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 North County Joint Union School District is a one school district in San Benito County. It lies in the outskirts of Hollister and is home to many families who have been a part of the school since it opened in 1975. Spring Grove School's student population is 728 in grades TK-8th. The current population includes the following: 322 (44%) low income, 97 (13%) English Learners, and currently 4 foster youth. The total number of unduplicated students is 328 (45%). Spring Grove also has 72 students (9%) who receive Special Education Services. The majority of the student population is Hispanic 62% and White 30%, with 8% other or declined to state.The North County Joint Union School District prides itself on high academic achievement goals for all students along with rich traditions. The District provides sports and enrichment activities for all students to participate in as well. Spring Grove ensures that all students are ready to move on to high school at the end of 8th grade. The District's Vision is "Student learning is our priority and purpose." Spring Grove School strives to know each student by name and by need. There is a zero drop out rate. Spring Grove School was named a California Distinguished School in 2019 for the second time in 10 years. Spring Grove School was also honored as a 2016, 2017, and 2018 Star Honor Roll School for having high academic achievement in the state of California. The North County Joint Union School District currently has 5 goals which have been adopted by the Board of Trustees: Goal 1- Academic Accountability. All students will receive increased quality and/or quantity of education of CCSS in ELA and math. Goal 2- Communication. To ensure that all stake holders are informed as it relates to academics, attendance, and students events. Goal 3 - Technology. To ensure that students will have access to technology to support college and career readiness as determined by the CCSS. Goal 4- Safety. To maintain a safe, clean, orderly campus. Goal 5 - Finances. To ensure fiscal solvency. The District goals and objectives align with the LCAP goals, actions and services to improve academics for all students.

Reflections: Successes

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

Spring Grove School celebrates the success and progress made each year. Based on the California School Dashboard from 2019, the English Language Arts progress for all students continues to move towards closing the academic achievement gaps. English Learners and Students with Disablitilies continue to make progress based on the 2019 CAASPP scores and local District assessments, while Hispanic students, low income students, and White students continue to make significant growth in English Language Arts. Students who are identified as English Learners continue to make progress towards redesignation based on the annual ELPAC assessment. The District's goal is to redesignate students within 5 years of attending Spring Grove School. The California School Dashboard also provides data that represents no chronic absenteeism and low suspension rates across all grade levels. In terms of local data, the District assesses all students three time per year with the District Writing Assessment, i-ready reading and math assessments, TK-3rd grade BPST/Results assessments and a Dyslexia and Math screening tool. The local data, which is shared at the School Board Meetings shows consistent growth across the board. The District is proud of the supports for all students to provide a positive and supportive learning environment. The District is also proud on its interventions provided to meet the needs of its students and the professional development provided to all staff to continue to focus on best practices to support students: Orton Gillingham, AVID, Science of Reading, Benchmark Advanced, Eureka Math, NGSS, technology training, and classroom engagement.

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.

Based on the California School Dashboard data from 2019, one area of improvement needed is math. While Spring Grove students continue meet standards in the area of math, the growth across the grade levels and subgroups did not show the academic growth the District would like to see. The District is currently looking at the schedule for all students to increase the math time during the day. The District is also working on academic math vocabulary across the grade levels, Interim Block Assessments, i-ready assessments, and math interventions to assist with closing the academic achievement gap in math. The District is also focused on providing interventions and supports for English Learners who have attended Spring Grove School for 5 years or more both during the day with Designated ELD time and also after school. The focus on using data to provide interventions during WIN (What I Need) time daily, will be fine tuned to support English Learners, Students with Disabilities, and students with academic gaps. This Multiple Tier System of Support will be embedded into the daily schedule to ensure that the academic needs of all students are being met. Professional development will continue to be provided to support staff in reaching all students both academically and social emotionally at this time.

LCAP Highlights

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

The focus of the LCAP for the 2021-2022 school year is to provide actions/services which will address the academic needs as well as the social emotional needs of all students. The District has put its resources into providing curriculum, staff training, interventions, and technology into the classrooms to improve student academics. The District believes that students need a safe, clean environment with up to

date technology to help them be successful both in the classroom and in the future with college and careers. This year's LCAP is focused on both pre and post tests of the actions/services to show academic growth. The data is vital to determine if the actions/services are meeting the goals in the LCAP.

The LCAP goals are as follows:

Goal #1: Provide high quality education and learning environments for all students.

Goal #2: Provide supports to ensure students are ready for college and career.

Goal #3: All stakeholders (parents, students, community) are informed as it relates to academics, attendance, social emotional well-being, and student events.

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.

Comprehensive support and improvement is not needed for Spring Grove School.

Support for Identified Schools

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

Support is not needed for Spring Grove School.

Monitoring and Evaluating Effectiveness

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

Monitoring and evaluating the effectiveness is not required at this time.

Stakeholder Engagement

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

In 2020, the District did a reassessment of the needs for students to be implemented in the LCAP.
Each goal with its actions and services were shared, as well as a place for additional needs to be listed.
In January 2020, all staff members were provided the opportunity to rank the most important actions and services during certificated and classified meetings.
In February 2020, students and parents of the English Language Advisory Committee, parents in the Parent Advisory Committee (Migrant), and the School Site Council Members were also provide the opportunity to rank the actions and services that were most important for students. All information was provided in English and Spanish.
At the February 2020 Board of Trustee Meeting, the results were shared and Board Members had an opportunity to provide their input.
During the school closure (March - June) 2020, surveys were sent to parents in English and Spanish. Parents/Guardians were provided the opportunity to give input on the needs of their students.
Throughout the school closure/distance learning/hybrid period of August 2020-present, staff have been provided surveys and have also had discussions with administration as to anticipated actions and services for students for the 2021-2022 school year.
In March 2021, a survey was created by 8th grade students and distributed to all 7th/8th graders. 136 students provided feedback as to their needs for academics and social emotional support. This information was shared with teachers, School Site Council, and the Board of Trustees in April and May.
In April 2021, the San Benito County SELPA Director shared information to support students with disabilities for the LCAP as well.
A planning for 2021-2022 committee meet biweekly to finalize the needs for students.

A summary of the feedback provided by specific stakeholder groups.

Needs from stakeholders include the following:
Interventions both during school and after school for English Language Arts, Math, and English Learners.
Counseling support.
Technology to include chromebooks and hotspots.
Professional development for staff.
Continued AVID training.
Enrichments and geometry.

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

The stakeholders have a good understanding of what the students needs are for the 2021-2022 school. They see the need for interventions, enrichments, and social emotional support.

Goals and Actions

Goal

Goal #	Description
1	The metrics and actions described below will be implemented to ensure that the progress made within Priority 1 and the implementation of academic content and performance standards in Priority 2, as well as pupil achievement of Priority 4 will be maintained over the next three years. These areas will be evaluated on a regular basis to ensure maintenance of progress, while metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal. Goal 1: Provide high quality education and learning environments for all students.

An explanation of why the LEA has developed this goal.
An analysis of available data and input received from stakeholders has not identified concerns or needs within Priority 1, Priority 2, or Priority 4 however, they need to be maintained to show continual growth. The metrics described below were selected to ensure that the progress that has been made in these priority areas will be evaluated ongoing and that all legal obligations are being met. The actions have been selected based on the proven effectiveness in the past and will be maintained. This also reflects input from students, teachers, staff, and community stakeholders.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of new teachers making progress in an induction program, as measured by the SARC report.	11% new teachers				0% new teachers
School facilities are maintained in good repair based on	100% complaint				100% complaint

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Quarterly Report, SARC report, and work orders at the school site.					
Instructional materials for all students to support CCSS (ELA, Math, Science)as measured by Williams Quarterly report and teachers/students, CAST/CASPP data and local data.	100%- currently have baseline curriculum for ELA and Math, need Science, and supplemental materials for all subjects.				100%
Redesignation of English Learners to RFEP within 5 years of attending Spring Grove School based on the ELPAC scores.	20% of English Learners are currently redesignated annually.				40% redesignated annually
i-Ready diagnostic assessments in both Reading and Math at year end to show academic growth.	54% of all 1st-8th graders are currently at grade level or beyond after the 3rd diagnostic in May in Reading. 46% of all 1st-8th graders are currently at grade level or beyond after the 3rd diagositc in May in Math.				75% at grade level in Reading and math by May of each year
CAASPP results for 3rd-8th grade in ELA and math to show	2019 data from CDE Dashboard				All subgroups are in green for ELA and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
student mastery of grade level standards with met or exceeded and reflected on the CDE dashboard	ELA-Yellow (English Learners, Students with disabliities. Green- hispanic and socioeconomically disadvantaged. Blue-white Math- orange- English learners, yellow-hispanic, socioeconomically disadvantaged, students with disabilities. Green-white				math based on the CDE Dashboard

Actions

Action #	Title	Description	Total Funds	Contributing
1	New Teacher Induction Program	Continue to implement the induction program for new teachers, discussing progress with new teachers and Induction Support Staff to provide quality education for all students.	$9,477.00	Yes
2	Provide funds for deferred maintenance for campus improvements.	Set aside LCFF dollars to ensure that the campus safety is maintained for all students and staff.	$25,000.00	No
3	Purchase CCSS NGSS materials at all grade levels.	Research and purchase new NGSS curriculum and supplemental materials to support mastery of Science standards for all students.	$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Professional development for NGSS standards and curriculum, Reading strageties, ELA adopted curriculum training, math standards training,	Certificated and classified need training and support of new curriculum in teaching the CCSS to students so that all students are able to work towards grade level mastery.	$90,818.00	Yes
5	Supplemental materials and manipulative for math instruction based on grade level needs.	Purchase manipulatives and supplemental math materials for staff to support understanding and mastery of math standards for all students.	$5,000.00	Yes
6	Reading intervention materials for Tier 2 and Tier 3 students, including SPED	Provide reading intervention materials to teachers and Intervention Support Specialists to be used with students who have academic needs to fill in the gaps and help students reach grade level.	$10,000.00	Yes
7	Rehire and maintain 4 Intervention Support Specialists	Rehire Intervention Support Specialists to provide support to teachers and students during WIN time in TK-3rd grade to assist with differentiate instruction for students at risk in ELA and Math.	$130,005.00	Yes
8	Full Time SPED Inclusion Aide	Provide support to the Special Education Department and students with disabilities by hiring a full time SPED Inclusion Aide who will assist with IEP needs for students to ensure that timelines and compliance is met for all.	$65,245.00	No
9	Full Time ELD/Intervention Teacher	Maintain one ELD/Intervention Push In Support teacher to ensure that English Learners and students who are not at grade level are provided additional supports in their classrooms to reach mastery and/or be redesignated.	$115,001.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	English Language Development curriculum	Purchase materials for teachers to support English Learner students during Designated ELD time to work towards redesignation within 5 years.	$10,000.00	Yes
11	Replace Chromebooks for students	Continue to review and reassess the state of the student chromebooks that are purchased for use by all students in TK-8th grade and maintain a working fleet to be used at school and also at home.	$75,000.00	Yes
12	Chromebook charging stations for in class chromebooks and library	Purchase charging chromebook stations to be used by teachers and students in the TK-1st grade classrooms and library to make it easy for students to check out, use for instruction, return and charge daily to support grade level instruction.	$10,500.00	Yes
13	i-Ready Reading and Math Diagnostic and instruction	Continue to implement the i-Ready Reading and Math supplemental program for all students in TK-8th grade and to monitor student progress weekly through instructional online lessons and diagnostic assessments three times per year to ensure that students are working towards grade level mastery.	$23,600.00	Yes
14	Technology programs and supports Kami, pear deck, IXL 8th, ESGI assessment TK./K	Maintain technology supports and programs to be used by certificated and classified staff and students to support both learning and assessing throughout the school year both at school and at home.	$15,350.00	Yes
15	Technology Support and Hotspots with SBCOE	Review technology needs of the district for staff to support instruction and learning for all students which supports mastery of grade level standards.	$61,594.00	Yes
16	Digital Citizenship curriculum	Develop a digital citizen curriculum with and for certificated staff to be used with all students to ensure an understanding of digital citizenship as well as an avenue for student safety.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
17	Maintain one ROAR teacher	Maintain one ROAR teacher (Distance Learning/Independent Study Teacher) to support students who will continue to learn from home to ensure mastery of grade level standards for the year.	$116,248.00	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	The metrics and actions described below will be implemented to ensure that the progress made within Priority 3-parent involvement, Priority 5-pupil engagement, Priority 7-course access, and Priority 8 other pupil outcomes will be maintained over the next three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focused goal. Goal #2 Provide supports to ensure students are ready for college and career.

An explanation of why the LEA has developed this goal.

The metrics described below were selected to ensure that continual progress is made so that all students receive supports to guarantee they are ready for college and career.   The actions included have been selected because they have proven to be effective in maintaining the necessary outcomes indentified by staff, students, and parents.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual ELPAC scores, classroom grades, redesignation eligibility, District Writing Assessment, and CAASPP scores.	20% redesignated annually				40% redesignated
CAASPP Scores (3rd-8th grade) Math	40% of students in 3rd-8th grade have met or exceed standards.				75% of all subgroups are at the green level on the CDE dashboard
CAASPP Scores (3rd-8th grade)	40% of students in 3rd-8th grade have				75% of all subgroups are at the green level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	met or exceed standards.				on the CDE dashboard
Participation in enrichments, as noted on attendance rosters	15% participation in 2019-2020.				40% participation
Participation in after school interventions/tutoring	10% participation in 2020-2021.				30% participation
SARB Data and chronic absenteeism	5% chronic absenteeism during the 2020-2021 school year due to COVID and school closure.				2% chronic absenteeism

Actions

Action #	Title	Description	Total Funds	Contributing
2	Enrichment classes for 1st-8th grade after school including band and Girls Inc	Continue to provide after school enrichment classes for all 1st-8th grade students to provide them with exposure to the arts, music, and STEAM to broaden their understanding of learning outside of the school day.	$22,819.00	Yes
3	Cultural Arts for 7th grade	Provide 7th grade students exposure to the arts through social students to broaden their knowledge of cultural activities and support social studies standards.	$4,500.00	Yes
4	Geometry class for 8th grade	Continue to support high achieving students with a geometry class to support their quest to college and career beyond high school.	$8,813.00	No

Action #	Title	Description	Total Funds	Contributing
5	After School Interventions/tutoring	Support students in 1st-8th grade who require additional academic support in ELA and math outside of the regular school day to ensure mastery of the grade level standards by the end of the school year.	$38,775.00	Yes
6	Saturday School for at risk students	Provide additional academic supports to students in 2nd-8th grade who need time outside of the school day to ensure mastery of the state standards by year end.	$32,332.00	Yes
7	Summer School	Review student growth and data at the end of the school year, and provide additional academic supports in ELA and math to ensure mastery for the coming year.	$36,051.00	Yes
8	AVID training, workshops, extra hourly, contract, binders	Support teachers with training in AVID and support all students with strategies to promote academic success with a focus on student engagement, organization, student notetaking strategies, college, career readiness.	$67,160.00	Yes
9	Supports for students with disabilities	Provide dyslexia screening and math screening materials to be administered to all Tk-3rd grade students to determine learning disabilities and intervention support needs.	$6,900.00	Yes
10	Foster Youth support during summer months.	Provide supplemental educational services to foster youth students during summer months to ensure that academic and basic needs are taken care of.	$500.00	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	The metrics and actions described below will be implemented to ensure that the progress made within Priority 3-parent involvement, Priority 4- Pupil achievement, Priority 5-pupil engagement, Priority 6-School climate will be maintained over the next three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focused goal. Goal #3 All stakeholders (parents, students, community) are informed as it relates to academics, attendance, and student events.

An explanation of why the LEA has developed this goal.
The metrics described below were selected to ensure that continual progress is made in ensuring that all students, parents, and stakeholders receive continued support and communication as it relates to academics, attendance, and students events. The actions included have been selected because they have proven to be effective in maintaining the necessary outcomes indentified by staff, students, and parents.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent/guardian sign in sheets from Back to School Night, Parent education nights,School Site Council attendance, ELAC attendance, Migrant parent attendance	30% of parents/guardians attend at least one event.				75% attend at least one event
Suspension Report in CALPADS	7 suspensions in 2019-2020				5 suspensions in CALPADS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Report in CALPADS	1 expulsion in 2019-2020				0 expulsions in CALPADS
Attendance report for P-2 Maintain 97% attendance rate based on ADA to maximize delivery of instruction.	96.5% in 2019-2020				97% ADA at P-2
Quarterly District Williams Report	100% compliance				100% compliance
Accounting sheet submitted to Community Pantry for all families using School Pantry	zero families				40 families

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student and parent engagement	Provide education for all parents with the following: Parent nights, back to school, grade level meetings, meetings with administration.	$7,242.00	Yes
2	Student and parent engagement	Provide translation for parent meetings and ELAC meetings to assist teachers with information and to provide parents information in their native language so that they stay informed and are able to assist their students and their school.	$1,573.00	Yes
3	Provide basic food needs to families	Provide a Community Pantry for parents who have specific needs to support their students health and well being.	$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Provide attendance incentives to students	To ensure that students continue to attend school regularly, provide attendance incentives to recognize and reward students for making their education a priority.	$3,500.00	Yes
5	Hire a Schoool Psychologist Intern	To meet the needs of students socially and emotionally, hire a School Psychologist Intern to provide one to one counseling, as well as small group and teacher support.	$30,000.00	Yes
6	Santa Ana Opportunity School option	To provide an option for a student who may need a new learning environment in 7th or 8th grade to ensure that their academic needs are being met, designate funds to send a student to the Santa Ana Opportunity School.	$16,000.00	Yes
7	Social emotional training and curriculum	With the ever rising need to support students and staff socially and emotionally, provide training and curriculum to be used in the classroom with students in TK-8th grade.	$10,000.00	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.

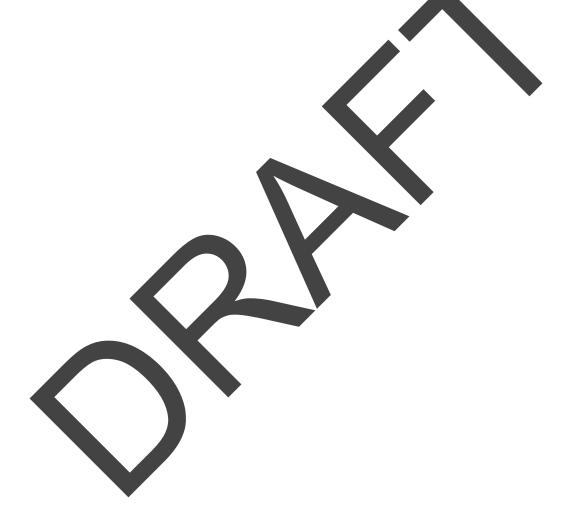Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

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
9.15%	567,803

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.

Action: Geometry Class for 8th grade students: Students who are low income, foster youth, and English learners will have the opportunity to take geometry as an 8th grader. This class is for all students who have the desire to go above the required 8th grade math class.

Action: Inclusion SPED aide: This aide will service students with an IEP. Low income students, English Learners and foster youth who have an IEP will benefit from the additional supports of the Inclusion SPED aide to assist them in meeting their academic and social, emotional goals.

Action: Funds for deferred maintenance: Our English learners, low income students, and foster youth deserve a clean, safe learning environment. They will benefit from the funds that are set aside to ensure that the campus is safe and the classrooms and bathrooms are well maintained.

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

Based on the data gathered during the past year and the deep dive into the District's subgroups, support for English Learners, low-income students and foster youth are the priority for the District. The District goal to redesignate English Learners to fluent within 5 years of attending Spring Grove School has not been fully met, therefore the increased and improved services need to be addressed to reach this goal. The Intervention Support Specialists and push in Designated ELD support will work with English Learners daily to focus on meeting ELD standards and mastery as measured by the ELPAC annual assessment. Research based curriculum and professional development for staff identified in the LCAP will also provide increased and improved services for foster youth, English Learners, and low income students. Progress monitoring and review of data will be evaluated at least 3 times during the year to ensure that the needs of the identified students

are being met or exceeded. The District has increased the percentage of services to meet the needs of foster youth, English Learners, and low income students by at least 9.15% for the 2021-2022 year in the LCAP.

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Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$687,813.00	$384,669.00		$43,021.00	$1,115,503.00

Totals:		Total Personnel	Total Non-personnel
Totals:		$668,780.00	$446,723.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	New Teacher Induction Program	$9,477.00				$9,477.00
1	2	All	Provide funds for deferred maintenance for campus improvements.	$25,000.00				$25,000.00
1	3	English Learners Foster Youth Low Income	Purchase CCSS NGSS materials at all grade levels.	$55,000.00				$55,000.00
1	4	English Learners Foster Youth Low Income	Professional development for NGSS standards and curriculum, Reading strageties, ELA adopted curriculum training, math standards training,	$90,818.00				$90,818.00
1	5	English Learners Foster Youth Low Income	Supplemental materials and manipulative for math instruction based on grade level needs.	$5,000.00				$5,000.00
1	6	English Learners Foster Youth Low Income	Reading intervention materials for Tier 2 and Tier 3 students, including SPED	$10,000.00				$10,000.00
1	7	English Learners Foster Youth Low Income	Rehire and maintain 4 Intervention Support Specialists	$66,310.00	$30,674.00		$33,021.00	$130,005.00
1	8	Students with Disabilities	Full Time SPED Inclusion Aide		$65,245.00			$65,245.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Full Time ELD/Intervention Teacher	$115,001.00				$115,001.00
1	10	English Learners Foster Youth Low Income	English Language Development curriculum				$10,000.00	$10,000.00
1	11	English Learners Foster Youth Low Income	Replace Chromebooks for students	$75,000.00				$75,000.00
1	12	English Learners Foster Youth Low Income	Chromebook charging stations for in class chromebooks and library	$2,500.00	$8,000.00			$10,500.00
1	13	English Learners Foster Youth Low Income	i-Ready Reading and Math Diagnostic and instruction	$23,600.00				$23,600.00
1	14	English Learners Foster Youth Low Income	Technology programs and supports Kami, pear deck, IXL 8th, ESGI assessment TK./K	$15,350.00				$15,350.00
1	15	English Learners Foster Youth Low Income	Technology Support and Hotspots with SBCOE	$61,594.00				$61,594.00
1	16	English Learners Foster Youth Low Income	Digital Citizenship curriculum	$10,000.00				$10,000.00
1	17	English Learners Foster Youth Low Income	Maintain one ROAR teacher		$116,248.00			$116,248.00
2	2	English Learners Foster Youth Low Income	Enrichment classes for 1st-8th grade after school including band and Girls Inc	$14,288.00	$8,531.00			$22,819.00
2	3	English Learners Foster Youth Low Income	Cultural Arts for 7th grade	$4,500.00				$4,500.00
2	4	8th grade	Geometry class for 8th grade		$8,813.00			$8,813.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	English Learners Foster Youth Low Income	After School Interventions/tutoring		$38,775.00			$38,775.00
2	6	English Learners Foster Youth Low Income	Saturday School for at risk students		$32,332.00			$32,332.00
2	7	English Learners Foster Youth Low Income	Summer School		$36,051.00			$36,051.00
2	8	English Learners Foster Youth Low Income	AVID training, workshops, extra hourly, contract, binders	$67,160.00				$67,160.00
2	9	English Learners Foster Youth Low Income	Supports for students with disabilities	$6,900.00				$6,900.00
2	10	Foster Youth	Foster Youth support during summer months.	$500.00				$500.00
3	1	English Learners Foster Youth Low Income	Student and parent engagement	$7,242.00				$7,242.00
3	2	English Learners Foster Youth Low Income	Student and parent engagement	$1,573.00				$1,573.00
3	3	English Learners Foster Youth Low Income	Provide basic food needs to families	$1,500.00				$1,500.00
3	4	English Learners Foster Youth Low Income	Provide attendance incentives to students	$3,500.00				$3,500.00
3	5	English Learners Foster Youth Low Income	Hire a School Psychologist Intern		$30,000.00			$30,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	6	English Learners Foster Youth Low Income	Santa Ana Opportunity School option	$16,000.00				$16,000.00
3	7	English Learners Foster Youth Low Income	Social emotional training and curriculum		$10,000.00			$10,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$662,813.00	$1,016,445.00
LEA-wide Total:	$662,313.00	$1,015,945.00
Limited Total:	$500.00	$500.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	New Teacher Induction Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,477.00	$9,477.00
1	3	Purchase CCSS NGSS materials at all grade levels.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,000.00	$55,000.00
1	4	Professional development for NGSS standards and curriculum, Reading strageties, ELA adopted curriculum training, math standards training,	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,818.00	$90,818.00
1	5	Supplemental materials and manipulative for math instruction based on grade level needs.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$5,000.00
1	6	Reading intervention materials for Tier 2 and Tier 3 students, including SPED	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
1	7	Rehire and maintain 4 Intervention Support Specialists	LEA-wide	English Learners Foster Youth	All Schools	$66,310.00	$130,005.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
1	9	Full Time ELD/Intervention Teacher	LEA-wide	English Learners Foster Youth Low Income	All Schools	$115,001.00	$115,001.00
1	10	English Language Development curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools		$10,000.00
1	11	Replace Chromebooks for students	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	$75,000.00
1	12	Chromebook charging stations for in class chromebooks and library	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	$10,500.00
1	13	i-Ready Reading and Math Diagnostic and instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,600.00	$23,600.00
1	14	Technology programs and supports Kami, pear deck, IXL 8th, ESGI assessment TK./K	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,350.00	$15,350.00
1	15	Technology Support and Hotspots with SBCOE	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,594.00	$61,594.00
1	16	Digital Citizenship curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
1	17	Maintain one ROAR teacher	LEA-wide	English Learners Foster Youth Low Income	All Schools		$116,248.00
2	2	Enrichment classes for 1st-8th grade after school including band and Girls Inc	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,288.00	$22,819.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	3	Cultural Arts for 7th grade	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,500.00	$4,500.00
2	5	After School Interventions/tutoring	LEA-wide	English Learners Foster Youth Low Income	All Schools		$38,775.00
2	6	Saturday School for at risk students	LEA-wide	English Learners Foster Youth Low Income	All Schools		$32,332.00
2	7	Summer School	LEA-wide	English Learners Foster Youth Low Income	All Schools		$36,051.00
2	8	AVID training, workshops, extra hourly, contract, binders	LEA-wide	English Learners Foster Youth Low Income	All Schools	$67,160.00	$67,160.00
2	9	Supports for students with disabilities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,900.00	$6,900.00
2	10	Foster Youth support during summer months.	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$500.00	$500.00
3	1	Student and parent engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,242.00	$7,242.00
3	2	Student and parent engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,573.00	$1,573.00
3	3	Provide basic food needs to families	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	$1,500.00
3	4	Provide attendance incentives to students	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,500.00	$3,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Hire a Schoool Psychologist Intern	LEA-wide	English Learners Foster Youth Low Income	All Schools		$30,000.00
3	6	Santa Ana Opportunity School option	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,000.00	$16,000.00
3	7	Social emotional training and curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools		$10,000.00

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

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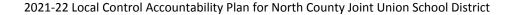
Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available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

- o **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.

- o **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.

- o **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:

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

- o **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.