m. to 11:00 p.m. in the office.

Posted: 6/09/2023
        Flournoy School Front Door
        Flournoy School 2nd Building Door
        Flournoy Store

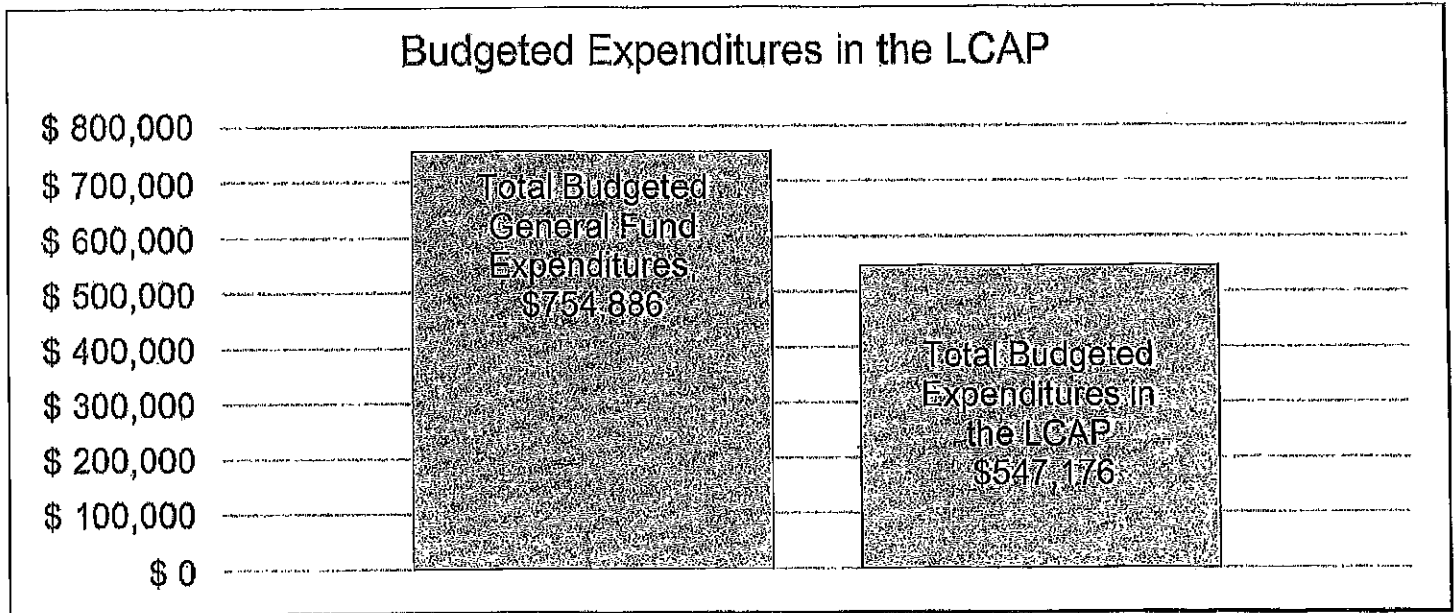# Projected Revenue by Fund Source
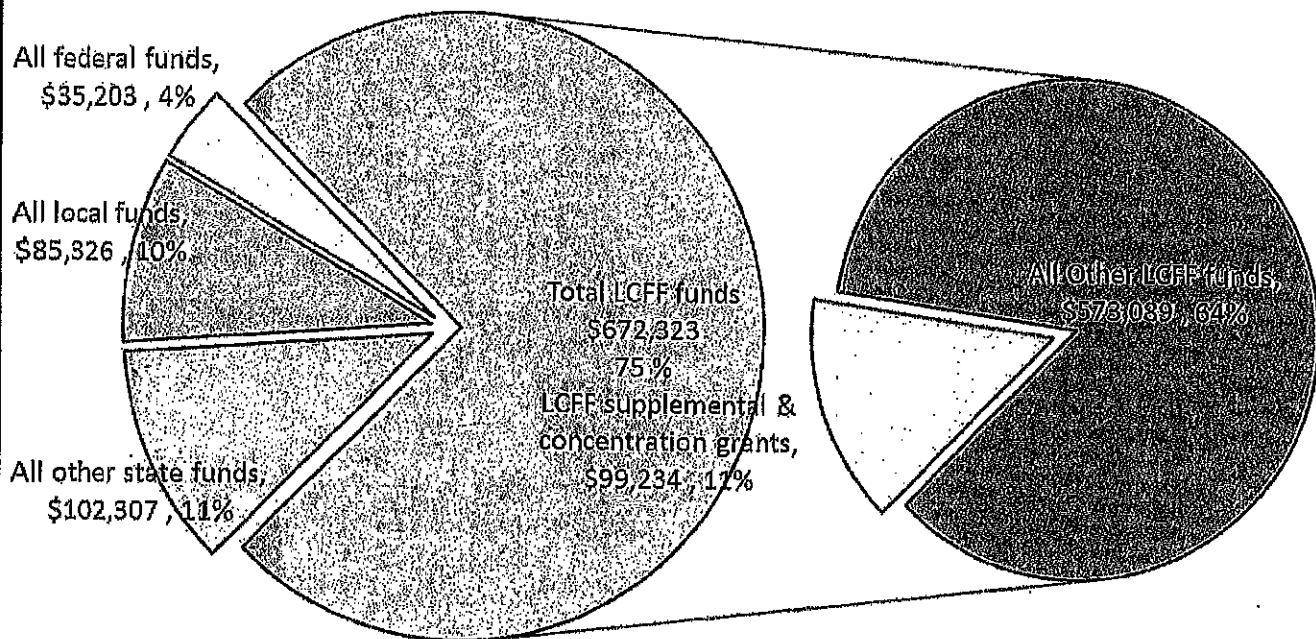
This chart shows the total general purpose revenue Flournoy Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Flournoy Union Elementary School District is $895,159, of which $672,323.00 is Local Control Funding Formula (LCFF), $102,307.00 is other state funds, $85,326.00 is local funds, and $35,203.00 is federal funds. Of the $672,323.00 in LCFF Funds, $99,234.00 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

Total Budgeted General Fund Expenditures $754,886

Total Budgeted Expenditures in the LCAP $547,176

This chart provides a quick summary of how much Flournoy Union Elementary School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Flournoy Union Elementary School District plans to spend $754,886.00 for the 2023-24 school year. Of that amount, $547,176.00 is tied to actions/services in the LCAP and $207,710 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
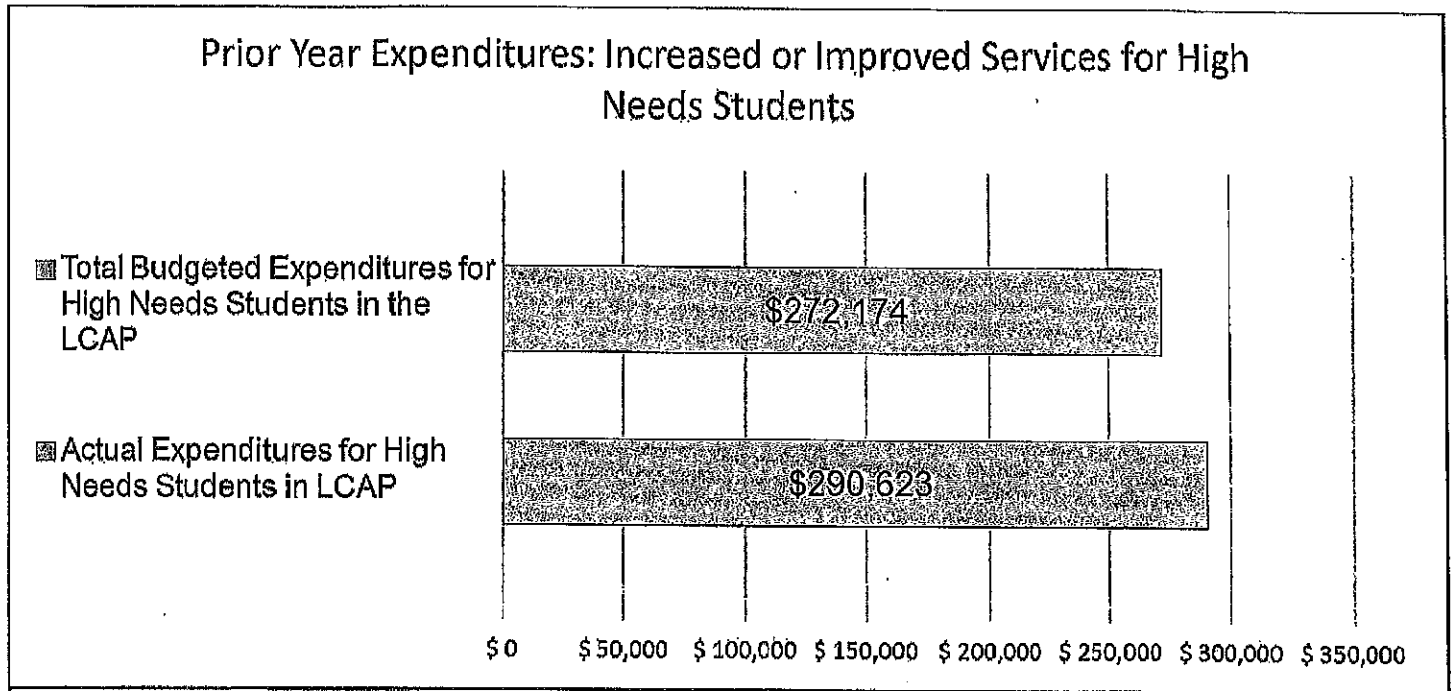
General Fund Budget Expenditures not included in the LCAP consist of general education teachers, the special education program, facility maintenance, utilities, administration, categorical programs, and other restricted grants.

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

In 2023-24, Flournoy Union Elementary School District is projecting it will receive $99,234.00 based on the enrollment of foster youth, English learner, and low-income students. Flournoy Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Flournoy Union Elementary School District plans to spend $289,306.00 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 — $272,174

Actual Expenditures for High Needs Students in LCAP — $290,623

$0	$50,000 $100,000 $150,000 $200,000 $250,000 $300,000 $350,000

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

The text description of the above chart is as follows: In 2022-23, Flournoy Union Elementary School District's LCAP budgeted $272,174.00 for planned actions to increase or improve services for high needs students. Flournoy Union Elementary School District actually spent $290,623.00 for actions to increase or improve services for high needs students in 2022-23.

FLOURNOY
ELEMENTARY SCHOOL

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
Flournoy Union Elementary School District	Rachel Davis Superintendent	rdavis@flournoysschool.org 530-833-5331

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.

Flournoy School is a tiny, rural school in western Tehama County. Started in 1922, it was a one room schoolhouse that filled the need for a ranching community school. Flournoy today serves 48 children, TK through grade 8. Student demographics include 64.4% Free/Reduced, 12.2% Special Education, 75% White, 22.92% and Hispanic 2.08 Multiple. Flournoy currently has no Foster students enrollment and one Reclassified English Learners. During 2022/23, Flournoy staff consisted of 1 Superintendent/Teacher, 1 Teacher, 3 part time paraprofessionals, a full-time business manager, a part time cook/manager and a part time custodian. Flournoy's student population and location make it a very unique school. Flournoy is a warm and welcoming school, and creates a family-like atmosphere for students, staff, and parents. Academics are our priority, and our local kids have been able to demonstrate their writing and artistic skills on display for our local community. We have competed in many writing and art competitions with much larger schools, and our Flournoy students have consistently taken top honors. Not only does Flournoy focus on academic individualized instruction and full-inclusion for students, but we also offer extra-curriculum opportunities for our students. Our school competes competitively in volleyball and basketball.

Reflections: Successes

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

A review of the California Dashboard reflect a very low suspension rate for all students. All local indicators have been met with parent and student feedback appreciative of the school culture and climate. All curriculum is standards aligned and staff appropriately credentialed.

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.

Flournoy Elementary qualified as an ATSI based on the Socioeconomically Disadvantaged (SED) and White (W) subgroups in the area of chronic absenteeism. SED students had a chronic absenteeism grate of 47.4% and the White group had a chronic absenteeism of 35.9%. These absences were due to increased illnesses and parents having a hard time getting their students up in the morning. Between the 20/21 and 21/22 CAASP tests, there was a decline in student meeting ELA standard MA standards. This decline is noted in iReady scores

LCAP Highlights

MISSION STATEMENT: The Mission of Flournoy Elementary School is to provide academic excellence, responsible citizens, and a lifelong desire for learning in a safe environment.

Flournoy's LCAP goals address student achievement for all Flournoy students and providing a safe, welcoming school environment for families and children. Flournoy has a large percentage of Special Education students, which present challenges for a small, rural school district. Staff work closely with the Tehama SELPA to provide IEP services while Flournoy teachers address learning and social-emotional needs. Our instructional model is "full inclusion" which means Special Needs students are fully included in all Flournoy lessons and activities. Both teachers share responsibility to provide specialized and individualized instruction. Parent participation is important to our program and staff work closely with all families daily. Based on this information our two LCAP goals are custom fit to our small school's special needs and family-like atmosphere. Flournoy Union Elementary School District will strive to achieve these two goals from 2021-2024:

LCAP Goal #1- All Flournoy students will advance toward proficiency on an annual basis in both ELA and Math as measured by state and local assessments.

LCAP Goal #2- Flournoy School will provide a safe, welcoming school environment and culture.

Comprehensive Support and Improvement

Schools Identified

Flournoy Elementary School District was not identified for CSI.

Support for Identified Schools

Flournoy Elementary School District was not identified for CSI.

Monitoring and Evaluating Effectiveness

Flournoy Elementary School District was not identified for CSI.

Engaging Educational Partners

Stakeholder involvement at Flournoy includes the following:
*Families - notification through the website, Catapult Connect mass communications and monthly calendar: Monthly events, field trips, parent survey (2022/2023 School year)
*Regular staff discussions and feedback-every minimum day Monday
*Flyer/Poster distribution to community members during school events- Back to School Night September, Christmas Performance, Spaghetti feed April, State Testing notification Spring.
*Parent Conferences- November 14th-18th
*Board meetings- every 3rd Tuesday of the month
*Staff/Parent Advisory Meetings- 4/18, 5/24 (included special education parent)
*Annual Student/Parent/Staff survey- Spring
*Learning Continuity and Attendance Plan Review/Survey- Fall
*Student Information System (Aeries)-Weekly with grade reports, students and parents were sent home directions to create username/passwords to access their child's attendance and academic progress in November.
*Flournoy Elementary does not have collective bargaining units.

Parent and Staff Feedback (Surveys and Parent Advisory Committee): Parent feel there is good daily communication from teachers and staff regarding students. They appreciate the way individual personalities are utilized to strengthen community involvement. Smaller class sizes, allowing teachers and staff to learn more about each child and their family lives is appreciated. Parents responded there are many opportunities for families to get involved, volunteer, and appreciate the welcoming environment at the school where they can check in at any time. Specific events appreciated include: back to school nights, book fairs, and the caring environment at the school. Parents feel supported and appreciate the respectful relationship with families and the school's desire to receive and respect their input. They feel the staff desires to learn about their family's strengths, cultures, language, and goals. 3/10 parents are unsure about resources available to support the learning of their child. Suggestions for areas to improve are providing ideas/activities for improving student learning at home and providing a questionnaire at the beginning of each year to parents to list their child's needs and home life and a semester meeting in regards to upcoming needs.

Student Feedback: Students respect and appreciate the teachers and school staff as well as the support they receive from staff. The appreciate being part of a small school and the rapport with their classmates. Many positive comments were received about the art lessons

and activities. Some areas of improvement include: more/longer breaks during the day; making learning more fun, creating a sense of fairness for all students with more individual consequences, more hands on activities, more equipment on the playground.

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

The input and responses we received were pivotal in the planning of our LCAP. Aspects of the LCAP that were influenced by specific input from our educational partners include; providing afterschool academic support, increased opportunities for parent/student support, and new standards based curriculum. We will be providing additional after school support for students to improve in academic areas. This Fall, a new parent group will be forming at our school. All parents will be welcome to join and the focus of the group will include a multitude of items. For example; improved school security system, curriculum adoption, LCAP input, and many more topics that arise. Also, another area within our LCAP that was influenced by our educational partners, includes adopting new standard based state adopted curriculum. It will be a three year process. Year 1 will be the adoption of social studies, year 2 will be Mathematics, and Year 3 will be English Language Arts. Parents, staff, and students will be part of the screening and adoption process. This will also help address providing a more challenging curriculum for our students. The survey results and staff/parent meetings were very helpful and essential for planning our LCAP.

Goals and Actions

Goal

Goal #	Description
1	All Flournoy students will advance toward proficiency on an annual basis in both ELA and Math as measured by state and local assessments. Spring 2023 survey results indicated some parent concern in the area of student learning. 3/10 parents are unsure about resources available to support the learning of their child. Suggestions for areas to improve are providing ideas/activities for improving student learning at home and providing a questionnaire at the beginning of each year to parents to list their child's needs and home life and a semester meeting in regards to upcoming needs.

An explanation of why the LEA has developed this goal.

Based on stakeholder input staff, parents, and the community would like to see students have academic growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Percentage of Students meeting ELA CAASP standards will increase	ELA-38.6 below standard 18/19 Met Standard 30.0%	20/21 Met Standard: 45.16%	21/22 Met Standard: 42.86%		ELA- 50% of students meeting/exceeding
Percentage of Students meeting MATH CAASP standards will increase.	72.8% below standard 18/19 Met Standard: 20%	20/21 Met Standard: 32.26%	21/22 Met Standard: 17.14%		MA - 40% of students meeting/exceeding.
Easy CBMs	Easy CBMs: 70% demonstrated sufficient growth in reading fluency	2021/2022 Easy CBMs: 71.4% demonstrated sufficient growth in	22/23 Easy CBMs: 60% demonstrated sufficient growth in reading fluency or		Easy CBMs: 76% will demonstrate sufficient growth in reading fluency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
		reading fluency or maintained grade level/up grade level reading fluency	maintained grade level/up grade level reading fluency		ELPAC: Reclassify student by Year 1.
ELL Reclassification Rates Increase	0	21/22 1 reclassified	22/23 1 reclassified	22/23 1 reclassified	
Williams Reports	There were no Williams reports for 2020-21	No Williams complaints received.	No Williams complaints received.	No Williams Reports complaints	Continue with no Williams Reports complaints
Professional Development Records/CCSS/SEL implementation.	Spring 2020: Jump Math Training, Stem scopes Staff Curriculum Training Webinar Fall 2021.	Staff participated in SEL training through TCDE. 2021/2022.	Staff participated in SEL training through TCDE. 22/23. Staff participated in the Safe Kids training H.E.R.O Curriculum 22/23		CCSS professional development within ELA and Mathematics
Parent Surveys-Broad course of study satisfaction, parent participation	2018/2019 Parent survey results: parents indicated strengths were Flournoy provides quality education and school, feels the student's get individual attention. Areas of improvement: science standard implementation.	Spring 2022 Student/Parent/Staff Survey Results: Strengths- 100% are satisfied with the school, feels the school performs well academically. Areas of improvement- higher-level standards based curriculum and increased opportunities for parent/student	Spring 2023 Student/Parent/Staff Survey Results: Strengths: 100% are satisfied with the school, appreciate the school environment, and efforts of staff. Areas of Improvement: More resources for supporting student learning outside of school.		Parent Survey: improve science curriculum and continue with parent survey results strengths.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
		decision-making and input.			
Technology Access for students	2020/20201 School Year: 32/42 students at Flournoy have a Chromebook	100% of students have access to Chromebooks	100% of students have access to chromebooks.		100% of students have a Chromebook
i-Ready	i-Ready 2020/2021: 42% of students achieved one year's typical growth in Reading. 29% of students achieved one year's typical growth in math.	i-Ready 2021/2022: 46.9% of students achieved one year's typical growth in Reading. 36.7% of students achieved one year's typical growth in math.	i-Ready 2022/2023: 20.0% of students achieved one year's typical growth in Reading. 24.0% of students achieved one year's typical growth in math.	i-Ready: Reading- 48% of students will achieve one year's typical growth. Math- 35% of students will achieve one year's typical growth.	i-Ready: Reading- 48% of students will achieve one year's typical growth. Math- 35% of students will achieve one year's typical growth.
ELL Proficiency Rates Increase	ELPAC: 20/21- 100% ELPAC scores were at Level 3 (moderately developed)				100% students at level 4 (Well-developed)

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Instructional Staff	All instructional staff will be highly qualified, appropriately assigned and receive appropriate professional development, support and materials necessary to implement CCSS/NGSS and the full inclusion instructional model.	$229,716.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A portion of the additional 15% concentration grant funds will be utilized to provide our certificated staff with a stipend in order to encourage retention of this staff.		No
1.2	Instructional Materials	All students will be provided sufficient CCSS aligned instructional materials. Science and Social Studies will serve as core subjects and CCSS ELA and Math standards will be integrated into the instruction. ELL state and EL standards are integrated through the curriculum adoptions.	$6,666.00	No
1.3	Services for Special Needs students	Establish a MOU with the Tehama SELPA to provide a 0.2 FTE of resource specialist. Flournoy intends to continue it's full inclusion model.	$3,113.00	No
1.4	Parent Engagement/Communication	Parents will be engaged through home-school communication. Parents will be included in teacher professional development when appropriate. Parent Conferences will occur in the fall; school programs will be scheduled in accordance to school calendar. Communication methods may include: *Website *Monthly calendar *Weekly student work and grade reports *Catapult Connect Autodialer *Aeries Student Information System Parent Advisory Committee Staff/Parent Meetings	$4,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Academic and Social Enrichment Opportunities	All Flournoy students will have access to academic and social enrichment opportunities both within and outside the school day. Opportunities to include: *College/Career Opportunities activities *Field trips *Small Schools Consortium activities (Art Celebration, Science Fair, 8th Grade Career Day)	$250.00	No
1.6	Technology	Instructional staff will integrate technology into daily lessons, assessments and student projects. Internet access to be provided through a MOU to TCDE; desktop support to be included. *Software purchases may include: *Assessment software *Read Live *Typing program *Formative Loop *i-Ready *Mystery Science *Technology devices will be upgraded and/or replaced as need and budget allow.	$14,985.00	No
1.7	Academic Interventions	Flournoy students needing academic interventions will receive intervention support for both ELA and Math. Interventions to be provided through: *Individualized Skills Practice *Full inclusion certificated instruction and Resource Teacher time *After school tutoring as necessary *SERRF *ELOP	$51,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Highly Qualified Paraprofessionals	Paraprofessionals will be highly qualified, and receive appropriate professional development, support and supplemental materials necessary to implement CCSS/NGSS and the full inclusion instructional model. A portion of our 15% additional concentration funds will be utilized to provide a stipend to our paraprofessionals as we seek to retain their services.	$125,487.00	Yes
1.9	Curriculum Adoptions	Over the next 3 years, we will be adopting curriculum in the following areas. (22/23)-Social Studies (23/24)-English Language Arts. (24/25)- Mathematics	$16,911.00	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.

We did not see the academic growth expected but were able to maintain and enhance technology resources to students. Parents expressed appreciation for staff and would like more resources and help in meeting the needs of their children.

Action 1.9 Rather than adopting Social Studies in the current year we purchased more Math curriculum.

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 1.1 Due to raises and incentives, staff cost went up.
Action 1.2 Additional costs for instructional materials were incurred due to increased costs for materials and supplemental materials being added.
Action 1.5 All activities were either did not cost Flournoy or were paid from outside sources.
Action 1.7 Increased costs were incurred for intervention materials and extra time for staff.

Action 1.9 We spent $13397.00 less to add more Math Curriculum.	
An explanation of how effective the specific actions were in making progress toward the goal.	The newly purchased standards based curriculum is supporting our progress towards proficiency within Mathematics and English Language Arts. All actions helped address our goal although academic performance on CAASP was not as expected.
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 1.9 Has been changed to reflect a new adoption schedule.

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	Flournoy School will provide a safe, welcoming school environment and culture.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Chronic absenteeism rates will decrease	Chronic Absenteeism for 2018-19: 2.6%	Chronic Absenteeism for 2021-2022: 4.1%	Chronic Absenteeism for 2022-2023: 37.7%		Reduce/maintain 2.6% chronic absenteeism.
Attendance Rates will increase	P1 Attendance for 2020-21: 39.94% 0 SARB referrals	Annual Attendance for 2021-2022: 88.96% 0 SARB referrals	Annual Attendance for 2022-2023: 93.31% 0 SARB referrals		Maintain 95% attendance rate. 0 SARB reports
Suspension Rates	2020-2021 School year 2 suspensions	0 suspensions	0 suspensions		0 Suspensions
Expulsion Rates	2020-2021: 0 expulsions	0 expulsions	0 expulsions		0 expulsions
Middle school dropout rates	2020-2021: 0% Middle School	0 dropout rate	0 dropout rate		0% Middle School Dropout Rates

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
dropout rate					
Staff Safety Training/School Safety Drills	2020-2021: 100% participation in staff safety training; 100% compliance with safety drills	100% participation in staff safety training; 100% compliance with safety drills.	100% participation in staff safety training; 100% compliance with safety drills.		100% participation in staff safety training; 100% compliance with safety drills.
Stakeholder Survey regarding school environment	2018-2019 Survey Results: Staff, Student, and Parent Survey Results: 100% are satisfied with the school and high satisfaction for student safety and school environment.	Spring 2021/2022 Staff, Student, and Parent Survey Results: 100% are satisfied with the school and high satisfaction for student safety and school environment	Spring 2022/2023 Staff, Student, and Parent Survey Results: 100% are satisfied with the school and high satisfaction for student safety and school environment		Continue with strong parent satisfaction for student safety and school environment
Bullying reports	2020-2021: 0 negative social interaction and bullying reports	0 bullying reports	0 bullying reports		Bullying Reports: continue zero negative social interaction and bullying reports.
FIT reports	January 2020-21 FIT indicates good repair status.	FIT status was good	FIT status was good		Continued FIT good repair status

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Maintain Facilities	Maintain facilities in excellent condition; provide custodial and maintenance staff and supplies. Professional development will be provided to ensure compliance and knowledge base is up to date.	$30,139.00	No
2.2	Maintain Daily Attendance and Discipline	Notify families of excessive absences and discipline concerns. Refer to SARB as appropriate. Implement attendance incentive program. Cover the cost of an attendance program (AERIES).	$6,240.00	Yes
2.3	Safety	Staff will implement the Flournoy Safety Plan and ensure monthly student safety drills (to include intruder, fire, rattlesnakes). Staff will provide instruction related to appropriate social interactions and bullying prevention. Updates will be posted on the website and in the monthly calendar for parent information.	$0.00	No
2.4	Staff Training	Staff will participate in mandated training annually (using Keenan Safe Schools).	$0.00	No
2.5	Healthy Meals	Provide healthy meals to all students.	$57,669.00	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.

Based on engagement partner feedback progress was made in creating and supporting a positive school climate. There were no differences in actions.

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 2.2 Additional funding sources were utilized for this action.
Action 2.3 Costs were higher for programs and equipment than originally planned.
Action 2.4 Costs were higher than originally planned.

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

All actions were completed and contributed to our meeting this goal. PD was provided to staff that helped build the mindset and skillset of staff in effectively working with students in a positive manner. We were able to provide healthy meals. While absenteeism was not improved due to the comments made in our LCAP analysis, students behavior was supported in a manner that did not require suspensions or expulsions.

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.

No changes in goal or actions.

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	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Actions

Action #	Title	Description	Total Funds	Contributing

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.

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.

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.

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)
$99,234.00	7,922

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
17.74%	0.00%	$0.00	17.74%

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.

Actions 1.1, 1.8: As identified by the staff and through an analysis of academic assessment and classroom work samples, we have identified that our EL, FY, and LI student groups are struggling in the area of meeting academic requirements. To address this need, we will seek highly qualified teachers and staff that have and will expand on the knowledge for working effectively with these students through strategies that help these students access the core curriculum and master essential skill sets. We also know these students need more focused instruction that helps them make meaningful connections as they develop grit, persistence, and the intrinsic motivation required to help them become more self-directed in their learning. To address this need we will center our professional development of certificated and classified staff on teaching strategies that are trauma-informed, memorable, passion-building, and help students make meaningful connections.

Action 1.7: : As identified by the staff and through an analysis of academic assessment, grades, and classroom observations, we have identified that our EL, FY, and LI students are struggling in the area of meeting academic requirements. To address this need, we will utilized academic assessments to help us identify the key skills these students are missing that are creating the learning gap between them and their peers. These assessments will be used to track the progress these students are making so that adjustments can be made and guide the intervention supports enhanced by our paraprofessionals and Tier II strategies/grouping within the classroom.

Action 2.2: As identified by the staff and through an analysis of attendance records, we have identified that our EL, FY, and LI students often have poor attendance that negatively impacts their ability to make positive connections with their peers and the school culture. The poor attendance of these students further compounds their learning difficulties as they are not consistently receiving core instruction that builds on previous learning or receiving intervention services in a regular manner. To address this need, we have identified staff to monitor the attendance of students and engage with their families in proactively understanding the barriers and their perceptions that are impacting their children's inconsistent attendance. We are also implementing communication strategies that convey meaningful information to our families that help them value the practices of our district and help them build a positive connection with the school culture and climate that builds within them a stronger value and importance for their child's participation at school.

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

A review of our FY, EL, and LI students has been first and foremost taken into consideration as we have drafted the increased/improved actions within our LCAP so as to insure these students make more progress than their peers that subsequently will close the achievement gap between the groups. While many of these actions will benefit all students, the benefit to our EL, FY, and LI will be far greater as:

Actions 1.1, 1.8: We implement strategic and well-designed processes for the interviewing and hiring of our staff along with providing them with targeted professional development specifically focused on the needs identified above. This PD will focus on MTSS, SEL, and developing, within staff a clear understanding for the needs of our unduplicated students and how to support them.

Action 1.7: We implement research-based academic assessments in both ELA and MA that not only assess the current areas of strength and weakness of students, but help us design targeted Tier 1 and Tier II interventions that occur within the classroom, by the classroom teacher, and by paraprofessionals. These assessment further help us analyze the needs of our students to better inform our instructional practices and the professional development the district designs throughout the year.

Action 2.2: We implement teaching strategies to build intrinsic motivation and value for attending school on behalf of the students and their families. As our families receive help navigating personal and professional struggles by the resources offered through SARB that help bring various community resources together to support families, we believe they will increase their awareness and value for consistent attendance. The added connections between our staff and families will also help build relationships that will support this goal in an effort to proactively impact a more consistent attendance pattern by students. Access to transportation at no charge will also minimize barriers and excuses

families may have that prevent their student from attending school which will lead to more consistent attendance and provide our staff with resources they can rely on in helping parents address personal barriers.

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.

$7,042 additional concentration funds is not enough to add staff. We will use these funds to provide additional training and offer incentives to our current staff as identified in Actions 1.1 and 1.8.

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	3:49	
Staff-to-student ratio of certificated staff providing direct services to students	2:49	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$337,603.00	$54,537.00	$5,352.00	$149,245.00	$547,117.00	$210,633.00	$136,543.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Highly Qualified Instructional Staff	English Learners Foster Youth Low Income	$229,716.00	$0.00		$0.00	$229,716.00
1	1.2	Instructional Materials	All	$1,500.00	$5,166.00			$6,666.00
1	1.3	Services for Special Needs Students	Students with Disabilities	$3,113.00				$3,113.00
1	1.4	Parent Engagement/Communication	All	$4,500.00				$4,500.00
1	1.5	Academic and Social Enrichment Opportunities	All	$250.00				$250.00
1	1.6	Technology	All	$8,795.00		$6,190.00		$14,985.00
1	1.7	Academic Interventions	English Learners Foster Youth Low Income	$1,500.00			$50,000.00	$51,500.00
1	1.8	Highly Qualified Paraprofessionals	English Learners Foster Youth Low Income	$57,202.00	$32,299.00	$0.00	$35,986.00	$125,487.00
1	1.9	Curriculum/Adoptions	All	$30,139.00	$16,911.00	$0.00	$0.00	$16,911.00
2	2.1	Maintain Facilities	All		$0.00	$0.00	$0.00	$30,139.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Maintain Daily Attendance and Discipline	English Learners Foster Youth Low Income	$888.00	$0.00	$5,352.00	$0.00	$6,240.00
2	2.3	Safety	All	$0.00	$0.00	$0.00	$0.00	$0.00
2	2.4	Staff Training	All	$0.00	$0.00	$0.00	$0.00	$0.00
2	2.5	Healthy Meals	All	$0.00	$0.00	$0.00	$57,669.00	$57,669.00

2023-24 Contributing Actions Tables

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)
$559,450	$99,234.00	17.74%	0.00%	17.74%	$289,306.00	0.00%	51.71%

Totals by Type	Total LCFF Funds
LEA-wide Total:	$59,590.00
Limited Total:	$0.00
Schoolwide Total:	$229,716.00
Total:	$289,306.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Highly Qualified Instructional Staff	Yes	Schoolwide	English Learners Foster Youth Low Income		$229,716.00	
1	1.7	Academic Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	
1	1.8	Highly Qualified Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,202.00	
2	2.2	Maintain Daily Attendance and Discipline	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$888.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$445,102.00	$505,877.00

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 Instructional Staff	Yes	$204,523.00	244,161.00
1	1.2	Instructional Materials	No	$8,070.00	13,565.00
1	1.3	Services for Special Needs students	No	$2,434.00	12,508.00
1	1.4	Parent Engagement/Communication	No	$2,500.00	4,091.00
1	1.5	Academic and Social Enrichment Opportunities	No	$250.00	0.00
1	1.6	Technology	No	$18,632.00	18,492.00
1	1.7	Academic Interventions	Yes	$11,500.00	270,000.00
1	1.8	Highly Qualified Paraprofessionals	Yes	$163,421.00	10,543.00
1	1.9	Curriculum Adoptions	No	$16,911.00	3514.00

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)
2	2.1	Maintain Facilities	No	$29,585.00	$27,653.00
2	2.2	Maintain Daily Attendance and Discipline	Yes	$41,342.00	$37,740.00
2	2.3	Safety	No	$0.00	$600.00
2	2.4	Staff Training	No	$0.00	$3,700.00
2	2.5	Healthy Meals	No	$50,912.00	$53,661.00

6. Estimated Actual 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 3)
$93,761.	$272,174.00	$290,623.00	($18,449.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) (Input LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Last Year's Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.7	Highly Qualified Instructional Staff	Yes	$204,546.00	232,683.00		
1		Academic Interventions	Yes	$1,500.00	2,310.00		
1	1.8	Highly Qualified Paraprofessionals	Yes	$61,789.00	51,741.00		
2	2.2	Maintain Daily Attendance and Discipline	Yes	$4,342.00	888.00		

2022-23 LCFF Carryover Table

6. Estimated Actual LCFF Base Grant (Input Dollar Amount)	9. 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)
$517,367.	$93,761.	8.02%	26.74%	$290,923.00	0.00%	56.79%	$0.00	0.00%

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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.

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.

- 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: 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.

Action Tables

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 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.

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%).

  o 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 it had hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

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

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

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

  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

  o 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)

  o 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 (%)

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

- 8. Total Estimated Actual Percentage of Improved Services (%)

  o 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)

  o 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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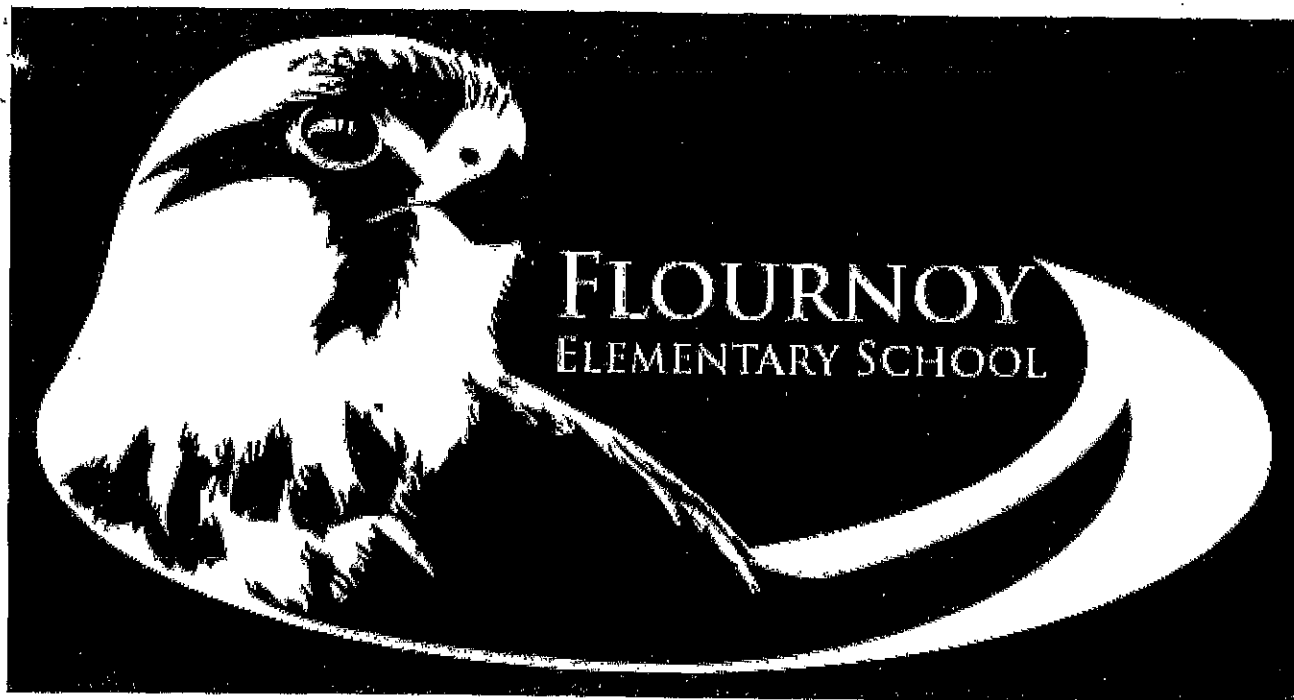
Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic

·year; as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the Implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports th educational partners and public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

.Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards			3		
Physical Education Model Content Standards					5
Visual and Performing Arts				4	
World Language	1				

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

2022/2023 Survey
Parent and Staff Feedback (Surveys and Parent Advisory Committee): Parent feel there is good daily communication from teachers and staff regarding students. They appreciate the way individual personalities are utilized to strengthen community involvement. Smaller class sizes, allowing teachers and staff to learn more about each child and their family lives is appreciated. Parents responded there are many opportunities for families to get involved, volunteer, and appreciate the welcoming environment at the school where they can check in at any time. Specific events appreciated include: back to school nights, book fairs, and the caring environment at the school. Parents feel supported and appreciate the respectful relationship with families and the school's desire to receive and respect their input. They feel the staff desires to learn about their family's strengths, cultures, language, and goals. 3/10 parents are unsure about resources available to support the learning of their child. Suggestions for areas to improve are providing ideas/activities for improving student learning at home and providing a questionnaire at the beginning of each year to parents to list their child's needs and home life and a semester meeting in regards to upcoming needs.

Student Feedback: Students respect and appreciate the teachers and school staff as well as the support they receive from staff. The appreciate being part of a small school and the rapport with their classmates. Many positive comments were received about the art lessons and activities. Some areas of improvement include: more/longer breaks during the day; making learning more fun, creating a sense of fairness for all students with more individual consequences, more hands on activities, more equipment on the playground.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement In Building Relationships Between School Staff and Families.

Focus areas that were identified from the surveys and parent advisory committee include; questionnaire at the beginning of each school year for families to document their child's needs and family life, students learning skills for working out disagreements, consistent application of rules, and parents would like more opportunities to be involved in their child's learning.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Our small school atmosphere is a strength for Flournoy School. Comments made from our families, staff, and community is that they love the family-like atmosphere of our little school. We conduct annual parent conferences, but parents are also encouraged to communicate with staff regarding goals or concerns for their children. Staff communicates with families on a daily basis on student academic and social/emotional progress. One area of focus, is learning more about each family's cultures and languages.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Flournoy's strength is it's family-like atmosphere that we create at our school. We meet with parents for annual parent conferences in the Fall. In addition, our staff is in constant communication with families about their student's progress and daily status. A focus area for improvement is to make sure we continue and also improve our engagement with underrepresented families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

> Focus areas improvement in order to build partnerships for student outcomes include; consistent behavior management plans, after-school tutoring/support for students (continue ELOP-Extended Learning Opportunity Plan), continue conducting parent conferences to analyze student data, new standards based curriculum, and more opportunities for students and parents to participate in decision-making. In staff development meetings, we will overview and learn to implement a consistent behavior management plan for all students. Staff conduct and will continue to conduct progress monitoring within the areas of reading and math, with the use of Easy CBMs, formative loop, and i-Ready. Our parent advisory committee met this school year to address improving building partnerships for student outcomes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

> All of the plans for addressing the areas of improvement will be geared towards including our underrepresented families. For example, the parent advisory committee, parent conferences, the after-school program, the new standards based curriculum in Social Studies, Math, and ELA will all focus on including and engaging these families.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.			3		
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			3		
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

> Staff and families feel appreciated at our school and feel they are part of the decision making. This year a parent advisory committee was created and allowed parents and community members to be part of the decision making

process. Additional ways that we seek input are through parent conferences, daily communication with families/community, and annual surveys.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for Improvement in Seeking Input for Decision-Making.

Ways that we seek input are through parent advisory committee, parent surveys, parent conferences, staff/parent meetings, and school-community events. During the COVID-19 school closure in Spring 2020, school staff called families via phone on a bi-monthly basis to check in with students and parents. We believe we do well with engaging underrepresented families in our district, but we will continue to improve in this area by utilizing our all-call system, sending home school flyers, communicating to families verbally at drop-off and pick-up times, parent conferences, parent surveys, and staff phone communication to parents.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

In order to improve engagement of underrepresented families in relation to seeking input for decision-making, our LEA will create more opportunities for these families to provide their input and suggestions. Actions that have been implemented in the 2022/2023 school year; parent advisory committee, staff/parent meetings, parent conferences, surveys, and school-community events.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Data: Parent and Staff Feedback (Surveys and Parent Advisory Committee): Parent feel there is good daily communication from teachers and staff regarding students. They appreciate the way individual personalities are utilized to strengthen community involvement. Smaller class sizes, allowing teachers and staff to learn more about each child and their family lives is appreciated. Parents responded there are many opportunities for families to get involved, volunteer, and appreciate the welcoming environment at the school where they can check in at any time. Specific events appreciated include: back to school nights, book fairs, and the caring environment at the school. Parents feel supported and appreciate the respectful relationship with families and the school's desire to receive and respect their input. They feel the staff desires to learn about their family's strengths, cultures, language, and goals. 3/10 parents are unsure about resources available to support the learning of their child. Suggestions for areas to improve are providing ideas/activities for improving student learning at home and providing a questionnaire at the beginning of each year to parents to list their child's needs and home life and a semester meeting in regards to upcoming needs.

Student Feedback: Students respect and appreciate the teachers and school staff as well as the support they receive from staff. The appreciate being part of a small school and the rapport with their classmates. Many positive comments were received about the art lessons and activities. Some areas of improvement include: more/longer breaks during the day; making learning more fun, creating a sense of fairness for all students with more individual consequences, more hands on activities, more equipment on the playground.

Meaning: The results of the survey suggest that our areas of strength are the daily communication with families, smaller class sizes, and that we created a welcoming environment. The areas of growth include more parent/student involvement in decision making and improved behavior management system that is consistent and fair. Luckily, we have been provided funding that will help support new curriculum adoptions at our school. Some of the challenges/barriers might be finding the means to purchase new security system upgrades to our school and having enough parents/students/community members becoming involved in the parent group.

Use: We would like to grow in the areas of concern as mentioned above. Based on our survey results from spring 2022, this year we started a parent advisory committee. This allowed parents and community members to provide increased input in the decision-making process. For addressing the inconsistent discipline measure, there will be behavior management focus meetings for staff and a consistent step-by-step process we will follow as a school staff. The survey results were very helpful and insightful. Results of the survey did seem consistent with our areas of concern, and our efforts will be made in order to make improvements in the above mentioned areas of concern.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Locally selected measures or tools that our LEA uses to track the extent that all students have access and are enrolled include; taking annual inventory of current textbooks, ordering additional curriculum of textbooks if there is a deficient, updating curriculum to reflect updated state adopted standards, and also having zero complaints for the Williams Act.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Flournoy Elementary is a small rural school. Our district is comprised of our one and only school. All curriculum selections are a process of the following; staff and administrator collaborations, parent/community input, state adopted curriculum, and if inventory is low and new needs to be ordered. All students are enrolled in a broad course of study. From Transitional kindergarten to Eighth grade, students are exposed and taught English Language Arts, Mathematics, Social Studies, Science, Physical Education, Visual and Performing Arts, and Career and Technical Education.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Due to our small school and small staff size, two of our barriers our unable to teach Foreign Language and Applied Arts. We are multiple subject credentialed elementary teachers. The two subjects we are unable to teach would be

more set for a high setting with the single subject credentialed staff that specializes in those areas. All students receive a broad course of study because of our full-inclusion model at Flournoy Elementary School.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

We are in the process of a three-year curriculum purchasing process with the support of extra state funding. So far, we have purchased standards based science and mathematics curriculum. Our community/parent survey indicated having a larger part in the decision making. To improve that aspect, our parent advisory committee was created this year and was able to contribute to the decision-making.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) –
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within					

Coordinating Instruction	1	2	3	4	5
the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					

Coordinating Services	1	2	3	4	5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

COMPARISON - Unrestricted Revenues

	Estimated Actuals	Budget	Difference
LCFF Sources	$ 624,057.00	$ 672,323.00	$ 48,266.00
Federal Revenue	$ -	$ -	$ -
Other State Revenue	$ 8,664.00	$ 9,323.00	$ 659.00
Other Local Revenue	$ 21,460.00	$ 21,460.00	$ ..
Total Revenues	$ 654,181.00	$ 703,106.00	$ 48,925.00

COMPARISON - Unrestricted Expenditures

	Estimated Actuals	Budget	Difference
Certificated Salaries	$ 184,243.00	$ 183,126.00	$ (1,117.00)
Classified Salaries	$ 121,084.00	$ 124,707.00	$ 3,623.00
Employee Benefits	$ 119,741.00	$ 120,461.00	$ 720.00
Books & Supplies	$ 21,985.00	` 17,193.00	$ (4,792.00)
Services	$ 138,779.00	$ 117,246.00	$ (21,533.00)
Capital Outlay	$ ..	$ -	$ -
Other Outgo/Transfers of Indirect Costs	$ 100.00	$ 100.00	$ -
Total Expenditures	$ 585,932.00	$ 562,833.00	$ (23,099.00)
	$ 68,249.00	$ 140,273.00	$ 72,024.00
Transfers Out	$ ·.	$ 10,269.00	$ 10,269.00

COMPARISON - Fund Balance, Reserves

	Estimated Actuals	Budget
Beginning Fund Balance	$ 764,349.00	$ 832,598.00
Ending Fund Balance	$ 832,598.00	$ 962,602.00
Net Increase (Decrease) In Fund Balance	$ 68,249.00	$ 130,004.00
Prepaid Expenses		$ -
Revolving Cash		$ 1,500.00
Reserve for Economic Uncertainties		$ 80,000.00
Other Assignments		$ 881,102.00
Total Reserves		$ 962,602.00

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2023-24 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	624,057.00	0.00	624,057.00	672,323.00	0.00	672,323.00	7.7%
2) Federal Revenue		8100-8299	0.00	49,995.00	49,995.00	0.00	35,203.00	35,203.00	-29.6%
3) Other State Revenue		8300-8599	8,664.00	189,166.00	197,830.00	9,323.00	92,984.00	102,307.00	-48.3%
4) Other Local Revenue		8600-8799	21,460.00	49,085.00	70,545.00	21,460.00	63,866.00	85,326.00	21.0%
5) TOTAL, REVENUES			654,181.00	288,246.00	942,427.00	703,106.00	192,053.00	895,159.00	-5.0%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	184,243.00	4,000.00	188,243.00	185,126.00	0.00	183,126.00	-2.7%
2) Classified Salaries		2000-2999	121,084.00	71,099.00	192,183.00	124,707.00	49,970.00	174,677.00	-9.1%
3) Employee Benefits		3000-3999	119,741.00	47,566.00	167,307.00	120,461.00	34,249.00	154,710.00	-7.5%
4) Books and Supplies		4000-4999	21,985.00	167,389.00	189,374.00	17,193.00	41,058.00	58,251.00	-69.2%
5) Services and Other Operating Expenditures		5000-5999	138,778.00	50,387.00	189,166.00	117,246.00	50,100.00	167,346.00	-11.5%
6) Capital Outlay		6000-6999	0.00	13,021.00	13,021.00	0.00	0.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	100.00	12,397.00	12,497.00	100.00	16,676.00	16,776.00	34.8%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			585,932.00	365,798.00	951,731.00	562,833.00	192,053.00	754,886.00	-20.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			68,249.00	(77,553.00)	(9,304.00)	140,273.00	0.00	140,273.00	-1,607.7%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	10,269.00	0.00	10,269.00	New
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	(10,269.00)	0.00	(10,269.00)	New
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			68,249.00	(77,553.00)	(9,304.00)	130,004.00	0.00	130,004.00	-1,497.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	764,349.00	118,353.00	882,702.00	832,598.00	40,800.00	873,398.00	-1.1%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Flournoy Union Elementary
Tehama County

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

52 71530 0000000
Form 01
E8BD44RR9E(2023-24)

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2023-24 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
c) As of July 1 - Audited (F1a + F1b)			784,349.00	118,353.00	882,702.00	832,598.00	40,800.00	873,398.00	-1.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			764,349.00	118,353.00	882,702.00	832,598.00	40,800.00	873,398.00	-1.1%
2) Ending Balance, June 30 (E + F1e)			832,598.00	40,800.00	873,398.00	962,602.00	40,800.00	1,003,402.00	14.9%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	1,500.00	0.00	1,500.00	1,500.00	0.00	1,500.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	40,800.00	40,800.00	0.00	40,800.00	40,800.00	0.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	756,098.00	0.00	756,098.00	881,102.00	0.00	881,102.00	16.5%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	75,000.00	0.00	75,000.00	80,000.00	0.00	80,000.00	6.7%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	957,422.27	296,030.51	1,253,452.78				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	1,500.00	0.00	1,500.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				