

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 Spreckels Union School District (SUSD) serves approximately 950 students living in south Salinas and nearby areas. Transitional kindergarten through fifth grade students attend Spreckels Elementary School in downtown Spreckels, while 6th-8th grade students attend Buena Vista Middle School in the Las Palmas subdivision off of River Road. Approximately 50% of the students are white, 37% are Hispanic, 2% are Filipino, 3% are Asian, 1% are African-American, and 7% are two or more races. Approximately 6% of SUSD's students are English Language Learners (ELL's) and 17% are Socioeconomically Disadvantaged (SD). The District has two homeless students and two foster youth. The majority of Spreckels' graduates matriculate to Salinas High School. Due to the Covid-19 virus, District schools were closed for in-person instruction from March 2020 thru March 2021 during which time students were in distance learning. In April 2021, approximately 78% of students returned to in-person learning following an AM/PM hybrid model and 22% remained in full distance learning for the entirety of the year. It is anticipated that students will return to full, in-person learning at the beginning of the 2021-22 school year following revised health and safety protocols.

Reflections: Successes

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

Due to the absence of California School Dashboard data resulting from the Covid-19 pandemic, the District relied on local data and annual surveys to determine successes and/or progress. During distance learning, the District analyzed attendance and engagement records to identify any students/families who were not logging into classes on a regular basis. Solutions were offered on a case-by-case basis and it was determined early on in the 2020-21 school year that all students had reliable connectivity. Attendance rates actually improved during

distance learning compared to past, all in-person years. The attendance rate for 2020-21 through the end of March was 98.9% compared to normal years when the rate hovers around 97%.

Once students returned to the District's in-person hybrid in April, a school climate survey was given to all 4th-8th grade students. Responses to the survey were generally very positive, although favorability scores at the elementary school were higher than at the middle school. Earlier surveys to parents also indicated that most felt their children were adequately challenged and supported during distance learning, considering the limitations of the model.

Although most enrichment opportunities were suspended during distance learning, music and choir did continue virtually through April and then in-person for the remainder of the school year. Both schools also offered a few enrichment opportunities throughout the year such as virtual field trips and assemblies.

Family outreach and communications were conducted virtually throughout the school year and, in some cases, participation rates increased (IEP meetings, board meetings, etc.).

An analysis of student data (classroom achievement, attendance rates, teacher recommendations, etc.) concluded that most students did not suffer severe learning loss from distance learning. For students who did demonstrate a significant degree of loss, the first phase of the District's bridging program (1:1 or small group tutoring) began in April. A second phase (a summer school program) is scheduled for July 2021.

The District also provided social-emotional support through its Harmony at Home counselor throughout the year, virtually until April and then both virtually and in-person in later spring. For students who demonstrated high degrees of social-emotional trauma due to Covid-19 isolation, the District extended the Harmony at Home contract for the year to include summer counseling. Increased social-emotional support for students, including the hiring of a full-time district counselor, will also be included in the 2021-24 LCAP.

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.

As mentioned above, data indicate that most students made adequate progress during distance learning. However, for those who demonstrated more severe learning loss and/or social-emotional distress, a three-phase bridging program was developed that is outlined in the 2021-24 LCAP. The phases include individual/small group tutoring, a summer school program, and an enhanced intervention program for the next three years using new state and federal funds. Staffing for the bridging program has increased significantly and will include a full-time district counselor, 1.5 intervention teachers, 2 additional instructional aides, and an additional Core teacher at the middle school to keep class sizes lower in 6th grade.

The spring school climate survey results also indicated that many students identified the social impact/isolation of Covid-19 as the most pressing issue to them. To address this, the LCAP will include a goal to expand enrichment opportunities in the fall so students have various outlets to reconnect with friends and staff as Covid-19 protocols lessen.

An analysis of the local indicator self-reflection for Priority 2 indicates that although the District has made steady progress on implementing and supporting ELA, Math, and Science standards, the focus now needs to be placed on ELD and Social Studies standards. This is addressed in action in Goal 4 of the 2021-24 LCAP.

Also, although the District has done a good job in seeking input from stakeholders in general, as indicated in the lower rating of "2" on Item 3 of the self-reflection for Priority 3 of the local indicator, work is still left to be done in better communicating with and providing access for underrepresented groups and school community. Specific steps to improve this action are included in the 2021-22 LCAP (Goals 2 and 3). Specifically, each school in the District will convene subject-specific curriculum teams to evaluate various ELD (both sites) and Social Studies (just elementary school) evidence-based programs to adopt by the end of the 2021-22 school year. The District has also included additional professional development for all staff members in ELD best practices (Goal 2: Action 2) and added social-emotional support for ELL families (Goal 2: Action 3). Last, Goal 3: Action 6 in the 2021-24 LCAP designates expenditures specifically for expanding the District's outreach and translation services to provide better access for all stakeholders.

LCAP Highlights

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

The District's LCAP will address the priorities of the District's stakeholders as well as place immediate focus on the academic learning loss and social-emotional trauma that resulted from the Covid-19 pandemic and subsequent school closures to in-person instruction. The 2021-22 LCAP will "bridge" the past year of distance learning with the return to a more traditional, in-person model of schooling. Specifically, Goals 1 & 2 of the LCAP will provide various support systems for struggling students (both those who suffered learning loss and/or social-emotional distress from Covid-19 school closures and unduplicated students). Goal 3 will focus on providing equitable, diverse, and innovative programs that allow all students, staff, and community members to reach their potential. And Goal 4 will focus on providing rigorous, state standards-aligned instruction in all District classrooms.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

The District's LCAP Stakeholders Committee is made up of one board member, site and district administration, teachers from both school sites, classified employees, bargaining unit representatives, parents from both school sites, and parent group representatives. The committee met regularly to provide feedback and monitor the LCAP process. (Due to the small size of the District, the Stakeholder Committee also serves as the main parent advisory committee.) At the initial March 22 meeting, the LCAP process was reviewed and the committee agreed to present the three main goals to the Board of Trustees for direction. (Three goals eventually became four.) After the initial meeting, a Google document was shared with all committee members on which brainstorm ideas, stakeholder feedback, proposed services/actions, etc. could be shared. At the follow-up April 12 meeting, the committee organized the shared feedback by goal into proposed actions and services. At the April 12 meeting, the committee also provided final approval for the Annual Update document. At the Committee's May 3 meeting and on a follow-up survey, LCAP actions were prioritized in advance of obtaining Board of Trustee feedback on May 6.

Student input was also obtained on numerous occasions. On April 22, the superintendent met with the middle school principal and groups of students to get their feedback on the past year of distance learning and return to in-person instruction. Students also provided suggestions for actions to be included in the 2021-22 LCAP, including expanded enrichment opportunities to help students recover from the social isolation that resulted from the Covid-19 pandemic. On April 26, the superintendent and one board member joined the elementary school principal and her student leadership class to obtain their feedback on similar topics. Elementary students shared similar feedback, including the difficulties with distance learning, the need for additional academic and social support in the fall, and the pros and cons of the current low class sizes of the hybrid model.

All students in grades 4-8 were also given the Health Kids Survey in late April. (Full results are located in Local Performance Indicator Self-Reflection: Priority 6 and Goal 3 metrics.) Feedback on one particular question of the survey will help identify specific actions to include in the LCAP. Specifically, while 41% of 4th and 5th graders stated that the hardest part of distance learning for them was academics, 51% said the social impact (missing time away from friends and teachers) was the most difficult. 8% stated they prefer distance learning and would opt to continue in that model. At the middle school, 43% of students said that academics was the hardest part of distance learning, while 39% stated it was the social impact. A much greater percent (18%) of middle schoolers preferred to remain in distance learning if given a chance. These results will help the District set priorities for transitioning students back to full-time in-person instruction in the fall.

The District's English language development (ELD) liaison worked with District English Learner Advisory team representatives to obtain feedback on LCAP goals and actions.

The superintendent responded to all specific questions about the LCAP development in committee notes (Google document shared by the LCAP Stakeholders Committee for communication purposes) or direct emails.

The District also consulted with the Monterey SELPA by sending a draft of the LCAP for review on May 18, 2021.

The District held its public hearing for its LCAP on May 27, 2021 and approved it at its regular meeting on June 3, 2021.

A summary of the feedback provided by specific stakeholder groups.

Feedback from stakeholders identified many desired actions to include in the LCAP. The LCAP Stakeholders Committee, which is comprised of a board member, site and district administration, teachers from both school sites, classified employees, labor representatives, parents from both school sites, and parent group representatives, prioritized additional academic and social-emotional supports for students as they transition back full time in the fall as well as an increased focus on equity and diversity. Conversations with students indicated that many of them felt providing numerous and diverse opportunities to reconnect with friends and teachers in the fall was the top priority. Teacher representatives also identified the need for additional professional development in equity/diversity as well as continued time devoted to articulation and collaboration.

Common themes emerged from the District's ELD liaison's communications with representatives from the District English Language Advisory Committee: specifically 1) the parent desire for a stable, predictable ELL resource class for students, 2) the need for expanded transportation for summer and after-school programs, and 3) adult EL support for families.

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

Actions that focus on providing academic and social-emotional supports for all students, especially those suffering from learning loss and/or social-emotional trauma from the Covid-19 pandemic, are outlined in Goal 1 of the LCAP. Actions that address an increased focus on equity and diversity are listed in Goal 3 of the LCAP. Goal 3 also includes actions and funding to increase the enrichment opportunities for students as they transition back full time in the fall.

The District has developed actions to address the priorities of EL families in Goals 1, 2 & 3 of its 2021-24 LCAP. Specifically, Goal 1: Action 7 allocates additional money for summer and after-school transportation as part of the District's new "bridging program." Goal 2 increases instructional aide staffing at both school sites to better support small group instruction for unduplicated students. Goal 2 also provides funding for professional development for all teachers in ELD as well as a new, evidence-based curriculum for ELD classes at both school sites. And Goal 3: Action 7 lists providing EL support for families by partnering with CSUMB's service learners as an ongoing action.

Goals and Actions

Goal

Goal #	Description
1	All struggling students experiencing learning loss and/or social-emotional difficulties as a result of the Covid-19 pandemic will be provided appropriate support services to be successful.

An explanation of why the LEA has developed this goal.

This goal includes recent and ongoing concerns over the short and long-term effects of Covid-19 and the subsequent school closures to in-person learning. With the addition of the three-year, three-phase "Bridging Program" that increases services and staffing for students struggling with learning loss and/or social-emotional trauma as a result of the Covid-19 pandemic, the District expects slow but steady increases in ELA and Math CAASPP scores as well as increases in the number of students served (and number of students who demonstrate improvement) by the various social-emotional supports such as Harmony at Home.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students served by District's Bridging Program	Use 2021-22 as a baseline				Maintain the number of students served for all three years of the Bridging Program
End-of-year CAASPP scores in ELA and Math for grades 3-8, percent "at standard" or "exceeding standard"	Use 2021-22 Summative CAASPP scores as a baseline				Increase of 2% points per year; 6% total increase by 2023-24
Harmony at Home end-of-year evaluations: number of students served and percentage of students improving	40 total students served by H at H in 2020-21 (percentage improved tbd)				An increase in the number of students served and the percentage of students improving

Actions

Action #	Title	Description	Total Funds	Contributing
1	Intervention staffing	Maintain the current intervention staffing of 0.42 FTE (math) at Buena Vista Middle School.	\$41,929.00	No
2	Professional Development (PD)	Continue to offer PD to all staff members on the topics of Response to Intervention, Learning Loss/Bridging Strategies, and/or Social Emotional Learning.	\$18,018.00	No
3	Identification and Data-Monitoring Systems	Enhance computer-based resources for identifying struggling students and monitoring their progress.	\$2,004.00	No
4	Current social emotional (SE) support	Amend the District's current contract with Harmony and Home to offer counseling services for students at Buena Vista Middle School.	\$30,940.00	No
5	SPED and Intervention Programs Oversight	Conduct evaluations of the District's Special Education (SPED) and Intervention programs and implement subsequent recommendations.		No
6	Curriculum	Purchase evidence-based curriculum for Intervention and Special Education programs.	\$2,000.00	No
7	Bridging Program	Implement a three-phase Bridging Program to address learning loss and social emotional trauma that resulted from the Covid-19 pandemic.	\$135,222.00	No
8	Reduce class sizes at Buena Vista Middle School	Hire an additional Core teacher at Buena Vista Middle School to reduce 6th grade class sizes at the middle school.	\$101,046.00	No

Action #	Title	Description	Total Funds	Contributing
9	Increase intervention staffing	Add 1.5 FTE intervention teachers (1.0 at SES and .5 at BVMS) to support struggling students with a focus on recovering learning loss that resulted from the Covid-19 pandemic and subsequent school closures.	\$161,019.00	No
11	Increase social-emotional support: counseling	Increase the District's social emotional support by hiring on-site District counselor to address students' "emotional resilience," help determine the S/E need for support, and oversee social skill groups, etc.	\$131,163.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	All unduplicated students (English language learners, low-income students, and foster youth) will be provided appropriate support services to be successful.

An explanation of why the LEA has developed this goal.

This goal directly addresses the needs of all of the District's unduplicated students and provides increased support for unduplicated students hardest hit by the past pandemic year. By increase the staffing to support the District's English language learners, providing enhanced professional development in ELD best practices to all District teachers, and purchasing new, evidence-based curriculum in ELD, the District anticipates consistent improvement with reclassification rates, CAASPP scores in ELA and Math, and the English Learner Progress Indicator rate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	10.2%				Increase of 2% per year; 16% by 2023-24
End-of-year CAASPP scores in ELA and Math for unduplicated students in grades 3-8, percent "at standard" or "exceeding standard"	Use 2020-21 Summative CAASPP scores as a baseline				Increase of 2% points per year; 6% increase by 2023-24
English Learner Progress Indicator rate on the State Dashboard	54.8%				Increase of 2% points per year; 61% by 2023-24

Actions

Action #	Title	Description	Total Funds	Contributing
1	Specific staffing to support English Language Development	Maintain the current 1.0 FTE English Language Development (ELD) teacher and 0.75 FTE general education aide at SES and the 0.14 FTE ELD teacher at BVMS	\$170,396.00	Yes
2	Professional Development (PD)	Continue to offer PD to all staff members in English language development, including the two additional Certificated staff development days per year.	\$47,726.00	Yes
3	Social-emotional support for English learners	Maintain the District's current contract with Harmony at Home's Spanish-speaking counseling services.	\$10,140.00	Yes
4	Transportation	Offer free transportation services to unduplicated students.	\$21,000.00	Yes
5	Curriculum	Purchase evidence-based curriculum for English Language Development program.	\$5,000.00	Yes
6	Technology	Replace technology devices and Wi-Fi hotspots to maintain the district's 1:1 deployment and support District families of unduplicated students who are without adequate technology.	\$18,900.00	Yes
7	Increase support staff for unduplicated & learning loss students	Add two additional 0.75 FTE general education instructional aides (1 at SES, 1 at BVMS) to support the District's unduplicated students with a focus on recovering learning loss that resulted from the Covid-19 pandemic and subsequent school closures.	\$71,727.00	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
3	All students, staff, and community members will be provided with diverse, equitable, and innovative opportunities, both academic and enrichment, to reach their full potential.

An explanation of why the LEA has developed this goal.

To improve the educational climates for both schools, the areas of diversity, equity, and innovation have been prioritized. The District currently has an Equity Committee that will assume an increased role moving forward to help the District fulfill its mission statement. The various actions in this goal (increased enrichment opportunities for students, increased professional development for staff in the areas of equity and diversity, the purchase of more novels that reflect "all students," and the potential addition of new innovative programs) are expected to improve the school climate indicators (chronic absenteeism rate, attendance rate, suspension/expulsion rate, school climate surveys, etc.) at both District sites. In addition, the various steps outlined to support staff (offering extended and teacher-selected professional development, and attractive compensation) are expected to increase the morale, diversity, and professionalism of staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	5.7%; green performance area				Maintain a chronic absenteeism rate in the green or blue performance areas on the State Dashboard for all student subgroups
Results school climate surveys	Spring 2021 survey ratings: 4th and 5th Grades: 81% "liked school" (scores of 3 or 4 on the survey); 19% did not (scores of 1 or 2) 97% "did their best in school"; 3% did not				Maintain or increase the percentages of "3" and "4" scores each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>96% "gave their best effort"; 4% did not</p> <p>95% felt the school "had clear rules for behavior"; 5% did not</p> <p>95% felt "teachers treated them with respect"; 5% did not</p> <p>90% felt "positive behavior was noticed at school"; 10% did not</p> <p>89% felt "they got along well with others"; 11% did not</p> <p>93% felt "safe at school"; 7% did not</p> <p>85% felt "students treated each other with respect"; 15% did not</p> <p>93% felt "an adult at school would help them if they needed it"; 7% did not</p> <p>86% felt "students followed rules in class so teachers could teach"; 14% did not</p> <p>51% of students felt the hardest part of distance learning was time away from friends and teachers; 41% felt the hardest part was</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>understanding what was being taught; and 8% preferred distance learning and wanted to continue.</p> <p>6th-8th Grades: 75% "liked school"; 25% did not 82% felt "successful at school"; 18% did not 79% felt "the school set high standards for achievement"; 21% did not 95% felt "the school set clear rules for behavior" 93% felt "teacher treated them with respect"; 7% did not 97% felt "behaviors in class allow teachers to teach.; 3% did not 61% felt "students are frequently recognized for good behavior"; 39% did not 95% felt "safe at school"; 5% did not 80% felt "there was an adult to talk to if they needed help"; 20% did not</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension and Expulsion Rates	Suspension: .2%; Expulsion: 0%				Maintain a suspension rate below 2% and an expulsion rate below 1%
District Attendance Rate per Grade Span	2019-20: TK-3: 97.05% 4-6: 97.35% 7-8: 96.95				Maintain attendance rates at 96% or higher for all grade spans
Self-Reflection Tool: Priority 3: Parent and Family Engagement	"Building Relationships" average score: 3.75 "Building Partnerships" average score: 4 "Seeking Input" average score: 3.75				Increase (or maintain) all subsection scores to 4 or above
Middle School Dropout Rate	0%				Maintain 0% rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher/supervisor recruitment	Recruit for both internal (SUSD staff) and external (SUSD community members and partners, parent volunteers, etc.) enrichment teachers/coaches by offering competitive stipends and covering the costs of fingerprinting.	\$15,695.00	No

Action #	Title	Description	Total Funds	Contributing
2	Parent and community partnerships	Continue partnering with parent groups to offer enrichment opportunities, including a District 1.0 FTE music/choir teacher and Spreckels School art program.	\$120,237.00	No
3	Employee Retention	Improve employee retention by offering competitive compensation, providing opportunities for professional growth, and implementing many of the positive lessons of the last year such as flexible/remote work opportunities if it is in the mutual best interest of the District and employee.		No
4	Professional Development (PD)	Provide PD opportunities in the areas of diversity and equity to all staff members by offering release time and paying for conferences, work shops, etc.	\$5,429.00	No
5	Curriculum	Purchase additional novels for library and individual classrooms to support the priorities of diversity and equity.	\$5,000.00	No
6	Outreach, Communication, and Access	Enhance and centralize the District's outreach efforts (regular communications, board meetings, events, etc.) to improve access for all stakeholders by including virtual options and translation services.	\$2,000.00	No
7	Family/Community Education	Offer family/community education opportunities throughout the year by partnering with neighboring districts, bringing in experts/consultants, and providing virtual opportunities; provide EL support for families by partnering with CSUMB's service learners	\$5,000.00	No
8	Innovative student programs	Research and consider implementation (base on stakeholder interest and funding) of additional innovative programs such as a virtual academy, Science, Technology, Engineering, the Arts and		No

Action #	Title	Description	Total Funds	Contributing
		Mathematics (STEAM) program, Expanded Transitional Kindergarten, etc. based on stakeholders priorities.		
9	Equity Committee	Extend the role of the District's Equity Committee to include quarterly updates to the Board on matters of equity, diversity, and inclusion.		No

Goal Analysis [2021-22]

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

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

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

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

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Goals and Actions

Goal

Goal #	Description
4	Rigorous state content standards will be fully implemented in all District classrooms regardless of the instructional delivery model.

An explanation of why the LEA has developed this goal.

Although the District has made good progress in the implementation of ELA, Math, and Science standards, self-reflection indicates that improvement is needed in the areas of ELD and Social Studies. Actions in this goal include expanded professional development in all subject areas (but especially in the less-implemented areas of ELD and Social Studies), providing collegial articulation and collaboration time, and supporting curriculum leadership teams at both sites. The District expects that these actions will lead to improvement in all curriculum-specific metrics including ones that measure implementation of state academic standards, stakeholder feedback on instruction and academic rigor, student access to courses, and basic requirements such as credentialing, instructional materials, and facilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Results from Local Indicator Priority 2: Self-Reflection Tool (Implementation of State Academic Standards)	Item 1: "3's" in ELD and History-Social Studies; "5's" in ELA and Math; "4" in New Gen Science				Maintain (5's) or increase by 1 level (3's and 4) per academic category
Results from annual stakeholder survey regarding academic standards	Use 2021-22 as a baseline				Maintain or increase the percentage of parent ratings at "3" or "4" on the "Academic Rigor" survey question per year
Results from Local Indicator Priority 1:	Fully Credentialed Teachers and Appropriately				Increase to and maintain a rate of 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Self-Reflection Tool (Basic)	Assigned Rate: 87.8% (2018-19) Students without Standards-Aligned Materials Rate: 0% (2020-21 Reflection) Facilities that do not meet "good repair": 4 (2020-21 SARC's)				or higher for fully credentialed teachers; Maintain 0% for students w/o standards-aligned materials; Reduce facilities that do not meet "good repair" to 3 or less
Students have access and are enrolled in a broad course of study including ELA, Math, Science, Social Studies, Literature/Reading, PE/Health, Spanish (middle school 7th and 8th graders only), Art (elementary school only), Music, and other activity offerings as monitored through CalPads and Schoolwise.	100%				Maintain 100% access and enrollment

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development (PD)	Provide PD to all staff members in state content standards and best instructional practices through staff development days (both fixed and flexible) as well as additional and compensated, staff-initiated offerings.	\$14,372.00	No

Action #	Title	Description	Total Funds	Contributing
2	Full Implementation of CCSS, NGSS, and Heath Standards	Continue to support the full implementation of CCSS, NGSS, and Heath Standards by continuing the textbook adoption cycle, bringing in curricular consultants to work with staff, and purchasing necessary instructional materials (textbooks, consumables, consultants, etc.).	\$116,100.00	No
3	Articulation	Provide necessary time and resources to continue vertical TK-8 and 8-high school articulation.	\$1,616.00	No
4	Collaboration	Adopt an instructional calendar and provide adequate release time to maintain regular collaboration among staff members.		No
5	Teacher Leadership	Recruit and train teachers to serve on each site's Instructional Leaderships Teams (ILT's) to support the effective implementation of state content standards and/or social-emotional support systems.	\$6,020.00	No
6	Standards-Based Trips	Provide financial assistance to unduplicated students to attend standards-based enrichment opportunities.	\$3,000.00	Yes
7	Civic Learning	Provide opportunities and resources for students and staff to take part in various civic learning activities (e.g. Constitution Day/Project, the Hamilton Project, Mock Elections, and Student Government).	\$1,309.00	No

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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
4.19%	11,807

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.

Various outreach efforts, including surveys and regular correspondences between the District's English language learner liaison and English language learner students' families, identified many areas to address to increase and improve services for unduplicated students. The identified areas include the need to provide additional training to staff in providing evidence-based instructional strategies to English language learners, providing counseling services to Spanish-speaking students, providing consistent transportation to unduplicated students, purchasing updated and standards-aligned curriculum for the District's ELD program, providing and replacing devices and Wi-Fi hotspots for unduplicated students and their families, increasing small group instruction for unduplicated students, and improve the District's outreach to all stakeholders. See specific actions that address these priorities below.

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

Goal 2: Action 1: \$170,396 is allocated to provide two separate professional development days to the school calendar for all certificated staff to get trained in best practice instructional strategies for English Language Development (ELD). This directly improves the quality of instruction for English language learners (ELL's).

Goal 2: Action 2: \$47,726 is allocated for additional professional development to further enhance all staff members' instructional skills with unduplicated students, specifically ELL's.

Goal 2: Action 3: \$10,140 is allocated to contract with Harmony at Home for bilingual counseling services for Spanish-speaking students. Most of the District's ELL's are Spanish-speaking.

Goal 2: Action 4: \$21,000 is allocated to provide free bus services to all unduplicated students who rely on district transportation to attend school.

Goal 2: Action 5: \$5000 is allocated to purchase a new, state-aligned, evidence-based curriculum for ELD instruction.

Goal 2: Action 6: \$18,000 is allocated to purchase replacement devices and Wi-Fi hotspots to make sure all unduplicated students have adequate technology and connectivity.

Goal 2: Action 7: \$71, 727 is allocated to hire two additional instructional aides to work directly with unduplicated students in the District's ELD and Intervention programs.

Goal 4: Action 6: \$2000 is allocated to enhance and centralize the District's outreach efforts to better provide access and information to unduplicated students' families.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$458,292.00	\$620,231.00	\$102,237.00	\$83,248.00	\$1,264,008.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$955,578.00	\$308,430.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Intervention staffing	\$1,000.00			\$40,929.00	\$41,929.00
1	2	All	Professional Development (PD)				\$18,018.00	\$18,018.00
1	3	All	Identification and Data-Monitoring Systems				\$2,004.00	\$2,004.00
1	4	All	Current social emotional (SE) support	\$30,940.00				\$30,940.00
1	5	All	SPED and Intervention Programs Oversight					
1	6	All	Curriculum				\$2,000.00	\$2,000.00
1	7	All	Bridging Program		\$135,222.00			\$135,222.00
1	8	All	Reduce class sizes at Buena Vista Middle School	\$101,046.00				\$101,046.00
1	9	All	Increase intervention staffing		\$161,019.00			\$161,019.00
1	11	All	Increase social-emotional support: counseling		\$131,163.00			\$131,163.00
2	1	English Learners	Specific staffing to support English Language Development	\$170,396.00				\$170,396.00
2	2	English Learners	Professional Development (PD)	\$47,726.00				\$47,726.00
2	3	English Learners	Social-emotional support for English learners	\$10,140.00				\$10,140.00
2	4	English Learners Foster Youth Low Income	Transportation	\$21,000.00				\$21,000.00
2	5	English Learners	Curriculum	\$5,000.00				\$5,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	6	English Learners Foster Youth Low Income	Technology	\$18,900.00				\$18,900.00
2	7	Foster Youth Low Income	Increase support staff for unduplicated & learning loss students		\$71,727.00			\$71,727.00
3	1	All	Teacher/supervisor recruitment	\$15,695.00				\$15,695.00
3	2	All	Parent and community partnerships	\$18,000.00		\$102,237.00		\$120,237.00
3	3	All	Employee Retention					
3	4	All	Professional Development (PD)	\$2,429.00			\$3,000.00	\$5,429.00
3	5	All	Curriculum		\$5,000.00			\$5,000.00
3	6	All	Outreach, Communication, and Access	\$2,000.00				\$2,000.00
3	7	All	Family/Community Education	\$5,000.00				\$5,000.00
3	8	All	Innovative student programs					
3	9	All	Equity Committee					
4	1	All	Professional Development (PD)				\$14,372.00	\$14,372.00
4	2	All	Full Implementation of CCSS, NGSS, and Heath Standards		\$116,100.00			\$116,100.00
4	3	All	Articulation				\$1,616.00	\$1,616.00
4	4	All	Collaboration					
4	5	All	Teacher Leadership	\$6,020.00				\$6,020.00
4	6	English Learners Foster Youth Low Income	Standards-Based Trips	\$3,000.00				\$3,000.00
4	7	All	Civic Learning				\$1,309.00	\$1,309.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$276,162.00	\$347,889.00
LEA-wide Total:	\$276,162.00	\$347,889.00
Limited Total:	\$3,000.00	\$3,000.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	Specific staffing to support English Language Development	LEA-wide	English Learners	All Schools	\$170,396.00	\$170,396.00
2	2	Professional Development (PD)	LEA-wide	English Learners	All Schools	\$47,726.00	\$47,726.00
2	3	Social-emotional support for English learners	LEA-wide	English Learners	All Schools	\$10,140.00	\$10,140.00
2	4	Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,000.00	\$21,000.00
2	5	Curriculum	LEA-wide	English Learners	All Schools	\$5,000.00	\$5,000.00
2	6	Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,900.00	\$18,900.00
2	7	Increase support staff for unduplicated & learning loss students	LEA-wide	Foster Youth Low Income	All Schools		\$71,727.00
4	6	Standards-Based Trips	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$3,000.00	\$3,000.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- 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.