Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

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

The Berryessa Union School District (BUSD) serves a very diverse group of students in the east foothills of San Jose, California. The district's mission statement states that we "will strive to ensure that all students have the skills necessary to reach high levels of academic achievement, respect
self and others, and become lifelong learners." Our district has a total of 13 schools - 10 elementary schools and three middle schools. Transitional Kindergarten is being offered at three of our elementary schools. Six of our schools receive Title I funds. The Unduplicated Pupil Percentage in BUSD is 44.94% and 27.01% are Socioeconomically Disadvantaged (SED).

According to the California Basic Educational Data System (CBEDS) for the 2020 - 2021 school year, the district enrollment is 6,534. 23.8% of the district's student population are English Learners (EL). English Learner languages spoken by our students include Vietnamese - 32.%, Spanish - 21%, Mandarin - 13.7%, Tagalog - 6.2%, Cantonese - 5.3%, and 37 other languages. 425 students have been Reclassified Fluent English Proficient (RFEP) and 2% of our students were Initially Fluent English Proficient (IFEP) this school year. The student population is broken into the following ethnicity groups: 53.6% Asian, 22.9% Hispanic, 11.8% Filipino, and the other 12.5% includes African American, Pacific Islander, White, and 2 or more races.

At the end of the 2019 - 2020 school year, the Berryessa Union School district was identified as significantly disproportionately identifying Hispanic students for Special Education services. The 2019 rate for our Hispanic students was 4.52. Our African American (2019 ratio of 3.65) students are at risk of being significantly disproportionate for Special Education. 2019 CA dashboard data also shows these two same groups are at risk as well as socioeconomically disadvantaged students. Hispanic, African American and socioeconomically disadvantaged are the only general education student groups who are orange or orange/yellow for all indicators in 2019. The majority of referrals to special education for Hispanic students with specific learning disabilities (our district's area of concern) occur in the primary grades. Since the district was identified as significantly disproportionate, school staff conducted an IEP file review of our current Hispanic and African American students enrolled in special education showed that 70.2% of referrals for these students occurred by the end of second grade. 52.2% of

those referred students qualified under specific learning disabilities. BUSD chose to target K-2 grades students in order to interrupt the pattern of early referral in the primary grades for Hispanic and African American students to special education. Summerdale Elementary School, Toyon Elementary School and Vinci Park Elementary School were chosen to be included in the Comprehensive Coordinated Early Intervention Services (CCEIS) plan because they have the highest percentage of Hispanic students and students on free and reduced lunch. Each of these three schools has African American students as well. These are both student populations at risk as determined by our data. Our 2019 CA dashboard data also showed chronically absent students for most ethnicities to be in the orange, red or yellow category. Knowing that distance learning during COVID 19 is very likely broadening opportunity gaps due to differing home circumstances, the district decided to include students who have been chronically absent for 10% or higher from the start of the school year through November 6. We determined that a target population of 70 students was our goal. We selected all kindergarten students who received a score of 20 or lower on the letter recognition benchmark assessment in Fall 2020. We selected all Hispanic or African American students in 1st grade who are reading at a level C or lower on the district instructional reading benchmark assessment. Also included were chronically absent students of any ethnicity (10% or higher from August 17 through November 6, 2020).

Creating actions and services to support students for our CCEIS plan was a focus of our current LCAP. In addition, continuing to create the district's Multi Tiered Systems of Support (MTSS) Handbook to support all students, in addition to implementing actions/services for Tiers 2 & 3 was also a main focus area of our current LCAP.

Reflections: Successes

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

According to the 2019 CA Data Dashboard Indicators:
During the 2019 - 2020 school year, the suspension rates overall for students was 1.3%. The rate decreased from the 2018 - 2019 school year which was 1.9%. However, no student discipline incidents were reported from mid-March until the end of the school year because of the COVID19 pandemic.   The following subgroups decreased their suspension rates: Asian (0.6% students suspended at least once; declined by .3%), Filipino (0.8% students suspended at least once; declined by 0.6%), and Two or More Races (2.3% students suspended at least once; declined by 1.2%).

The California School Dashboard, on the English Language Arts SBAC test, all students (4,468) scored in the green indicator (29.3 points above standard).
The following are the results of the subgroups performances on the ELA SBAC test:
* English Language Learners (Green Indicator; 23 points above standard)
* Asian (Blue Indicator; 63.6 points above standard)
* Filipino (Green Indicator; 22.7 points above standard)
* Two or More Races (Blue Indicator; 40.3 points above standard)
* White (Blue Indicator; 40.3 points above standard)
* No subgroups identified in the Red category

Local Data included Spring ELA benchmark assessments. The district only had grade level data.
The successes of the Spring assessments included:
* 38% of the students tested scored "exceeding" grade level standards.
* 17% of the students tested scored "meeting" grade level standards.

The California School Dashboard on the Math SBAC test, all students (4,464) scored in the green indicator (15.3 points above standard; maintained by 1.6 points).
The following are the results of the subgroups performances on the Math SBAC test:
* English Learners (Green Indicator; 17 points above standard)
* Asian (Blue Indicator; 63.8 points above standard)
* Filipino (Green Indicator; 3.3 points above standard)
* Two or More Races (Blue Indicator; 19.8 points above standard)
* White (Green Indicator; 9.1 points above standard)

Local Data included Spring Math benchmark assessments. The district only had grade level data.
The successes of the Spring assessments included:
* Participation rates for the Math benchmark = 81%
* Overall, 35% of the students tested scored "exceeding" grade level standards.
* Overall, 21% of the students tested scored "meeting" grade level standards.

425 EL students were identified to be reclassified (RFEP). The district's RFEP reclassification rate = 20.5%

Stakeholder input from parents and staff indicated the following progress from the current school year (2020 - 2021):
* The fourth year of our English Language Arts (ELA) curriculum - Benchmark Advance (TK - 5th) & HMH Collections (6th - 8th); a deeper understanding of the programs; teachers feeling more comfortable with the implementation of the program. Teachers using online resources and breakout rooms to help support small group instruction.
* Optional August PD Days were successful. Alludo helped teachers understand how to integrate more technology tools into their classroom
* Middle School Curriculum - Social Studies and NGSS curriculum.
* Third year of the Mandarin Immersion program at Cherrywood Elementary (2 kindergarten classes, 2 first grade classes, 2 second grade classes, & 1 third grade class)
* A focus on deepening our AVID program this year: 4 elementary schools were AVID trained, AVID Parent Night, more AVID tutors were hired, and a district AVID team met two times this school year.
* A focus on creating a Multi-Tiered Systems of Support (MTSS) handbook to be rolled out in the Fall of 2021.
* Continuation of Positive Behavior Intervention Support (PBIS) training at six of our elementary schools (Majestic Way, Noble, Northwood, Ruskin, Summerdale, and Toyon Elementary Schools)
* EL Reclassification numbers increase this school year

* There was an increase in overall parent participation in school based meetings because of Zoom. Parents responded positively to these school based meetings and relayed information to their site administrators that they did not have to find babysitting for their children during the afternoon. They were able to attend more school meetings to get up to speed on the latest information that was being reviewed.
* Teachers were asked to document their students' engagement and turn the results into their administrator on a weekly basis. School staff and site administrators followed up with families who were not attending class regularly and offered resources (i.e. technology, WiFi hotspots, social-emotional support for students/families through Care Solace and school social worker support.
* Attendance rates were very high at all of our 13 schools during the 2020 - 2021 school year.
* Social Emotional curriculum was purchased and implemented both at the elementary and middle school level.
* Learning pods opened up at four elementary school sites in December and January to support families who needed extra support for their students.
* Online tutoring support was offered at the middle school sites in December and January. Morrill Middle School offered in person support for their students starting in mid-March.
* Administrators, office staff, and school social workers were able to follow up with the majority of families who did not attend school and provided them with the resources necessary to help them succeed in school.
* Schools reopened in mid-April for in-person learning. Elementary schools offered support to students through cohorts (Monday & Tuesday or Thursday & Friday). They attended school for approximately an hour and a half each day. Middle schools offered support on Wednesdays from 8:30 - 12:00 PM.

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.

During the 2019 - 2020 school year, the district's suspension rates decreased (1.3%). However, the percent of our Hispanic students (3.4%) being suspended were double the rate of all students being suspended.

According to the 2019 California Data Dashboard, suspension rates for the district were in the Yellow Indicator (1.9% suspension rate).
The following subgroups have the greatest needs:
* English Learners (Orange Indicator; 1.6% suspension rate)
* Socioeconomically Disadvantaged students (Orange Indicator; 3.9% suspension rate)
* African American students (Orange Indicator; 8.5% suspension rate)
* Hispanic students (Orange Indicator; 4.6% suspension rate)
* White students (Orange Indicator; 2.6% suspension rate)

According to the 2019 California Data Dashboard, Chronic Absenteeism rates were in the Yellow indicator (5.8% chronically absent; decreased by 0.2%).
The following subgroups have the greatest needs:
* Pacific Islander students (Red indicator; 23.1% students considered Chronically Absent)
* Homeless students (Orange Indicator; 45.2% students considered Chronically Absent)

* Socioeconomically Disadvantaged Students (Orange Indicator; 11.1% students considered Chronically Absent)
* Students with Disabilities (Orange Indicator;14.3% chronically absent)
* Hispanic students (Orange Indicator; 14.3% chronically absent)

According to the California Data Dashboard, BUSD's English Language Arts (ELA) scores on the SBAC.
The following subgroups have the greatest needs:
* Socioeconomically Disadvantaged (Orange Indicator; 14.9 points below standard)
* Student with Disabilities (Orange Indicator; 89.4 points below indicator)
* African American (Orange Indicator; 53 points below standard)
* Hispanic (Orange Indicator; 33.5 points below standard)

According to the California Data Dashboard, BUSD's Math scores on the SBAC.
The following subgroups as having the greatest needs:
* Socioeconomically Disadvantaged (Orange Indicator; 35 points below standard)
* Student with Disabilities (Red Indicator; 109.2 points below indicator)
* African American (Orange Indicator; 90.7 points below standard)
* Hispanic (Orange Indicator; 69.9 points below standard)

Local data included Spring ELA Benchmark assessments These assessments were not broken down by sub-groups.
The identified needs from the ELA Benchmark assessments included:
* The district's participation rate for K - 5th grade = 62%; 38% of the students did not take the test or teachers did not input the data into School City.
* 30% of K - 5th grade students scored "below" grade level standard.
* 15% of K - 5th grade students scored "approaching" grade level standard
* The district's participation rate for 6th - 8th grade = 60%; 40% of the students did not take the test or teachers did not input the data into School City.
* 14% of 6th - 8th grade students scored "below" grade level standard.
* 20% of 6th - 8th grade students scored "approaching" grade level standard

Local data included Spring Math Benchmark assessments These assessments were not broken down by sub-groups.
The identified needs from the Math Benchmark assessments included:
* The district's participation rate for 6th grade students = 42%; 58% of the students did not take the test or teachers did not input the data into School City.
* The district's participation rate for 8th grade students = 71%; 29% of the students did not take the test or teachers did not input the data into School City.
* 58% of 3rd grade students scored "below" or "approaching" grade level standard.
* 58% of 4th grade students scored "below" or "approaching" grade level standard.
* 76% of 5th grade students scored "below" or "approaching" grade level standard.
* 66% of 6th grade students scored "below" or "approaching" grade level standard.

Local Benchmark assessments were given through Distance Learning. These assessments results were not broken down by sub-groups. The district did not have a manager of assessment who sent out friendly reminders for teachers to administer the tests and input their students' scores into School City. Therefore, the district does not have a clear picture of all of our students progress for the current school year. End of the year assessments were created through SchoolCity and more data will be gleaned from those tests.

What steps is the LEA planning to take to address these areas with the greatest need for improvement?
* Assessment Manager will be hired for next school year to help manage the district's benchmark data.
* Administrators and Instructional coaches will be trained through School City next school year to help them use the data and train their teachers to make the data more readily available, so that it influences their teaching and focusing in on pulling small groups of students who need extra support.
* School City upgrade in order to support a deeper level understanding of our students' data.
* Continue professional development and support for Special Education teachers in English Language Arts. Including Implicit bias training and culturally responsive teaching.
* Continue to focus on small group instruction in ELA/ELD to help support students in identified subgroups preforming below standard.
* Continue to track/monitor Chronic Absenteeism rates at the school sites.
* Continue to offer more alternatives to suspensions for all students. The district is also creating a Behavior Matrix over the next school year.
* More professional development for administrators, school social workers, and teachers on Restorative Justice practices and Positive Behavior Intervention Supports (PBIS).

LCAP Highlights

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

Working closely with stakeholders throughout the district to align our district's Multi-Tiered Systems of Support (MTSS) plan, Comprehensive Coordinated Early Intervening Support (CCEIS) plan with the 2022 LCAP's goals and actions/services. Three goals were identified for focus over the next three years to improve outcomes for all students.
- GOAL 1 - Ensure a safe and productive learning environment that promotes wellness and a positive school culture for all students. Seven actions/services to support Goal #1.
- GOAL 2 - Improve student achievement for all students by providing Common Core State Standards (CCSS) instruction with the strategic use of technology and providing professional development for all staff. Fifteen actions/services to support Goal #2.
- GOAL 3 - Increase parent and community involvement and education. Two actions/services to support Goal #3.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

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

Berryessa Union School District (BUSD) gathered input from a variety of stakeholders to inform the 2021 Local Control Accountability Plan (LCAP). Throughout the months of March and April of 2021, district meetings included
presentations of information on the Learning Continuity Plan (LCP) - 2020 LCAP (Annual Update) and reviewing data that was released on the California Data Dashboard. During these presentations, administrators reviewed information that pertained to what the district accomplished this school year (Annual Update). The presentations also included reviewing data from the current school year, and reviewing the actions/services of the LCAP.

Administrator Professional Development meeting (March 3, 2021) – A meeting of all principals and district office administrators was held to review the actions/services listed in the Annual Update. The administrators developed the "greatest progress" and "greatest needs" indicators that were used to help write our Executive Summary. There was also time spent on reviewing the level of effectiveness of each goal/action item in order to help with the Analysis portion of the Annual Update. Administrators also gave their input on the goals and actions/services for the 2021 LCAP focusing in on student social emotional well-being and potential learning loss for their students.

LCAP Townhall Stakeholder meeting (March 20, 2021) - Approximately 20 stakeholders (teachers, staff, administrators, parents, and community members) attended the LCAP Townhall Stakeholder meeting. An overview of the California Data Dashboard and current LCAP goals/actions were reviewed. Stakeholders were given time to ask questions on specific goals and action items to help inform the district's Annual Update and the new 2022 LCAP. The majority of the participants were certificated teachers who were encouraged to attend by the CTAB President. CSEA members were present as well.

LCAP Stakeholder presentations (Throughout March & April 2021) - The school site principals presented LCAP and Annual Update information to each school site. These meetings included staff meetings, School Site Council meetings and Parent Teacher Association meetings. An online Panorama/LCAP survey was sent out to all parents and staff in order for the stakeholders to give their input on school culture and the LCAP goals/actions/services. Once again

LCAP/Panorama Survey (parents); April 2021 – An e-mail was sent out to all parents who had e-mails in Infinite Campus (IC) in order for them to take the Panorama survey. Parents were sent several e-mails as reminders to participate in the survey. They were given a link to the online Panorama survey. The majority of the questions were multiple choice with a few open-ended questions asking their feedback on the district's goals and actions/services.

LCAP/Panorama Survey (staff); April 2021 - An e-mail reminder was sent out to all staff in order for them to take the Panorama survey. Staff were sent an email reminder with a specific code to input. They were given a link to the online Panorama/LCAP survey. Several email reminders were sent out by their school principals in order to take the survey. All union members (certificated and classified) were encouraged to participate in the survey in order to give feedback on our district's goals and actions/services

LCAP/Panorama Survey (students); April 2021 - Teachers were given a PowerPoint template to show in their classrooms on how to administer the Panorama/LCAP survey. The students had to input their student ID in order to take the online survey. Teachers were also given several reminders throughout the 2-week window. This school year, all 4th through 8th grade students participated in the survey. Students were asked questions on school safety and school culture.

DELAC meeting (March 25th & May 13, 2021) – The LCAP goals were reviewed with the parents and they were provided opportunities to discuss and provide feedback. Parents learned about the district's efforts to address each goal and the strengths/celebrations and weaknesses/next steps of the actions/services. Members of the DELAC committee had the opportunity to give suggestions on actions/services that would be best in order to help support EL learners.

Berryessa District Advisory Committee (BDAC) meeting (March 18th & May 13, 2021) - The majority of the meeting was taken to review actions/services for the Annual update through a Power Point presentation. The majority of the meeting was spent reviewing data from the California Data Dashboard. Members of the committee had a chance to ask questions about the Data Dashboards and how that data would inform our 2022 LCAP.   They were given the opportunity to provide feedback on the district's goals and actions/services in order to help all students succeed social emotionally and academically in the district.

An LCAP Steering Committee met four times this school year. The purpose of these meetings was to get input from all stakeholders about the district's LCAP process. The committee included the Superintendent, Assistant Superintendent of Education Services, Assistant Superintendent of Business Services, Director of Finance, Director of Curriculum and Instruction, Director of Special Education/Student Services, Coordinator of Education Services, 3 site principals, 3 teachers, 3 classified employees, and 2 parents. Four meetings were held in the Spring of 2021.

March 17, 2021 - Reviewed state priorities, LCAP sections, reviewed student data (CA Data Dashboard)
March 31, 2021 - Reviewed Panorama Survey Data (Students, Parents, & Staff); Reviewed Annual Update and Actions/Services.
April 21, 2021 - Reviewed overall effectiveness of Actions/Services, Reviewed Next Steps of the LCAP.
May 12, 2021 - Reviewed/approved updated Actions/Services for the 2022 LCAP.

A summary of the feedback provided by specific stakeholder groups.

Administrators feedback included:
* Additional support for students' social emotional well being for students returning to campus for the 2021 - 2022 school year.
* A need for a social emotional curriculum for elementary schools.
* Continue with Assets social emotional curriculum for middle schools.
* Tutoring (before or after school) for students who are below grade level.
* Culturally responsive teaching professional development for staff.

Classified and Certificated staff feedback (via Panorama survey and Stakeholder presentations) included:
* Professional Development on supporting students in small groups.
* Extra aide support in the primary grade classrooms.

* Better understanding of their role in supporting all students academic and social emotional learning with regards to the district's Multi Tiered Systems of Support (MTSS) program.
* Tutoring (before or after school) for students who are below grade level.

DELAC feedback included:
* Additional support for students' social emotional well being for students returning to campus for the 2021 - 2022 school year.
* Continue parent communication in multiple languages for EL parents through newsletters and continuous voice messages.
* Continue to offer meetings via ZOOM in the future since it helps them with babysitting needs.
* More academic support for EL students beyond EL summer school (i.e. after school tutoring, during school closures, etc.).

BDAC feedback included:
* Additional support for students' social emotional well being for students returning to campus for the 2021 - 2022 school year.
* Continue communication in multiple languages for EL parents in the form of a parent liaison.
* Continue to offer meetings via ZOOM in the future since it helps them with babysitting needs.
* More academic support for EL students beyond EL summer school (i.e. after school tutoring, during school closures, etc.)

LCAP Steering Committee feedback included:
* Additional support for students' social emotional well being for students returning to campus for the 2021 - 2022 school year.
* Provide social emotional curriculum for elementary schools.
* Provide social emotional curriculum for middle schools.
* Tutoring (before or after school; during school breaks) for students who are below grade level.
* Provide online curriculum for students to work on at home to support them in ELA and Math.

Panorama survey feedback (students) included:
* Students provided information on how they felt regarding social emotional well being during school time.
*. Students provided feedback on the following topics: growth mindset, self-efficacy, self management, and social awareness.

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

Actions/Services that were included in the LCAP based on feedback by stakeholders:
* Additional support for students' social emotional well being for students returning to campus for the 2021 - 2022 school year.
* Purchase an elementary social emotional curriculum to support elementary school students. Professional Development for staff in order to implement the curriculum effectively.
* Purchase a middle school social emotional curriculum to support middle school students. Professional Development for staff in order to implement the curriculum effectively.
* Provide additional tutoring in ELA and Math for students who are below grade level standards.
* Provide more tutoring support for EL students (before or after school and during school breaks).
* Provide culturally responsive teaching professional development for staff.
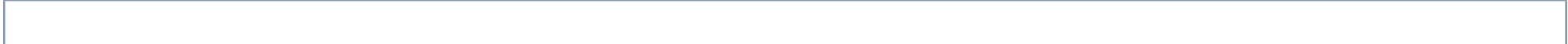
Goals and Actions

Goal

Goal #	Description
1	Ensure a safe and productive learning environment that promotes wellness and a positive school culture for all students.

An explanation of why the LEA has developed this goal.

With the onset of COVID19, the district decided to focus on wellness and positive school culture to this goal. There is an urgent need to address how to engage Latino, English Learner students, and students from low socioeconomic backgrounds in school and strengthen the relationship between home and school as indicated by the number of suspensions and expulsions for our Latino, African American, and Socioeconomically Disadvantaged youth. Staff must continue to improve school climate to promote a caring environment for all students. The identified need for attendance is to reduce the number of students being absent. Most chronic absences are at the elementary school level and for those students who are struggling at the middle schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rates	96.80%				98%
Chronic Absence Rates Pacific Islander students Hispanic/Latino students Students w/ Disabilities (SWD) students Socioeconomically Disadvantaged (SED) students Homeless students	Overall - 5% Pacific Islander - 23.1% Hispanic - 4.3% SWD - 14.3% SED - 11.1% Homeless - 45.2%				Overall - 4% Pacific Islander - 15% Hispanic - 10% SWD - 10% SED - 5% Homeless - 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates Hispanic/Latino students Socioeconomically Disadvantaged (SED) students English Learners (EL) students African American (AA) students	Overall - 1.9% (139 suspensions) Hispanic - 4.6% SED - 3.9% EL - 1.6% AA - 8.5%				Overall - 1% Hispanic - 2% SED - 2% EL - 1% AA - 2%
Expulsion Rates	0.07% (1 expulsion)				0%
Panorama Survey results (elementary & middle school students) - safety, sense of belonging, and climate of support for academic learning	1,949 elementary school students (3rd - 5th grade) 73% Self Management 68% Social Awareness 62% Growth Mindset 57% Self-Efficacy 2,241 middle school students (6th - 8th grade) 78% Self Management 66% Social Awareness 63% Growth Mindset 55% Self-Efficacy				1,500 elementary school students (3rd - 5th grade) 80% Self Management 75% Social Awareness 75% Growth Mindset 70% Self-Efficacy 1,500 middle school students (6th - 8th grade) 80% Self Management 75% Social Awareness 75% Growth Mindset 65% Self-Efficacy
Panorama Survey results (parents) - safety	1,834 family members responded. Baseline data:				1,500 family members responded.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 93% of respondents agreed that their child is safe in the neighborhood and around school. • 95% of respondents agreed that their child is safe on school grounds.				• 95% of respondents agreed that their child is safe in the neighborhood and around school. • 97% of respondents agreed that their child is safe on school grounds.
Safety Plans	100% of school safety plans are current and updated annually. MOT support person.				Continue to update school plans on an annual basis - 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Facilities	Continue to maintain facilities and make upgrades based on assessment of data regarding needs and impact.	$4,324,781.00	No
2	Multi-Tiered Systems of Support (MTSS)	The district continues to refine our Multi-Tiered Systems of Support (MTSS) pyramid. Ongoing professional development for MTSS, supporting all students with additional academic and social emotional support, and creating a districtwide MTSS handbook that will be rolled out to all teachers in the Fall of 2021.	$33,396.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Our data indicates that our Hispanic students are being referred to Special Education at a higher rate than other student populations. By putting into a place strong MTSS structure, students will receive the support academic or Social Emotional Learning (SEL) support appropriately to increase student success that will lead to a decrease in Special Education referrals.		
3	Positive Behavior programs (PBIS, WEB)	Individual school sites decide on which programs to adopt, such as Positive Behavior Intervention Support (PBIS) PBIS, Where Everyone Belongs (WEB), and the use of our school social workers shared between school sites (elementary schools). Six out of ten of our elementary schools will continue to receive training in PBIS from the Santa Clara County Office of Education (SCCOE). The district will also be creating a Behavior matrix in order to support districtwide student expectations and consequences (focusing on alternatives to suspensions). Schools will be encouraged to create a "Chill Room" for students to destress. Materials will need to be purchased to create these Chill Rooms at each site. Our data indicates that these students (Hispanic, English Learner, Foster Youth, & Low Income) are being suspended/expelled at a higher rate than other student populations. They also have a higher Chronic Absenteeism rate. Therefore by putting Positive Behavior programs (WEB & PBIS) into place these students will receive the support (academic &/or SEL) they need in order to decrease suspensions and Chronic Absenteeism rates. In addition, the schools will have a more welcoming school culture where these students can thrive.	$76,655.00	Yes
4	Supporting Students' Social-Emotional Well-Being & Student Wellness	All students/staff will have access to Care Solace to help support their social-emotional well being. Care Solace will be available to students/families who need additional social emotional support.	$65,325.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Social Emotional Learning (SEL) curriculum will be purchased for all elementary school teachers (Well Being Curriculum) and middle school teachers (Asset Education). Professional Development training will also be provided for teachers to implement the SEL curriculum. Our data indicates that these students (Hispanic, English Learner, Foster Youth, & Low Income) are being suspended/expelled at a higher rate than other student populations. They also have a higher Chronic Absenteeism rate. Therefore by implementing SEL curriculum (elementary & middle schools) these students will receive the support they need and it will decrease the number of suspensions and decrease the district's Chronic Absenteeism rates. In addition, the schools will have a more welcoming school culture where these students can thrive.		
5	Family Engagement to support students' Social Emotional Well Being	All school sites will create a Parent Engagement Goal in their Single Plan for Student Achievement (SPSAs) to ensure all parents, guardians, and community members are welcomed and contributing members of the school culture. Providing opportunities to develop awareness and skills to support student learning. Panorama Education is the company that the district has used for several years to survey students, staff, and families. The district will continue to seek parent input in making decisions for the district through advisory groups, BDAC, DELAC, LCAP Advisory Board, and School Site Councils. The focus area of support being students' social emotional well being. Our data indicates that these students' parents need support in order to help their students with academic and social emotional well-being. By providing relevant data that is disaggregated by sub-groups (EL, FY and LI) school administrators can plan workshops and other parent education programs/events appropriately. Therefore by using the results of the Panorama survey, these students will receive the	$29,650.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support they need and it will decrease the number of suspensions and decrease the district's Chronic Absenteeism rates.		
6	School Social Workers	School Social Workers will continue to support students at all 13 schools. They support students with one-on-one counseling and small group sessions in order to better students' social emotional well being. Crisis response teams will be created at each site to support students. The district will be working with the Heard Alliance to review documents and other relevant information to ensure crisis response teams are in place to help students' social emotional well-being. Our data indicates that these students are being suspended/expelled at a higher rate than other student populations. They also have a higher Chronic Absenteeism rate. Therefore by working with school social workers these students will receive the support (academic &/or SEL) they need that decrease the number of suspensions and decrease the district's Chronic Absenteeism rates.	$1,037,228.00	Yes
7	Support for Foster Youth & McKinney-Vento students	Identify and provide needed supports for Foster and McKinney-Vento Youth such as Extended learning supports, transportation and school supplies as well as Counseling services/social emotional supports. Imagine Learning will be offered to Foster Youth and McKinney-Vento students for additional English Language Arts support.	$40,375.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Improve student achievement for all students by providing Common Core State Standards (CCSS) instruction with the strategic use of technology and providing professional development for all staff.

An explanation of why the LEA has developed this goal.

This goal was a carry over from the district's previous goal focusing on improving student achievement. However, the district's former Goal #3 (professional development) was folded into this updated goal because the data that was being collected was very similar to Goal #2.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Arts (ELA) - SBAC Data	All Students: 29.3 points above standard. SED:14.9points below standard. Students with Disabilities: 89.4 points below standard. African American:35.3 points below standard. Hispanic: 33.5 points below standard.				SBAC ELA Data: All students: 40 points above standard SED students: At standard Students with Disabilities: 50 points below standard African American students: At standard Hispanic students: At standard
English Language Development (ELD)	2018 - 2019 ELPAC test results 1944 EL students tested Level 4 (Well Developed) = 27.98% Level 3 (Moderately Developed) = 41%				Level 4 (Well Developed) = 40% Level 3 (Moderately Developed) = 35% Level 2 (Somewhat Developed) = 15% Level 1 (Minimally Developed) = 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Level 2 (Somewhat Developed) = 20.78% Level 1 (Minimally Developed) = 10.13% EL Reclassification Rate = 20.5% Number of EL Students Reclassified = 425				EL Reclassification Rate = 25% Number of EL Students Reclassified = 500
Math - SBAC Data	All Students:15.3 points above standard. SED: Low, 35 points below standard. Students with Disabilities: 109.2 points below standard. African American: 90.7 points below standard. Hispanic: 69.9 points below standard.				SBAC Math Data: All students: 25 points above standard SED students: 10 points below standard Students with Disabilities: 50 points below standard African American students: 50 points below standard Hispanic students: 25 points below standard
English Language Arts - District Spring Reading Benchmarks	District Spring Reading benchmarks Districtwide Data (K - 8): Participation Rate = 62% Below Grade Level = 22% Approaching Grade Level = 18%				District Spring Reading benchmarks Districtwide Data (K - 8): Participation rate = 100% Below Grade Level = 10% Approaching Grade Level = 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Meeting Grade Level = 19% Exceeding Grade Level =43% Elementary Data (K - 5): Participation rate = 64% Below Grade Level = 30% Approaching Grade Level = 15% Meeting Grade Level = 17% Exceeding Grade Level = 38% Middle School Data (6 - 8) Participation rate = 60% Below Grade Level = 14% Approaching Grade Level = 20% Meeting Grade Level = 20% Exceeding Grade Level = 47%				Meeting Grade Level = 45% Exceeding Grade Level = 30% Elementary Data (K - 5): Participation rate = 100% Below Grade Level = 10% Approaching Grade Level = 15% Meeting Grade Level = 45% Exceeding Grade Level = 30% Middle School Data (6 - 8) Participation rate = 100% Below Grade Level = 10% Approaching Grade Level = 15% Meeting Grade Level = 45% Exceeding Grade Level = 30%
Mathematics - District Benchmark (End of Second trimester for elementary schools;	District Averages: Participation Rate = 81% Below Grade Level = 27%				District Averages: Participation Rate = 100% Below Grade Level = 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
End of First semester for Middle Schools)	Approaching Grade Level = 17% Meeting Grade Level = 21% Exceeding Grade Level = 35% Kindergarten Participation Rate = 91% Below Grade Level = 5% Approaching Grade Level = 9% Meeting Grade Level = 14% Exceeding Grade Level = 72% 1st grade Participation Rate = 90% Below Grade Level = 13% Approaching Grade Level = 9% Meeting Grade Level = 25% Exceeding Grade Level = 53% 2nd grade Participation Rate = 90% Below Grade Level = 16% Approaching Grade Level = 8%				Approaching Grade Level = 15% Meeting Grade Level = 40% Exceeding Grade Level = 35% Kindergarten Participation Rate = 100% Below Grade Level = 5% Approaching Grade Level = 5% Meeting Grade Level = 15% Exceeding Grade Level = 75% 1st grade Participation Rate = 100% Below Grade Level = 10% Approaching Grade Level = 10% Meeting Grade Level = 20% Exceeding Grade Level = 60% 2nd grade Participation Rate = 100% Below Grade Level = 10% Approaching Grade Level = 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Meeting Grade Level = 13% Exceeding Grade Level = 63% 3rd grade Participation Rate = 88% Below Grade Level = 40% Approaching Grade Level = 18% Meeting Grade Level = 20% Exceeding Grade Level = 22% 4th grade Participation Rate = 88% Below Grade Level = 40% Approaching Grade Level = 18% Meeting Grade Level = 20% Exceeding Grade Level = 22% 5th grade Participation Rate = 91% Below Grade Level = 64% Approaching Grade Level = 12%				Meeting Grade Level = 20% Exceeding Grade Level = 60% 3rd grade Participation Rate = 100% Below Grade Level = 10% Approaching Grade Level = 10% Meeting Grade Level = 30% Exceeding Grade Level = 50% 4th grade Participation Rate = 100% Below Grade Level = 15% Approaching Grade Level = 15% Meeting Grade Level = 30% Exceeding Grade Level = 40% 5th grade Participation Rate = 100% Below Grade Level = 15% Approaching Grade Level = 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Meeting Grade Level = 11% Exceeding Grade Level = 14% 6th grade Participation Rate = 75% Below Grade Level = 32% Approaching Grade Level = 34% Meeting Grade Level = 19% Exceeding Grade Level = 15% 7th grade Participation Rate = 81% Below Grade Level = 18% Approaching Grade Level = 22% Meeting Grade Level = 33% Exceeding Grade Level = 27% 8th grade Participation Rate = 71% Below Grade Level = 16% Approaching Grade Level =26% Meeting Grade Level = 34%				Meeting Grade Level = 35% Exceeding Grade Level = 35% 6th grade Participation Rate = 100% Below Grade Level = 32% Approaching Grade Level = 34% Meeting Grade Level = 19% Exceeding Grade Level = 15% 7th grade Participation Rate = 100% Below Grade Level = 15% Approaching Grade Level = 15% Meeting Grade Level = 40% Exceeding Grade Level = 30% 8th grade Participation Rate = 100% Below Grade Level = 15% Approaching Grade Level =15% Meeting Grade Level = 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Exceeding Grade Level = 23%				Exceeding Grade Level = 30%
Appropriate Teacher Placement data	SARC: 97% appropriately placed With Full Credential: 257 W/O Full Credential: 9				100% teachers appropriately placed
Williams Act	100% of sites passing the Williams Compliance review.				100% of sites passing the Williams Compliance review.
Student Growth Mindset	Panorama Student Survey Elementary: 57% responded favorably on self-efficacy questions, 62% responded favorably on growth mindset questions Secondary: 55% responded favorably on self-efficacy questions, 63% responded favorably on growth mindset questions				Panorama Student Survey Elementary: 65% responded favorably on self-efficacy questions, 70% responded favorably on growth mindset questions Secondary: 65% responded favorably on self-efficacy questions, 70% responded favorably on growth mindset questions
Physical Fitness	Grade 5 Healthy Fitness Zone Aerobic Capacity: 78.6%				Grade 5 Healthy Fitness Zone Aerobic Capacity: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Body Composition: 64.6% Abdominal Strength: 78.3% Trunk Extension Strength: 83.6% Upper Body Strength: 64.7% Flexibility: 83.1% Grade 7 Healthy Fitness Zone Aerobic Capacity: 64.5% Body Composition: 66.6% Abdominal Strength: 89.3% Trunk Extension Strength: 96.1% Upper Body Strength: 75% Flexibility: 67.4%				Body Composition: 70% Abdominal Strength: 80% Trunk Extension Strength: 85% Upper Body Strength: 70% Flexibility: 85% Grade 7 Healthy Fitness Zone Aerobic Capacity: 70% Body Composition: 70% Abdominal Strength: 90% Trunk Extension Strength: 97% Upper Body Strength: 75% Flexibility: 70%
Middle School Dropout Rate	1 middle school student dropped out of school				0 middle school students dropped out of school

Actions

Action #	Title	Description	Total Funds	Contributing
1	Basic Instructional Services	Continue to provide basic instructional services which includes teachers, school administrators, office staff, and district office administrators and staff. Continue to recruit new staff to fill vacated	$41,456,952.00	No

Action #	Title	Description	Total Funds	Contributing
		positions as early as possible to ensure a full staff and delivery of basic instructional services.		
2	Culturally Responsive Teaching (CRT) & Implicit Bias training	Based on the district's Comprehensive Coordinated Early Intervening Services (CCEIS) plan, the district will be focusing on providing culturally responsive teaching professional development and implicit bias professional development, specifically for the three identified schools (Summerdale, Toyon, and Vinci Park Elementary Schools). However, we will provide opportunities for other staff members to be a part of the implicit bias training as space becomes available. At this point, we have approximately 75 slots for teachers and other staff members to participate in the training.

An optional Professional Development Day (August 10, 2021) is scheduled to focus on culturally responsive teaching in order to help support students' return to the classroom. The district's instructional coaches were trained on culturally responsive teaching in the Spring of 2021. The instructional coaches will be able to work with our certificated staff on how to implement Culturally Responsive Teaching (CRT) strategies throughout their school day.

Additional library books focused on representing all student ethnicities and stories that support students' cultures.

Our data indicates that these students are performing academically at a lower level than their peers. These training/professional development sessions will help teachers unpack their biases. Instructional Coaches will also support teachers with this endeavor. Therefore by putting these trainings/professional development sessions into place these students will receive the support (academic &/or SEL) they need in order to increase their academic levels and close the learning gap between them and other sub-groups within the district. In addition, the schools will have a more welcoming school culture where these students can thrive. | $1,652,832.00 | Yes |

Action #	Title	Description	Total Funds	Contributing
3	English Language Arts (ELA) - Tier 1	English Language Arts (ELA) instruction will be the focus of Tier 1 for our district's Multi-Tiered Systems of Support. All students will receive ELA instruction on a daily basis from our teachers. Teachers will continue to teach with CCSS Standards-aligned instructional materials. Teachers will also continue to improve teaching resources for ELA instruction by working with their ELA leadership teams to refine curriculum maps and benchmark assessments. The Education Services department will continue the English Language Arts (ELA) leadership teams to provide feedback on ELA/ELD program implementation, to develop instructional resources such as curriculum maps, and refine assessments. Professional Development will be provided to teachers to help them understand how to use these resources to meet students' instructional needs during Thursday Professional Development Days. These will be led by the site administrator and the ELA leadership members at the site level. Transitional Kindergarten - 3rd grade teachers at six elementary sites (Brooktree, Cherrywood, Laneview, Summerdale, Toyon, and Vinci Park Elementary Schools) will continue to provide high quality Common Core State Standards ELA/ELD research based instruction using the Sobrato Early Academic Language (SEAL) Model to include professional development, unit design, lesson's study, and modeled lessons. Additional ELA leveled books and assessments will be provided online through Learning A - Z. Additional Fountas & Pinnell kits will be purchased for Transitional Kindergarten and possibly upper grade classrooms. Collaboration time (securing subs) to review data at the school sites will be offered to teachers. Release days (securing subs) for scoring writing samples will be provided for middle school teachers.	$22,500.00	No

Action #	Title	Description	Total Funds	Contributing
4	English Language Arts (ELA) Intervention (Tier 2 & Tier 3)	English Language Arts (ELA) Tier 2 and Tier 3 instruction will be a focus for students who need additional support. Steps to Advance, Advance All, Leveled Literacy Intervention (LLI) kits, Sonday System, and Language Live curriculum will be purchased to support teachers in order to help them close the achievement gap for their students. These curriculum programs will also help support our Students with Disabilities. Professional Development will be provided for teachers in order to implement these programs in their classrooms. Instructional Associates for Transitional Kindergarten and Kindergarten classrooms will help support teachers in order to pull small groups to differentiate instruction. Professional Development will be provided to classified staff to help support their teachers. Extended support (before, after school, or during breaks) will be provided to McKinney-Vento, Foster Youth, and English Learners students. Purchasing Imagine Learning to help support extended learning support. LETRs Professional Development will be offered to K-3 teachers who want a deeper understanding of how to teach reading to their students. Stipends will be provided to teachers who participate in the PD. Literacy Consultant for CCEIS plan for Nancy Rogers-Zegarra (release days - sub out days) to help support the three school sites (Summerdale, Toyon & Vinci Park) and the Kindergarten - 2nd-grade teachers' understanding of small group and assessments. One coach's salary to support students who need additional ELA support. This coach also helps train other coaches in small group/differentiation instruction.	$732,401.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Our data indicates that these students are performing academically (ELA) at a lower level than their peers. These supplemental programs will help teachers differentiate their teaching in ELA. Therefore by purchasing these supplemental programs and follow-up professional development sessions into place these students will receive the academic support they need in order to increase their academic levels and close the learning gap between them and other sub-groups within the district.		
5	English Language Development (ELD)	Teachers will utilize and implement designated and integrated ELD strategies to support all English Learners to achieve English proficiency and access state standards.

Provide on-going ELD Integrated and Designated Professional Development to ensure teachers deliver Designated and Integrated ELD as well as strategies to address Long-term ELs.

In middle school, provide Read 180/ System 44 as intensive academic supports that meet students at their current level and promote their growth.

In middle school, provide English 3D as intensive academic supports that meet students at their current level and promote their growth.

Provide extended day supplemental support and extended day learning opportunities to English Learners (after school tutoring, intersession).

Provide extended year supplemental support to ELs during Summer School

Purchase and use EL management platform to organize and monitor ELs and RFEPs, support instructional planning and conduct meetings

Provide professional development to teachers implementing Read 180/System 44, English 3D or teaching during EL Summer School. | $327,125.00 | Yes |

Action #	Title	Description	Total Funds	Contributing
		TK - 3 teachers at six elementary sites continue to provide high quality CCSS ELA/ELD research based instruction using SEAL Model to include professional development, unit design, lesson's study, modeled lessons. Purchase and use newcomer curriculum for elementary schools & provide professional development. .75 FTE coaches salary to support ELD support throughout the district with a focus on supporting teachers at the middle school who teach the Read 180/System 44 and English 3D classes. Our data indicates that these students are performing academically at a lower level than their peers, especially students who have not been redesignated as English Only by the time they are in middle school. These supplemental programs, professional development, and extended learning opportunities will help teachers support their English Language Learners. Therefore by purchasing these supplemental programs and follow-up putting these professional development sessions into place, these students will receive the academic support they need in order to increase their academic levels and close the learning gap between them and other sub-groups within the district.		
6	Mathematics - Tier 1	Math instruction will be the focus of Tier 1 for our district's Multi Tiered Systems of Support. All students will receive Math instruction on a daily basis from their teachers. Teachers will continue to teach with CCSS Standards-aligned instructional materials. Teachers will also continue to improve teaching resources for math instruction by working with math leadership teams to refine the curriculum maps and benchmark assessment. The Education Services department will continue the Math leadership teams to provide feedback on the Math program implementation, to develop instructional resources such as curriculum maps, and refine	$514,981.00	No

Action #	Title	Description	Total Funds	Contributing
		assessments. Professional Development will be provided to teachers to help them understand how to use these resources to meet students' instructional needs during Thursday Professional Development Days. These will be led by the site administrator and the ELA leadership members at the site level. The Education Services department will look into a possible Math adoption for the 2023 school year (2023 - 2024). A TK - 5th grade Math curriculum will be a focus area that aligns to the middle school math program. Professional Development opportunities will be made available to certificated staff through the Silicon Valley Math Initiative (SVMI) and through the Santa Clara County Office of Education (SCCOE). In addition, the Silicon Valley Education Foundation (SVEF) offers professional development specifically on the updated Teacher Toolkit. SVEF also offers multiple opportunities throughout the school year.		
7	Math Intervention (Tier 2 & Tier 3)	Math Tier 2 and Tier 3 instruction will be a focus for students who need additional support. The district will purchase Math Intervention programs for students who fall below grade level and supplemental programs for our Special Education students Professional Development will be provided for any additional supplemental programs. Additional Math screeners and assessments (i.e. CANS, and Marilyn Burns' Math Solutions) will be purchased in order to help teachers identify areas of concerns for students who do not meet grade level standards. Silicon Valley Education Foundation (SVEF) offers Elevate Math for summer programs for students approaching grade level. After school Elevate classes for 3rd - 8th grade students will also be available for students who are approaching grade level.	$144,183.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Extended support (before, after school, or during breaks) will be provided to students who qualify. Purchasing Imagine Learning to help support Math extended learning support. Contract (MMS) with Partners in School Innovation to help with supporting all students in Math. Our data indicates that these students are performing academically (Math) at a lower level than their peers. These supplemental programs will help teachers differentiate their teaching in Math. Therefore by purchasing these supplemental programs and follow-up professional development sessions into place these students will receive the academic support they need in order to increase their academic levels and close the learning gap between them and other sub-groups within the district.		
8	Next Generation Science Standards (NGSS)	All students will receive Science instruction from their teachers. Next Generation Science Standards (NGSS) will be implemented through a variety of curriculum options (i.e. Mystery Science online subscription, SEAL units of study, etc.) at the elementary schools. During the 2021 - 2022, the district will be piloting and choosing an elementary school curriculum to be implemented the following school year (2022 - 2023). Professional Development for elementary school teachers will be included within the cost of the curriculum that the district. The middle school math leadership team will develop NGSS assessments for middle school courses. The district will also continue to provide middle school NGSS consumable curriculum (Amplify) to all students.	$562,490.00	No

Action #	Title	Description	Total Funds	Contributing
9	Social Studies	All students will receive Social Studies instruction from their teachers. Teachers will continue to teach with CCSS Standards-aligned instructional materials. Social Studies Weekly is the curriculum that will be used to support elementary school students. TCI is the curriculum that will be used to support middle school students.	$94,578.00	No
10	Technology	Technology will be implemented in all classrooms. SeeSaw will continue to be used to help support primary grade students. Google Classroom/Hapara will continue to help support upper grade and middle school students. ZOOM and Google Meet will be used to interact with students and families. Additional technology applications and programs will be provided at the school site level based on the needs of their students. Each site has a Site Technology lead teacher who helps support minor technology issues at the school site. These Site Tech leads meet monthly with the Director of Technology to review information and receive professional development. Alludo will also continue to be a platform to support technology professional development. The Technology III position supports the district with higher level technology support.	$164,265.00	No
11	Visual And Performing Arts (VAPA)	Visual and Performing Arts (VAPA) will be provided to all students through Art and Music. Art will be implemented in the classrooms and will be provided as an elective at the middle school level. Music will be implemented in the classrooms and is an elective for 4th and 5th grade students in addition to middle school students.	$22,260.00	No

Action #	Title	Description	Total Funds	Contributing
		Smart Music will be purchased and implemented to help support the middle school music students. Quaver will be purchased and implemented to help support muddle school students. Additional Music sessions will be offered for students for enrichment before or after school, during breaks and during the summer of 2022.		
12	Mandarin Immersion program	A Mandarin Immersion program for elementary students is offered for all students within the district. Currently, Cherrywood Elementary offers the program for current Kindergarten - Third Grade students. Students are taught 80% of the day in Mandarin and 20% of the day in English during their kindergarten and first grade years. As the students progress through the grades more subject areas are taught in English. Once the students get to the fourth and fifth grade 50% of their subjects will be taught in English and 50% of their subjects will be taught in Mandarin. During the 2021 - 2022 school year, fourth grade will be added to the Mandarin Immersion program. During the 2022 - 2023 school year, fifth grade will be added to the Mandarin Immersion program. During the 2023 - 2024 school year, sixth grade will be added to the Mandarin Immersion program at Sierramont Middle School. Mandarin Immersion Curriculum (Better Chinese and other curriculum) is purchased on a yearly basis to support the students. Professional Development is also provided for teachers in Better Chinese. SEAL strategies and professional development for teachers is also implemented in the Mandarin Immersion program at Cherrywood.	$974,877.00	No
13	Advancement Via Individual Determination (AVID)	AVID, which stands for Advancement Via Individual Determination, prepares low-income or struggling students for two or four year colleges. At the middle school level, AVID is an elective for 6th - 8th	$233,661.00	Yes

Action #	Title	Description	Total Funds	Contributing
		grade students. One of the district's instructional coaches serves as the AVID director. AVID tutors support the AVID elective teachers in implementing tutoring services. Professional development and conferences for AVID trained teachers will also be offered for those interested. At the elementary sites, four elementary schools (Brooktree, Laneview, Summerdale, and Toyon Elementary) began offering AVID strategies for their 4th and 5th grade students. .75 FTE instructional coach's salary to support the AVID program throughout the district. Our data indicates that these students are performing academically (ELA & Math) at a lower level than their peers. AVID strategies and supplemental tutoring will help support teachers at the middle school level and upper grade teachers at Brooktree, Laneview, Summerdale and Toyon Elementary Schools. Therefore by providing AVID strategies and supplemental tutoring into place these students will receive the academic support they need in order to increase their academic levels and close the learning gap between them and other sub-groups within the district. These students will also be exposed to college level entry requirements and other college ready experiences in order for them to be prepared for high school.		
14	Physical Education & Health	Physical Education (PE) and Health are offered throughout all of our schools. At the elementary school level, PE is offered for all 4th and 5th grade students through prep time. Two full-time PE teachers and a .4 FTE PE teacher and 2 instructional associates provide PE instruction to all 4th and 5th grade students. At the middle school level, PE is provided on a daily basis. The PE teachers at the middle schools also provide Health lessons. CPR & First Aid professional development training is provided for PE teachers. Professional Development is also offered through Kognito topics include student	$80,387.23	No

Action #	Title	Description	Total Funds	Contributing
		suicide prevention, trauma-informed practices, and a curriculum to help support our LGBTQ students (Step In and Speak Up). A Healthy Youth Task Force was formed by the Director of Curriculum and Instruction in order to provide guidance on how to implement the Comprehensive Sex Ed. and Puberty lessons. CPR and First Aid training is also offered to office staff. Automated External Defibrillator (AED training) is also offered to staff on a yearly basis.		
15	Site Allocations to support Tiers 2 and Tier 3	The Business Department allocates additional funds to school sites in order to help support students at the site level. School principals work with their staff and their School Site Council (SSC) in order to provide additional materials, curriculum, and professional development to help support the needs of their students. School principals write out the specific information in their School Plans for Student Achievement (SPSAs). School sites provide support to their students by providing additional books and supplies to support small group instruction, instructional support personnel to help teachers with small group instruction, additional online support programs to help individualize support for students who would be considered in Tiers 2 and 3 (ELA, Math, ELD). Our data indicates that these students are performing academically (ELA & Math) at a lower level than their peers. School sites will provide supplemental programs, materials, sub-out days to review data, and other follow-up services in order to support their teachers in differentiating their teaching in ELA and Math. Therefore by providing these supplemental programs and follow-up professional development sessions these students will receive the academic support they need in order to increase their academic levels and close the learning gap between them and other sub-groups within the district.	$1,088,840.00	Yes

Action #	Title	Description	Total Funds	Contributing
16	Assessment Platform - SchoolCity	A contract with School City/Illuminate to monitor assessments/benchmarks in order for teachers to use data to inform their instruction. The district is investigating an upgrade from our current platform to support teachers and staff members in tracking students" progress with formative assessments. Tracking student data (via an assessment platform - SchoolCity) has been quite difficult for teachers throughout our district. The data indicates that the district needs a more robust Assessment platform in order to track the progress of these students. An updated Assessment platform will help support teachers, instructional coaches, and administrators track their students formative and summative assessments. Therefore by providing an updated assessment platform these students will receive the academic support they need in order to increase their academic levels and close the learning gap between them and other sub-groups within the district.	$64,000.00	

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Increase parent and community involvement and education.

An explanation of why the LEA has developed this goal.

This goal was carried over from our last LCAP. It was important to stakeholders to continue to focus on parent and community involvement and education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Survey (Parent)	The Panorama Survey LCAP baseline data key findings: • 92% of respondents agree that climate of support for academic learning is a priority • 94% of respondents agree that knowledge and fairness of discipline, rules and norms is a priority. • 63% of respondents				• 95% of respondents agree that climate of support for academic learning is a priority • 95% of respondents agree that knowledge and fairness of discipline, rules and norms is a priority. • 75% of respondents agree that increasing

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	agree that increasing parent and community involvement is a priority • 49% of respondents agree that increasing the number of parent workshops to learn how to support their children is a priority • 60% of respondents agree that there should be a variety of communication mechanisms				parent and community involvement is a priority • 60% of respondents agree that increasing the number of parent workshops to learn how to support their children is a priority • 70% of respondents agree that there should be a variety of communication mechanisms
Panorama Survey (Student)	The Panorama Survey LCAP baseline data key findings: • 92% of respondents agree that climate of support for academic				• 95% of respondents agree that climate of support for academic learning is a priority

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	learning is a priority • 94% of respondents agree that knowledge and fairness of discipline, rules and norms is a priority.				• 97% of respondents agree that knowledge and fairness of discipline, rules and norms is a priority.
School Site Council (SSC) and District English Learner Advisory Committee (DELAC) training, representation and participation	School Site Council members were not trained at beginning of school year. School representation varied between 7-12 parent representatives at DELAC meetings.				All School Site Council members will be trained at the beginning of each school year by the site administrator. School representation will be 100% (all 13 sites represented) at DELAC meetings.
Communication - Parent Newsletter	A district-wide newsletter will be sent out two times a month through the superintendent's office.				A district-wide newsletter will continue to be sent out twice a month. Translations in Spanish and Vietnamese will be provided.
Parent Educational workshops, etc. (Via ZOOM)	Tracking parent attendance through ZOOM.				Increase parent attendance at Parent Educational

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					workshops by offering meetings to be broadcast via ZOOM.
Intake EL survey (EL Newcomer)	Create an Intake EL survey for EL Newcomers in order to support them during the school year.				Increase EL Newcomer support for parents throughout the school year.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Communication	Provide translations and translated materials as supports for parents with a primary language other than English. Improve district and site communication with parents based on feedback gathered via the parent survey, including our parents whose students have an IEP. Contract with outside provider to support parents speaking a primary language not spoken by one of the district interpreters. Conduct deliberate outreach to engage Spanish-speaking parents to help them understand kindergarten readiness	$182,608.00	No
2	Parent Engagement	All sites create a Parent Engagement Goal in their SPSA's to ensure all parents, guardians, and community members are welcomed contributing members. Providing opportunities to develop awareness and skills to support student learning. District will continue to seek parent input in making decisions for the district through advisory	$30,289.00	Yes

Action #	Title	Description	Total Funds	Contributing
		groups, BDAC, DELAC, LCAP Advisory Board, and Site Councils. Coordinate parent engagement workshops, both virtual and in-person, throughout the year to address parent needs Coordinate Parent Education Nights for elementary schools that cover middle readiness information Coordinate parent education workshops on how to navigate the school system and support their students i.e. 504 plan, SST, IEP, Kindergarten (create videos in other languages) Provide a Newcomer Parent welcome to connect with parents new to the district/country and share district protocols and access to community resources. Hire a Spanish-speaking parent liaison to support and and explore expanding meaningful opportunities for parents to actively participate in school and district events. Our data indicates that these students' parents need support in order to help their students with academic and social emotional well-being. By providing parent engagement opportunities for our parents of our EL, FY and LI students, school and district administrators can plan workshops and other parent education programs/events appropriately. Therefore by providing these opportunities, parents will receive the support they need and it will decrease the number of suspensions and decrease the district's Chronic Absenteeism rates. In addition, these activities will help create a welcoming environment for all parents to participate in their child's education.		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.31%	5,275,128

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

Required Descriptions

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

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

The following actions/services described in Goal #1 are being provided to help increase or improve services for foster youth, English Leaners, and low-income students.
Goal #1:
* Multi Tiered Systems of Support (Goal #1 - Action/Services #2)
* Positive Behavior programs (PBIS, WEB, BEST - Goal #1 - Action/Services #3)
* Supporting Students' Social-Emotional Well-Being & Student Wellness (Goal #1 - Action/Services #4)
* Family Engagement to support Social Emotional Well Being (Goal #1 - Action/Services #5)

These actions/services will help support identified students by:
*. Provide Tiered Interventions to support students' academic and social emotional needs.   Continue to offer more alternatives to suspensions for all students. The district is also working with a consultant in order to create a Behavior Matrix for all 13 schools.
*. Provide safe school environment/culture in order for students to thrive socially. Continue to provide more professional development for administrators, school social workers, and teachers on Restorative Justice practices and Positive Behavior Intervention Supports (PBIS).
*. Provide social/emotional support for students who are struggling with social/emotional issues.
*. Provide support for parents in order to support their children who are struggling with social/emotional issues.

The following actions/services described in Goal #2 are being provided to help increase or improve services for foster youth, English Leaners, and low-income students.

Goal #2:
* Culturally Responsive Teaching (CRT) & Implicit Bias training (Goal #2 - Action/Services #2)
* English Language Arts (ELA) Intervention (Tier 2 & Tier 3) Goal #2 - Action/Services #4
* English Language Development (ELD) Goal #2 - Action/Services #5
* Math Intervention (Tier 2 & Tier 3) - Goal #2 Action/Services #7
* Advancement Via Individual Determination (AVID) curriculum - Goal #2 Action/Services #13
* School Site Allocations - Goal #2 Action/Services #14

These actions/services will help support students by:
*. Provide professional development to teachers on culturally relevant teaching practices and implicit bias to support the
*. Provide ELA Interventions (Tiers 2 & 3) and professional development for teachers in order to support students who are below grade level. Continue to focus on small group instruction in ELA/ELD to help support students in identified subgroups preforming below standard.
*. Provide Math Interventions (Tiers 2 & 3) and professional development for teachers in order to support students who are below grade level. Continue to focus on small group instruction in ELA/ELD to help support students in identified subgroups preforming below standard.
* Provide English Language Development (ELD) lessons and professional development for teachers in order to support EL students who have not been reclassified.
*. Provide AVID classes and AVID strategies and professional development for teachers in order to help support students to be college ready.
*. Sites provide materials/supplies and professional development for teachers in order to support students who are in need of social emotional support or who are below grade level in certain academic areas.

The following actions/services described in Goal #3 are being provided to help increase or improve services for foster youth, English Leaners, and low-income students.

Goal #3
* Parent Engagement - Goal #3 Action/Services #2

These actions/services will help support students by:
*. Provide support for parents in order to participate and engage in parent workshops to support their children.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$44,871,596.23	$5,791,780.00	$1,895,723.00	$1,397,540.00	$53,956,639.23

Totals:	Total Personnel	Total Non-personnel
Totals:	$50,757,230.00	$3,199,409.23

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Facilities		$4,324,781.00			$4,324,781.00
1	2	English Learners Foster Youth Low Income	Multi-Tiered Systems of Support (MTSS)	$33,396.00				$33,396.00
1	3	English Learners Foster Youth Low Income	Positive Behavior programs (PBIS, WEB)	$76,655.00				$76,655.00
1	4	English Learners Foster Youth Low Income	Supporting Students' Social-Emotional Well-Being & Student Wellness	$65,325.00				$65,325.00
1	5	English Learners Foster Youth Low Income	Family Engagement to support students' Social Emotional Well Being	$29,650.00				$29,650.00
1	6	English Learners Foster Youth Low Income	School Social Workers	$829,784.00	$207,444.00			$1,037,228.00
1	7	Foster Youth	Support for Foster Youth & McKinney-Vento students	$40,375.00				$40,375.00
2	1	All	Basic Instructional Services	$39,523,729.00		$1,895,723.00	$37,500.00	$41,456,952.00
2	2	English Learners Foster Youth Low Income	Culturally Responsive Teaching (CRT) & Implicit Bias training	$822,126.00	$90,491.00		$740,215.00	$1,652,832.00
2	3	All	English Language Arts (ELA) - Tier 1	$22,500.00				$22,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners Foster Youth Low Income	English Language Arts (ELA) Intervention (Tier 2 & Tier 3)	$485,694.00			$246,707.00	$732,401.00
2	5	English Learners	English Language Development (ELD)		$96,804.00		$230,321.00	$327,125.00
2	6	All	Mathematics - Tier 1	$14,981.00	$500,000.00			$514,981.00
2	7	English Learners Foster Youth Low Income	Math Intervention (Tier 2 & Tier 3)	$144,183.00				$144,183.00
2	8	All	Next Generation Science Standards (NGSS)	$12,490.00	$550,000.00			$562,490.00
2	9	All	Social Studies	$94,578.00				$94,578.00
2	10	All	Technology	$164,265.00				$164,265.00
2	11	All	Visual And Performing Arts (VAPA)		$22,260.00			$22,260.00
2	12	All	Mandarin Immersion program	$974,877.00				$974,877.00
2	13	English Learners Foster Youth Low Income	Advancement Via Individual Determination (AVID)	$90,864.00			$142,797.00	$233,661.00
2	14	All	Physical Education & Health	$80,387.23				$80,387.23
2	15	English Learners Foster Youth Low Income	Site Allocations to support Tiers 2 and Tier 3	$1,088,840.00				$1,088,840.00
2	16		Assessment Platform - SchoolCity	$64,000.00				$64,000.00
3	1	All	Parent Communication	$182,608.00				$182,608.00
3	2	English Learners	Parent Engagement	$30,289.00				$30,289.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$3,737,181.00	$5,491,960.00
LEA-wide Total:	$2,571,686.00	$4,326,465.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$1,195,784.00	$1,195,784.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Multi-Tiered Systems of Support (MTSS)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,396.00	$33,396.00
1	3	Positive Behavior programs (PBIS, WEB)	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: WEB - all three middle schools; PBIS - Piedmont MS, Majestic Way, Summerdale and Toyon ES	$76,655.00	$76,655.00
1	4	Supporting Students' Social-Emotional Well-Being & Student Wellness	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,325.00	$65,325.00
1	5	Family Engagement to support students' Social Emotional Well Being	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,650.00	$29,650.00
1	6	School Social Workers	LEA-wide	English Learners Foster Youth Low Income	All Schools	$829,784.00	$1,037,228.00
1	7	Support for Foster Youth & McKinney-Vento students	LEA-wide	Foster Youth	All Schools	$40,375.00	$40,375.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	Culturally Responsive Teaching (CRT) & Implicit Bias training	LEA-wide	English Learners Foster Youth Low Income		$822,126.00	$1,652,832.00
2	4	English Language Arts (ELA) Intervention (Tier 2 & Tier 3)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$485,694.00	$732,401.00
2	5	English Language Development (ELD)	LEA-wide	English Learners	All Schools		$327,125.00
2	7	Math Intervention (Tier 2 & Tier 3)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$144,183.00	$144,183.00
2	12	Mandarin Immersion program			Specific Schools: Cherrywood Elementary	$974,877.00	$974,877.00
2	13	Advancement Via Individual Determination (AVID)	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Morrill Middle, Piedmont Middle, Sierramont Middle, Laneview, Summerdale, Toyon, Vinci Park Elementary 4th & 5th grade; Middle School grades	$90,864.00	$233,661.00
2	15	Site Allocations to support Tiers 2 and Tier 3	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,088,840.00	$1,088,840.00
3	2	Parent Engagement	LEA-wide Schoolwide	English Learners	All Schools	$30,289.00	$30,289.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- **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 K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

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

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

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.