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
Bellevue Union School District	Chris J. Kim Chief Business Official	dalexander@busd.org 707 542-5197

Plan Summary [2021-22]

General Information

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

The Bellevue Union School District (BUSD) is a small urban and rural school district located in Southwest Santa Rosa. BUSD is the 10th largest school district of the 40 school districts in the County of Sonoma and the largest elementary school district (TK-6th). BUSD serves approximately 1,600 students (TK-6) at four elementary schools. BUSD has partnered with Napa County Office of Education for after school programs (Cool Schools) and North Bay Children's Center for preschool. BUSD provides comprehensive preschool services through the Early Learning Center (ELC), which includes quality early childhood education and coordinated special education services. In addition, BUSD offers a Spanish Dual Immersion program.

Our schools strive to meet the needs of each student with comprehensive, standards-aligned programs along with specialized services and programs.

Each of our schools provides the following:
A challenging, standards-based academic program,
English Language Development (ELD) to Emerging Bilingual (EL) students,
Additional supports for students who require extra assistance,
Enrichment opportunities and programs, and
Counseling services

BUSD By The Numbers (CALPADS Report 1.17 on Census Day, 10.07.2020)
Bellevue Elementary School - 401 Students
Kawana Springs Elementary School - 344 students
Meadow View Elementary School - 375 students
Taylor Mountain Elementary School - 419 students

District Demographics
Total Number of Students District-Wide: 1544 (2020-21 CALPADS)
Free and Reduced-Priced Meal Students (Low Income): 77.59% (1198 students)
English Learners: 61% (946 students)
Redesignated Fluent English Proficient: 10.5% (126 students - report 2.9)
Foster Youth: (16 students)
Homeless 62
Migrant Ed 18

The Bellevue Union School District (BUSD) is committed to providing a quality education to every student, and to meeting their academic and social-emotional needs in order to help them reach their potential while they are in our district, so that they may experience continued success in middle school and high school. Recognizing that students may face a variety of challenges, additional academic, behavioral and social-emotional supports are available through our multi-tiered system of support to ensure the success of each student. We are always looking for ways to ensure that BUSD's instruction and programs are engaging, relevant, and innovative, providing the support all students need to be successful. This includes greater efforts to listen to the voices of students in our process of continuous improvement. By partnering with parents/guardians, staff, students, and the community, we continue to make adjustments to better meet the needs of our children and families.

Reflections: Successes

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

We as a school community have recognized the last few years have been especially challenging for our district, including re-establishing financial stability through a significant budget reduction implementation, multiple natural disasters, and most recently the COVID-19 pandemic. Despite these challenges, our district's staff and families have endured these hardships through a demonstration of strong character and determination. Just prior to the COVID-19 pandemic BUSD reestablished its financial stability and was in the process of restoring many of the vital services for students reduced during the budget reduction implementation. The COVID-19 pandemic brought with it an unprecedented amount of ever-changing health guidelines and school-related communication, reporting, and plans. Once again, despite these challenges BUSD never waivered to maximize the resources available and foster ingenuity to ensure our students a quality education.

In March 2020, the Governor issued the stay-at-home order that closed school campuses. Although the COVID-19 pandemic forced the closure of schools, BUSD stayed committed to providing quality education through creating a successful distance learning program and most recently in April 2021 switch to an innovative concurrent model allowing students to access their teachers synchronically whether students were at home or at school in-person. This was accomplished by upgrading classroom, student and teacher technology including providing new devices to all students and staff and hotspots where needed. In addition, BUSD provided additional technical support to students, families, and staff to ensure student success.

Assessing student achievement throughout the COVID-19 pandemic has presented its own challenges, and as a result, the California Dashboard was not refreshed for 2020. BUSD was not able to administer the CAASPP to students in the 2019-2020 school year and it was unfeasible in the 2020-2021 school year as well. As a result, the State test score data for 2018-19 is detailed in the Annual Update and in the baseline for each goal in this new three-year LCAP.

BUSD recognizes that having current student achievement data is imperative for supporting student learning and grade level agreements were made for consistently assessing and reporting student learning. In lieu of the CAASPP, BUSD administered the Star Reading and Star Math assessments to all 2nd through 6th graders. Kindergarteners were assessed with ESGI and first graders with Early Star Literacy and Star Math. These local measures provided immediate data to teachers and staff which allowed schools to easily identify students for in-school intervention groups, after-school tutorials, and the summer learning program.

BUSD is also very proud of our teachers for pivoting to distance learning and then to the concurrent hybrid model supporting students in the classroom as well as in distance learning through a robust instructional model. Despite the challenges of COVID, teachers and staff built better connections with parents as they collaborated in supporting student learning. Students also learned to self-regulate and to be more efficient and effective. Teachers have become much more adept at using technologies that most will continue to use beyond the pandemic to support student learning. Teachers also listened more attentively to how students were thinking and how they were doing.

An emphasis for this school year was supporting our Emerging Bilingual students (EBs/ELs). With over 60% of our students identified as EB/EL, this is a major subgroup that requires a great deal of support to attain high levels of English proficiency and to master grade-level standards. To that end, BUSD purchased a Designated English Language Development (D-ELD) curriculum aligned to the core ELA (Wonders). A great deal of professional learning occurred this year, including Wonders ELD training and EL strategies professional development was provided from the SCOE EL Services Coordinator in August 2020 and throughout the 2020-2021 school year. In addition, the vast majority of our classroom teachers and many special education teachers participated in a 3-day Guided Language Acquisition Design (GLAD): Access and Engagement virtual training over the summer.

To better understand the language demands of our Emerging Bilingual students (EB/ELs) and to support the ELPAC administration, all teachers were trained in how to give this assessment. Every TK -2nd-grade teacher administered the listening, reading, and writing portions of the ELPAC test to 5 of their students. Every 3rd through 6th-grade teacher administered the listening, reading, and writing portions of the ELPAC to all of their EB students. Recognizing that students perform better in person and that the ELPAC is a high-stakes test administered only once per year, teachers and staff went above and beyond to coordinate in-person testing. This year 87 students were reclassified district-wide from English Learners to Reclassified Fluent Proficient Students.

To provide additional support to students over the summer, students were allowed to keep their devices and the following licenses were purchased to support learning from home or through our Summer Cool Schools program:
1) Lalilo - A K-2 online adaptive program for our not-yet readers
2) Freckle ELA and Freckle Math - Adaptive practice in ELA and Math to target gaps in skills, standards, and knowledge
3) Imagine Espanol - An online adaptive Spanish literacy program to support our DI students at Kawana Springs Elementary.

Another area of growth for BUSD was in parent involvement. All sites had robust School Site Councils (SSCs) and English Language Advisory Councils (ELACs). At the district level, there was a District English Language Advisory Council (DELAC). As a result of these learning opportunities for parents, more parents are participating and taking leadership roles.

BUSD is committed to ensuring that student achievement continues to improve so that all students are better prepared for middle and high school so that they are ultimately college and career ready when they graduate from high school. We are excited to welcome all students back to in-person instruction and to continue to foster our own professional learning in order to better support their learning.

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.

BUSD strives to meet the diverse needs of every student through impactful teaching practices, high standards, and equitable resources. Data-driven decision-making drives the work.

The California School Dashboard (2019) Results:
Note: The California School Dashboard uses five 'colors' to represent levels of performance. The lowest level of performance is represented by red, followed by orange, yellow, green and blue as the highest level of performance. A given color is determined based on the student group's outcomes from the most recent year and change in outcomes from the the pervious year. This method acknowledges the growth being made by schools and districts for specific student groups, even if their overall outcome is not yet at a high level.

Overall BUSD's 2019 Dashboard results demonstrate a broad need for improvement across all areas.

On the the 2019 Dashboard (the most recent year in which performance levels were reported) BUSD has "yellow" performance level for All students for all students in English Language Arts and Chronic Absenteeism indicators and "orange" for Mathematics and Suspension Rate indicators. BUSD did not reach the "green" or "blue" level in any of the state indicators. This performance speaks to the need to improve not only within each aspect of the system, but to improve the system as a whole.

In English Language Arts, (Yellow) as a district. The 2019 California Dashboard indicates 6 student groups were below the Green Performance Level: Students with Disabilities (Orange), Latino (Yellow), Socioeconomically Disadvantaged (Orange), English Learners (Orange), Homeless (Yellow), and White (Orange).

In Math, (Orange) as a district. The 2019 California Dashboard indicates 6 student groups were below the Green Performance Level: Students with Disabilities (Orange), Latino (Orange), Socioeconomically Disadvantaged (Orange), English Learners (Orange), Homeless (Yellow), and White (Orange).

Our English Learners demonstrate a low-performance level with 40.3% making progress towards English language proficiency on the CA Dashboard.

Achievement Gap: Student data indicates the COVID-19 pandemic has supported academic gains and for many students widened the Achievement Gap leaving struggling learners even further behind.

Results from 2019 CAASPP (CAASPP Dashboard):

ENGLISH LANGUAGE ARTS
District-wide:
1% decline in ELA (2019 - 34% - 2018: 35% - 2017: 35% - 2016: 33% - 2015: 24%)
District-wide: 7% growth in 5th grade ELA
District-wide: 3% growth in 6th grade ELA

Site highlights:
Bellevue:18% growth in 5th grade ELA
Bellevue: 9% growth in 6th grade ELA
Kawana Springs: 11% growth in 3rd grade ELA
Kawana Springs: 14% growth in 6th grade ELA
Meadow View: 19% growth in 4th grade ELA
Meadow View: 15% growth in 5th grade ELA
Taylor Mountain: 5% growth in 5th grade ELA
Taylor Mountain: 3% growth in 6th grade ELA

Noted growth in Unmatched Cohort Groups:
12% growth District-wide 4th to 5th grade (2018 to 2019) ELA
5% growth District-wide 5th to 6th grade (2018 to 2019) ELA
Bellevue: 15% growth 4th to 5th grade (2018 to 2019) ELA
Bellevue: 19% growth 5th to 6th grade (2018 to 2019) ELA
Kawana Springs: 5% growth 4th to 5th grade (2018 to 2019) ELA
Kawana Springs: 8% growth 5th to 6th grade (2018 to 2019) ELA
Meadow View: 20% growth 4th to 5th grade (2018 to 2019) ELA
Meadow View: 9% growth 5th to 6th grade (2018 to 2019) ELA
Taylor Mountain: 8% growth 4th to 5th grade (2018 to 2019) ELA

MATHEMATICS
District-wide:
1% decline in Math (2019:24% - 2018: 25% - 2017: 28% - 2016: 26% - 2015: 17%)
District-wide: 5% growth in 5th grade Math
District-wide: 3% growth in 6th grade Math

Site highlights:
Bellevue: 13% growth in 5th grade Math
Kawana Springs: 7% growth in 3rd grade Math
Kawana Springs: 11% growth in 5th grade Math
Taylor Mountain: 4% growth in 4th grade Math
Meadow View: 8% growth in 5th grade Math
Meadow View: 7% growth in 6th grade Math
Taylor Mountain: 11% growth in 3rd grade Math
Taylor Mountain: 6% in 6th grade Math

Noted growth in Unmatched Cohort Groups:
20% growth District-wide 5th to 6th grade (2018 to 2019) Math
Bellevue: 23% growth 5th to 6th grade (2018 to 2019) Math
Kawana Springs: 15% growth 5th to 6th grade (2018-2019) Math
Meadow View: 3% growth 4th to 5th grade (2018 to 2019) Math
Meadow View: 25% growth 5th to 6th grade (2018 to 2019) Math
Taylor Mountain: 15% growth 5th to 6th grade (2018 to 2019) Math

Note: With the change of assessment tools used in California for English Learners it has become difficult to make comparisons from year to year.

Looking at our Star Reading Data from the 2020-21 School Year and following the recommendation of Response to Intervention (RTI) expert Dr. Ed Shapiro, for using the 40th percentile rank as the default benchmark it is evident that we must address the need to improve our Tier I instruction. The following shows the most recent student data from the last grading period for each site and subgroup:

STAR EARLY LITERACY RESULTS
Bellevue Elementary:
28% of students are at or above the 40 PR
72% of students are below the 40 PR

Kawana Springs Elementary:
N/A This is an English test

Meadow View Elementary:
33% of students are at or above the 40 PR
67% of students are below the 40 PR

Taylor Mountain:

46% of students are at or above the 40PR
54% are below the 40 PR. Elementary:

STAR READING RESULTS
Bellevue Elementary:
33% of students are at or above the 40 PR
67% of students are below the 40 PR

Kawana Springs Elementary:
23% of students in grades 4th-6th taking this test in English were at or above the 40th PR
77% of students in grades 4th-6th taking this test in English were below the 40 PR

Meadow View Elementary:
32% of students are at or above the 40 PR
68% of students are below the 40 PR

Taylor Mountain:
35% of students are at or above the 40PR
65% are below the 40 PR. READING RESULTS

STAR MATHEMATICS RESULTS
Bellevue Elementary:
31% of students are at or above the 40 PR
69% of students are below the 40 PR

Kawana Springs Elementary:
28% of students in grades 4th-6th taking this test in English were at or above the 40th PR
72% of students in grades 4th-6th taking this test in English were below the 40 PR

Meadow View Elementary:
32% of students are at or above the 40 PR
68% of students are below the 40 PR

Taylor Mountain:
34% of students are at or above the 40PR
66% are below the 40 PR.

The 2019 California Dashboard indicates 4 student groups in the Orange Performance Level: Students with Disabilities, English Learners, Socioeconomically Disadvantaged, and White.
Steps to increase Language Arts Performance :
- PLCs will identify the learning targets for each essential standard
- PLCs will identify common formative assessments and trimester benchmarks and rubrics
- PLCs will create curriculum maps for the year
- Each site will have a Teacher on Special Assignment to support teacher and student learning
- Integrated and Designated ELD Professional Development will continue to be a focus area in order to help staff make language accessible and comprehensible (Wonders, ELD strategies, GLAD certification)
- A writing program will be identified and adopted
- More Lit Paras will be hired at each site in order to focus on prevention (strong early literacy skills)
- Lit Paras and Teachers will continue to receive training in how to use SIPPS to support reading intervention groups
- Diagnostic reading assessments such as the Developmental Reading Assessment (DRA) will be investigated and used to monitor literacy growth and areas of need
- Students will have access to computer adaptive programs to use independently in school and at home (e.g. Lalio, Freckle Reading, Reading A-Z)
- After-school tutorials will target the most struggling readers
- Summer learning spots and/or Saturday School spots will be provided to the most struggling readers as well as students with attendance problems
- Students are allowed to keep their devices over the summer and licenses are available for the following adaptive programs to support literacy over the summer: Lalilo, Freckle Reading, and Imagine Espanol

The 2019 California Dashboard indicates all student groups with the exception of the Homeless were in the Orange Performance Level.
Steps to increase Mathematics performance:
- PLCs will identify the essential math standards
- PLCs will identify earning targets for each essential standard
- PLCs will identify common formative assessments and trimester benchmarks and rubrics
- PLCs will create curriculum maps for the year
- Each site will have a Teacher on Special Assignment to support teacher and student learning
- Freckle Math licenses were purchased to support students over the summer and throughout the school year
- Supplemental math curriculum will be investigated
- After-school tutorials will be offered to students struggling in math

Steps taken to increase Reclassification Rate:
- All site TOSAs will provide additional support to Non-English Proficient students in order to give them an additional dose of language support
- English Learner Advisory Councils (ELACs) and District English Language Advisory Councils (DELACs) meetings are held to inform parents about the English Language Proficiency Assessment for California (ELPAC) and its importance to monitor growth and celebrate English acquisition and proficiency.

- Teachers and staff will review the new BUSD Reclassification Criteria and Process with students and families
- Teachers support the administration of the ELPAC in order to understand the language demands placed on students
- Emerging Bilingual (EB) students are provided after-school tutorials in order to help them be better prepared for the Spring Summative ELPAC
- Teachers participate in multiple professional learning opportunities to better support EB students (i.e. Wonders, GLAD, SIPPS)
- Ellevation will help monitor student language proficiency gains and needs
- Parent Liaison hours will be extended to help with the EB identification process, the reclassification process, and the progress monitoring

Steps taken to increase Parent Engagement
- Every school has a Bilingual Parent Liaison
- All schools have regular SSC and ELAC meetings where they build parent capacity
- The district opened a Learning Center and will expand it in order to support students, staff, and families with technical and educational needs (e.g. English as a Second Language, GED Classes, Pasitos)

LCAP Highlights

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

A key feature of this plan is to continue to ground the district to our community-developed mission and vision. The recognition of our fundamental "why" in our system guides us to ensure that each and every student will receive a high-quality education.
Mission: Inspire learning.
Vision: Engaging and a heart icon (symbolizing valuing/caring) for our families, students, and staff to empower our community.

With changes in leadership and prior to the pandemic the BUSD's LCAP consisted of 10 goals and 63 sub-goals and inherited financial instability. Over the course of the last few years, under a new leadership, the district used a variety of stakeholder engagement opportunities and fiscal strategies to restore financial stability and identify a clear focus, which allowed us to condense the goals to two with 9 sub goals.

Goal 1: Increase Student Success and Support Student Learning. Ensure quality learning for each and every student to reach their potential
Goal 1.1 Improve Instruction through Professional Development & Professional Learning Communities
Goal 1.2 Improve Curriculum and Assessment Support
Goal 1.3 Improve Student Academic Support
Goal 1.4 Improve English Learner Support
Goal 1.5 Support Learning Recovery Program (Expanded Learning Opportunity Grant ELO)

Goal 2: Increase Connectedness, Involvement, and Positive School Environments. Ensure a positive and respectful school climate for students, staff, and families which includes positive school cultures, safe, secure accessible, and efficient classrooms, facilities, and grounds.
Goal 2.1 Improve Family Engagement

Goal 2.2 Improve Student Engagement
Goal 2.3 Improve Social-Emotional Support
Goal 2.4 Improve Learning Environments

Overall BUSD's 2021-2022 LCAP captures our school community's needs and the process of developing a recovery learning plan encompassing the available state, federal and onetime funding.

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.

BUSD does not have any schools that have been identified for comprehensive support and improvement.

Support for Identified Schools

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

BUSD does not have any schools that have been identified for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

BUSD does not have any schools that have been identified for comprehensive support and improvement.

Stakeholder Engagement

The annual and ongoing engagement of our stakeholders is a key part of BUSD's strategic planning, especially for the 2021-22 to 2023-24 LCAP.

As a result of the State delaying the LCAP adoption requirement due to the pandemic for an additional year, BUSD LCAP Stakeholders' Engagement was halted in the spring of 2020, appropriately halfway through the scheduled engagement meetings.

In addition, the 2020-21 school year brought uncertain economic uncertainty which made planning for students' needs difficult. As federal and state learning loss or mitigation funding became available a unique opportunity presented itself to align all existing and new funding to a greater plan, thus maximizing resources.

The BUSD Learning Steering Committee (LSC) was formed to provide a forum for stakeholder engagement, sharing of information and to seek input from our stakeholders in formulating a District Learning Plan (DLP) including: the Extended Learning Opportunities (ELO) Grant (i.e. Summer School, Extended School Year, Interventions) and the BUSD LCAP. The Learning Steering Committee was comprised of parents, certificated and classified staff, collective bargaining unit representation, community partners, and district administrators. The LSC met throughout the month of April and May (April 13, 2021; April 22, 2021; April 29, 2021; May 6, 2021; and May 13, 2021). During these meetings, stakeholder input was collected for the Local Control and Accountability Plan (LCAP) as well as the Expanded Learning Opportunities (ELO) Grant in order to have a comprehensive strategic plan with a wide view of the actions, services, supports, and instructional programs the District plans to offer through the 2021-2024 school years. In addition, existing groups such as the Curriculum Committee and the District English Learner Advisory Committee (DELAC) also contributed input that was utilized in this plan. Further, community and staff surveys were utilized through the process to gather input as well.

A summary of the feedback provided by specific stakeholder groups.

The feedback provided by stakeholders in the development of this LCAP reaffirmed and built upon the key priorities communicated in the past and through the previous year's District Strategic Planning Teams and stakeholder engagement.

The Learning Steering Committee input process and community surveys were designed to seek stakeholders' opinions regarding the relevance, ranking, and impact of possible actions and service.

These actions and services were also examined through the lens of Hattie's work who developed a way of synthesizing various influences in different meta-analyses according to their effect size (Cohen's d). In his ground-breaking study "Visible Learning" he ranked over 200 influences that are related to learning outcomes from very positive effects to very negative effects. Hattie found that the average effect size of all the interventions he studied was 0.40. Therefore he decided to judge the success of influences relative to this 'hinge point', in order to find an answer to the question "What works best in education?"

The district's leadership team of site and district administration detailed and costed out the potential actions and services.
The Learning Steering Committee was able to reexamine the impact through a survey based on this research and cost.
The district executive cabinet aligned the actions and services to the funding sources which is reflected in this plan.

The following summary outlines the overarching themes that emerged (specific actions and services are detailed in this plan):

Goal 1: Increase Student Success and Support Student Learning
Ensure quality learning for each and every student to reach their potential
Goal 1.1 Improve Instruction through Professional Development & Professional Learning Communities
Goal 1.2 Improve Curriculum and Assessment Support
Goal 1.3 Improve Student Academic Support
Goal 1.4 Improve English Learner Support
Goal 1.5 Support Learning Recovery Program (Expanded Learning Opportunity Grant ELO)

Goal 2: Increase Connectedness, Involvement, and Positive School Environments
Ensure a positive and respectful school climate for students, staff, and families which includes positive school cultures, safe, secure accessible, and efficient classrooms, facilities, and grounds.
Goal 2.1 Improve Family Engagement
Goal 2.2 Improve Student Engagement
Goal 2.3 Improve Social-Emotional Support
Goal 2.4 Improve Learning Environments

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

All aspects of this LCAP were influenced by all stakeholder groups and individual's due to the district wide collaborative nature of this strategic planning process.

Goals and Actions

Goal

Goal #	Description
1	Goal 1: Increase Student Success and Support Student Learning Ensure quality learning for each and every student to reach their potential Goal 1.1 Improve Instruction through Professional Development & Professional Learning Communities Goal 1.2 Improve Curriculum and Assessment Support Goal 1.3 Improve Student Academic Support Goal 1.4 Improve English Learner Support Goal 1.5 Support Learning Recovery Program (Expanded Learning Opportunity Grant, ELO)

An explanation of why the LEA has developed this goal.

BUSD strives to meet the diverse needs of every student through impactful teaching practices, high standards, and equitable resources. Data-driven decision-making drives the work. The California School Dashboard (2019) data indicates the following:

In English Language Arts, we were 34.2 points below standard (Yellow) as a district. The 2019 California Dashboard indicates 6 student groups were below the Green Performance Level: Students with Disabilities (Orange), Latino (Yellow), Socioeconomically Disadvantaged (Orange), English Learners (Orange), Homeless (Yellow), and White (Orange).

In Math, we were 52.9 points below standard (Orange) as a district. The 2019 California Dashboard indicates 6 student groups were below the Green Performance Level: Students with Disabilities (Orange), Latino (Orange), Socioeconomically Disadvantaged (Orange), English Learners (Orange), Homeless (Yellow), and White (Orange).

Our English Learners demonstrate a low-performance level with 40.3% making progress towards English language proficiency on the CA Dashboard.

Achievement Gap: Student data indicates the COVID-19 pandemic widened the Achievement Gap, and has left many struggling learners even further behind.

Goal #1 was developed with the purpose of ensuring quality learning for each and every student to reach their potential. The sub-goals were a natural grouping of the actions and services determined and needed for BUSD students. The actions and services were based on best research-based practices.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA Academic Indicator CAASPP - 3rd-6th grade All students will Increase % at/above benchmark by at least 5% each year.	2019 CAASPP 3rd: 31.31% 4th: 18.95% 5th: 45.15% 6th: 45.21 %				2023 CAASPP 3rd: 46.31% 4th: 33.95 % 5th: 60.15% 6th: 60.21 %
Math Academic Indicator CAASPP - 3rd-6th All students will increase % at/above benchmark by at least 5% each year.	2019 CAASPP 3rd: 29.69% 4th: 14.84% 5th: 19.25% 6th: 33.51%				2023 CAASPP 3rd: 44.69% 4th: 29.84% 5th: 34.25% 6th: 48.51%
Star Early Literacy All students will increase % at/above benchmark by at least 5% each year.	2021 Spring 1st: 83%* *many students took this assessment from home				98%
ESGI (Letter Sounds - Report Card Mark 3-4) All students will increase % at /above benchmark by at least 5% each year.	Kindergarten: 41%				56%
Star Reading	2021 Spring 2nd: 39%*				2nd: 54% 3rd: 49%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All students will increase % at/above benchmark by at least 5% each year.	3rd: 34%* 4th: 23%* 5th: 32%* 6th: 24%* *many students took this assessment from home				4th: 38% 5th: 47% 6th: 39%
Star Math All students will increase % at/above benchmark by at least 5% each year.	2021 Spring 1st: 46%* 2nd: 32%* 3rd: 31%* 4th: 23%* 5th: 25%* 6th: 38%* *many students took this assessment from home				1st: 61% 2nd: 47% 3rd: 46% 4th: 38% 5th: 40% 6th: 53%
English Learner Progress (CA Dashboard) All students will increase % of English Learners who progressed at least one ELPI level by at least 5% each year.	ELPI 40.3 (LOW)				55.3%
Reclassification Rate The % of reclassified EL students will increase by at least 5% each year.	2020--21 Reclassification rate (CDE DataQuest) Bellevue: 8.9% Kawana: 7.7% Meadow View: 6.6%				2023 Reclassification rate (CDE DataQuest) Bellevue: 23.9% Kawana: 22.7% Meadow View: 21.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Taylor Mountain: 9.6% Bellevue Union 8.2%				Taylor Mountain: 24.6% Bellevue Union 23.2%
Implementation of the Standards (Local Indicator)	Standard Met				"Standard Met"
Instructional Materials Will maintain 100% of students with access to their own copies of standards-aligned instructional materials for use at school and home.	100%				Maintain 100%
# of Williams Complaints	0				0
Highly Qualified Teachers (HQT) 100% of our teachers will meet the criteria of HQTs.	Standard Met				"Standard Met"
Misassignment of Teachers There will be no teachers misassigned.	Standard Met				"Standard Met"
ESGI Math (Addition) All Kinder students will increase % at/above	2021 Spring K: 51.7%** (Data gap for KS and SD)				66.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
benchmark by at least 5% each year					
Star Early Literacy Spanish All 1st Grade DI students will increase % at/above benchmark by at least 5% each year.	1st: 25%* *many students took this assessment from home				40%
Star Spanish All 2nd-6th Grade DI students will increase % at/above benchmark by at least 5% each year.	2021 Spring 2nd: 33%* 3rd: 10%* 4th: 33%* 5th: N/A 6th: N/A *many students took this assessment from home				2nd: 48% 3rd: 25% 4th: 48% 5th: N/A 6th: N/A
Star Math Spanish All 2nd-6th Grade DI students will increase % at/above benchmark by at least 5% each year.	2021 Spring 1st: 40%* 2nd: 60%* 3rd: 14%* 4th: N/A 5th: N/A 6th: N/A *many students took this assessment from home				1st: 55% 2nd: 75% 3rd: 29% 4th: N/A 5th: N/A 6th: N/A
ESGI Spanish DI (Letter/Sounds	2021 Spring K: 52%				67%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Report Card Mark of 3-4)					
Broad Course of Study	Standard Met				"Standard Met"

Actions

Action #	Title	Description	Total Funds	Contributing
1	Goal 1.1 Improve Instruction through Professional Development & Professional Learning Communities	1. Staffing: TOSAs (1 District wide & 2 shared with all 4 sites) 3x $104,000 each = $312,000 2. Materials: Technology: Cost of equipment per staff member $1500x3=$4500 3. PD: PLC $12,800, PLC subs $20,480, SIPPS $12,000, Math $500, Science $2,560, Dual Immersion $12,000 4. Other: n/a	$387,640.00	Yes
2	Goal 1.2 Improve Curriculum and Assessment Support	Adopt highly effective core curriculum 1. Staffing: n/a 2. Materials: Adopt Writing Curriculum @ $225,000 3. PD: n/a 4. Other: n/a Adopt District-wide Common Assessments & Progress Monitoring Tools 1. Staffing: n/a 2. Materials: Common District Assessment, 80 DRA Kits x $400 = $32,000 3. PD: DRA Training, 16 staff flat fee $1500 annual 4. Other: Renaissance Assessments ($108,114 for three years) district licenses	$366,614.00	No

Action #	Title	Description	Total Funds	Contributing
3	Goal 1.3 Improve Student Academic Support	Increase Targeted Intervention/ Small Group Support/ Tutoring 1. Staffing: Increase Lit Paras (currently each site has 12 hours or 3x0.5FTE) add 12 hours or 3x0.5FTE at each site = $30,500 0.5FTE x 12= $369,600, plus TK IA $20,000, Kindergarten IA $80,000 2.Materials:Supp.Adaptive Interventions:(Freckles math and Literacy $48,000, Dreambox $35,640,Imagine Espanol $2,500), teacher time $6,400, Tech per staff member $1500 x 24=$36,000, SIPPS-8 Intervention Package/site 4 = 32 x $2,775= $88,800, Readers: Complete Hi-Lo Fluency 3. PD: n/a 4. Other: n/a Expand After School Programs 1.Staffing: VAPA Coordinator $4,000, VAPA Docent $8,000, Cool School/CAL Serves ASES Grant $0, Additional after school services $150,000 2. Materials: Art and club materials $2,000/site/year 3. PD: n/a 4. Other: n/a Create Extra Curriculum and Student Clubs (see above) 1. Staffing: n/a 2. Materials: n/a 3. PD: n/a 4. Other: n/a Reopen School Libraries 1.Staffing: Library Media Tech (range17, 0.5 FTE) $28,500x4= $94,000 2.Materials: Database $700 to $2,000 per site x 4 - $8,000 3. PD: n/a 4. Other: n/a Recruit & Retain Highly Qualified Staff Using Base Funding 1. Staffing: NCSOE $59,000, Competitive salaries and benefits $3,285,881 2. Materials: n/a 3. PD: n/a 4. Other: n/a	$4,190,221.00	No

Action #	Title	Description	Total Funds	Contributing
4	Goal 1.4 Improve English Learners Support	Provide EL Professional Development 1. Staffing: TOSA: see above 2. Materials: Instructional materials (charts, sentence strips, markers) $12,000 3. PD: GLAD (summer $35,600 consultant, $30,960 teacher pay, $4,500 GLAD bags), (Annual $63,000, teacher subs $67,000) 4. Other: n/a Provide Newcomer Student Support 1. Staffing: TOSA: Newcomer Student Support, $104,000 2. Materials: Rosetta Stone $5,000 3. PD: n/a 4. Other: n/a Provide Integrated programs (see above) 1. Staffing: n/a 2. Materials: n/a 3. PD: n/a 4. Other: n/a	$259,060.00	Yes
5	Goal 1.5 Support Learning Recovery Program (Expanded Learning Opportunity Grant ELO)	Extend school year or school day 1. Staffing: Tutors for After school 2 teachers p/site x 3 hrs/week X 8 weeks X 3 trimesters = 144 hours x 4 sites = 576 hours x $50/hr= $28,800 /yr 2. Materials: n/a 3. PD: n/a 4. Other: Summer Acceleration Academy (SS 2021 NAPA $86,000) Provide Additional Time for Learning Opportunities 1. Staffing: Saturday school (ADA recovery), Rotating sites each month, 3 teachers. 4hr day $50/hr, $200x3= $600/day x 10=$6,000, plus admin 2. Materials: n/a 3. PD: n/a 4. Other: n/a Provide Additional Experiential & Learning Opportunities (Hands on learning) 1. Staffing: n/a	$278,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. Materials: Gloves, shovels seeds, soil, fertilizer, compost, etc) $4,000 3. PD: n/a 4. Other: Outdoor Education $32,000, Additional Field Trip Funding $30,000 Create Learning Center (Hub) 1. Staffing: Learning Center Resource Technicianx1 $58,000, Custodial 1hr/day $10,000 2. Materials: laptop, desktops, monitors, office supplies, PIQE (parent Institute for Family Education) in Spanish $1,5000 3. PD: n/a 4. Other: Training for parents $5,000 Provide Supplemental Programs (see above) 1. Staffing: n/a 2. Materials: n/a 3. PD: n/a 4. Other: n/a		
6	Recruit & Retain Highly Qualified Staff Using Supplemental and Concentration Funding	Recruit & Retain Highly Qualified Staff Using Supplemental and Concentration Funding to Support English Learners and Low Income Students 1. Competitive salaries and benefits $3,624,380 2. Materials: n/a 3. PD: n/a 4. Other: n/a	$3,624,380.00	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	Goal 2: Increase Connectedness, Involvement and Positive School Environments Ensure a positive and respectful school climate for students, staff and families which includes positive school cultures, safe, secure accessible and efficient classroom, facilities and grounds. Goal 2.1 Improve Family Engagement Goal 2.2 Improve Student Engagement Goal 2.3 Improve Social Emotional Support Goal 2.4 Improve Learning Environments

An explanation of why the LEA has developed this goal.

Stakeholders agree that if students believe that adults in the school care about their learning and about them as individuals, they are more likely to feel connected to the school and succeed. The same is true for the adults (parents and staff). They want to be supported. They want their voices heard and valued. Creating a positive school culture of high expectations, appropriate supports, trust and respect has the potential to significantly impact student learning in a positive manner. Hence, Goal #2 was developed with the purpose of ensuring a positive and respectful school climate for students, staff, and families which includes positive school cultures, safe, secure accessible, and efficient classroom, facilities, and grounds. The sub-goals were a natural grouping of the actions and services determined as needs for BUSD students. The actions and services were based on best research-based practices.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1: Increase Parent Engagement by 5% based on attendance rosters at District Events (i.e. ELAC, DELAC, Strategic Planning Meetings, Parent Meetings, Family Events)	.06% (approximately)				15.06%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 Increase effective parent communication	20% participation in surveys				35% participation in surveys
2.1 Provide Parent Education	Currently Parent Education consists of regular ELAC/DELAC meetings only				GED in Eng & Span ESL Pasitos Parenting Class
2.1 Provide Teacher Education/ Parent Support for RFEP Process	0 Parent/Teacher Conferences Re: RFEP Process				100% of EL Students' Parents will understand the RFEP Process
2.2 Build stronger relationships	No SEL Curriculum				100% implementation of SEL curriculum
2.2 Continue to Support Positive Behavior Interventions and Supports (PBIS)	Currently there is no behavior management system				Fully implement SWIS to use data to guide direction/pd
2.2 Increase Visual and Performing Arts (VAPA)	Violin Program at one site Chorus at all sites				Three strands with regular integrated sessions Chorus/Musical Theater Strings Art Week/s of singing per school in addition to weekly sessions - tie in with current topics Week/s of thematic art per school in addition to weekly sessions Week/s of thematic music per school in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					addition to regular sessions BUSD Music Festival (community engagement/word of mouth/good PR) Work with Play it Forward to set up evening fundraising concert Music related vendors Workshops Small stage performances throughout the event Chorus & Violin to perform & any other school groups - dance, drumming etc. Move Over Mozart piano performances
2.2 Provide additional sports programs	Currently no sports programs are operating				Sports programs at each site facilitated by a sports leader
2.3 Provide Additional Social Emotional Support	0 District School Counselors				4 school counselors, 1 per site

Actions

Action #	Title	Description	Total Funds	Contributing
1	Goal 2.1 Improve Family Engagement	Increase Parent Engagement 1. Staffing:4x1.0 FTE parent liaison/engagement facilitator $208,000, 40/year Lead parent liaison for district $1,500 2. Materials: n/a 3. PD: n/a 4. Other: n/a Increase effective parent communication 1. Staffing: n/a 2. Materials: Additional or replacements for Social Media Venues: Remind 7K-21K/ SeeSaw 3K-9K/Class Dojo 7K-21K/Common Sense Media free 3. PD: Cost for Spanish instruction for teachers $50/hr $10,000 4. Other: n/a Provide Parent Education 1. Staffing: n/a 2. Materials: n/a 3. PD: Train teachers to educate parents around ELPAC & RFEP $20,000 4. Other: n/a Provide Teacher/ Education Parent Support (see above) 1. Staffing: n/a 2. Materials: n/a 3. PD: n/a 4. Other: n/a	$256,700.00	Yes
2	Goal 2.2 Improve Student Engagement	Build stronger relationships 1. Staffing: n/a 2. Materials: SEL Curriculum $25,000 3. PD: Capturing Kids Hearts $40,000 4. Other: n/a Continue to Support Positive Behavior Interventions and Supports (PBIS) 1. Staffing: n/a 2. Materials: Messaging around campus 5K each site=$25,000, Recognition awards for positive reinforcement $29,000	$176,500.00	No

Action #	Title	Description	Total Funds	Contributing
		3. PD: SWIS $4,0000 (2x), Counselors & Psychs $20,000,PE teachers on active recess $1,500 & $ $6,000 =$31,500 4. Other: n/a Increase Visual and Performing Arts (VAPA) 1. Staffing: Enrichment coordinator $8,000 2. Materials: VAPA materials $7,000 3.PD: n/a 4. Other: Docents $30,000 Provide additional sports programs 1. Staffing: Sports Leader K-3 $1,500x4=$6,000 2. Materials: n/a 3. PD: n/a 4. Other: n/a Provide extracurricular activities (moved to enrichment) 1. Staffing: n/a 2. Materials: n/a 3. PD: n/a 4. Other: n/a		
3	Goal 2.3 Improve Social Emotional Support	Provide Additional Social Emotional Support 1. Staffing: Counselors 4x$120,000=$480,000 2. Materials: n/a 3. PD: n/a 4. Other: n/a	$480,000.00	No
4	Goal 2.4 Improve Learning Environments	Update classroom environments To be determined based on an evaluation of school learning environments		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.

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
36.12%	$4,805,780

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.

*After assessing the needs, conditions, and circumstances of our English learners (60% of our population), we have determined that there is a significant achievement gap between these students and those who are not English learners. On the statewide summative assessments given in 2019, 18.32% of our EL students met or exceeded the Standard for ELA, which is 24 percentage points lower than students who are not EL. We also observe that on the English Learner Progress Indicator (ELPI), 40.3% of English Learners are making progress towards English language proficiency, a performance level of Low. Digging further into the data, we see that English Learners on average scored 69.5 points below standard in ELA; SED students scored 36.3 points below standard in ELA, and students with disabilies scored 90.4 point below standard in ELA. In Math, we noted similar findings. Only 13.09% of our EL student population met or exceeded math standard, compared to all students where 23.87% met or exceeded the math standard, almost 11% lower. Our EL students on average scored 80 points below the standard whereas our SED students on average scored 54.5 points below standard, and our students with disabilities on average scored 54.5 points below standard.

These data indicate that there is a need for specialized support and attention for our foster youth, low-income students, and most certainly for our English Learners. The actions in goals one were developed specifically to support the academic achievement of our most underserved student groups, which at Bellevue, based on our data, is our English Learner group. However, we recognize that because BUSD's student population is made up of 90.93% unduplicated students, these actions and services in goals one will also benefit our SED students, our foster students and our students with disabilities, too.

The improvement effort that we have identified to address this academic gap is to provide district-wide professional development for all certificated staff and classified staff in instructional settings which addresses the instructional needs of all of our students, but with a focus on supporting English learners, foster youth, and low income students. The training topics have been developed

with student needs at the forefront and will serve as a foundation for professional development throughout the year. These learning opportunities include Guided Languagea Acquisition Design (GLAD training), SIPPS training, English Language Development (ELD), both integrated and designated, and effective Professiona Learning Communities (PLC) training.

Intervention/prevention support will also target our struggling EL, SED, SWD, FY students. This will be supported with additional Lit Paras and TOSAs who will support struggling readers and newcomers.

Lastly, COVID has significantly impacted our families. Many of them were low-income prior to the pandemic, but since then, needs have become greater. In order to better support our most underserved population, we believe having school counselors at each site and investing in Social Emotional Learning (SEL) curriculum will help us to better meet the need of our students and families. And, because 60% of our families are monolingual Spanish speakers, we also understand that we must provide greater support to them in order for them to be more actively engaged. To this end, adult education classes will be provided to families, specifically with the needs of our Spanish speaking families in mind. These classes will be offered at the newly developed district Learning Center.

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

*After assessing the needs, conditions, and circumstances of our English learners (60% of our population), we have determined that there is a significant achievement gap between these students and those who are not English learners. On the statewide summative assessments given in 2019, 18.32% of our EL students met or exceeded the Standard for ELA, which is 24 percentage points lower than students who are not EL. We also observe that on the English Learner Progress Indicator (ELPI), 40.3% of English Learners are making progress towards English language proficiency, a performance level of Low. Digging further into the data, we see that English Learners on average scored 69.5 points below standard in ELA; SED students scored 36.3 points below standard in ELA, and students with disabilities scored 90.4 point below standard in ELA. In Math, we noted similar findings. Only 13.09% of our EL student population met or exceeded math standard, compared to all students where 23.87% met or exceeded the math standard, almost 11% lower. Our EL students on average scored 80 points below the standard whereas our SED students on average scored 54.5 points below standard, and our students with disabilities on average scored 54.5 points below standard.

The actions and services described in this plan that are being provided as an increase or improvement to unduplicated students include:

- Increased support to students and families through the addition of hours to the Bilingual Parent Liaison at each site. This will provide our Spanish-speaking families greater access to their school and their child's education as language tends to be a barrier for most of our families (60% EL).
- Additional Lit Paras at each site to support student literacy via intervention groups. Our EL students and students with disabilities are our lowest-achieving student groups. COVID and distance learning especially impacted the academic achievement of these student groups. The vast majority of these students are ELs and come from monolingual speaking homes making supporting their students'

distance learning more challenging than it would be for an English speaker. As a result, we saw limited academic gains among our EL student group. These additional intervention groups will be targeting the literacy skills of our most underserved students.

- A TOSA at each site to provide additional intervention and support to Non-English Proficient students and struggling students (SED, EL, FY). These TOSAs will be student support coordinators who will analyze student performance data carefully to ensure the intervention groups they will support make desired gains. They will also facilitate and guide the intervention program by supporting students, supporting and training the Lit Paras, and will also be responsible for giving newcomers an additional period of designated ELD to help will assimilation and with developing their English literacy skills faster.
- Additional counselors to support the mental health and social-emotional well-being of students. As mentioned above, COVID has significantly impacted the BUSD community, especially our EL and SED groups. Students have lost loved ones to COVID, others have struggled financially, and home insecurities, as well as food insecurities, has caused a great deal of stress for many of our students and families. To meet the social-emotional needs of our students, counselors have been added to each site.
- Adaptive software to better meet the specific needs of students who need additional supports and differentiation. With limited resources such as time and personnel, we need to provide additional ways to meet the needs of our students. By purchasing adaptive programs such as Freckle, Lalilo, Dreambox, etc. we are able to provide students with additional learning opportunities that can be accessed from school or home.
- GLAD Coaching and training for all teachers. Our ELs are our most struggling student group. In order to better meet their needs, all teachers are being trained in GLAD. These strategies support language acquisition through content and also through targeted designated ELD. Although these strategies are targeted to ELs, they will benefit all students.
- Professional development to support teachers (i.e. SIPPS, ELD Strategies, Writing, Math, etc). We understand the power of a skilled teacher. This is why professional development is one of our most prominent goals. We believe that by supporting our teachers, our students will benefit.
- After-school tutoring focused on ELA/ELD and Math. EL, SED, FY students are our target populations for our after-school tutorials. These sessions are determined by student need. BUSD has a large number of LTEL students and they are the first group we target for these additional learning opportunities.
- Instructional assistants to support our youngest learners. Hiring additional assistants for our youngest learners will benefit our most underserved students, those with limited or no preschool experience.
- Saturday School to provide fun learning opportunities for chronically absent students. Many of our students are negatively affected by poor school attendance. In order to provide opportunities to recapture missed learning opportunities, EL, FY, and SED students will be given priority in securing the Saturday School spots.
- Summer learning opportunities for our unduplicated learners. This is another way to provide extended learning opportunities to struggling students. Priority again will be given to EL, FY, SED, and SWD students.

Using the above strategies and taking into consideration these expenditures, we both qualitatively and quantitatively meet the increased improved percentage of 36.12%.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$7,153,461.00	$128,343.00		$2,737,311.00	$10,019,115.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$5,035,381.00	$4,983,734.00

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	Goal 1.1 Improve Instruction through Professional Development & Professional Learning Communities				$387,640.00	$387,640.00
1	2	All Students with Disabilities	Goal 1.2 Improve Curriculum and Assessment Support	$60,000.00	$128,343.00		$178,271.00	$366,614.00
1	3	All	Goal 1.3 Improve Student Academic Support	$3,360,881.00			$829,340.00	$4,190,221.00
1	4	English Learners	Goal 1.4 Improve English Learners Support	$12,000.00			$247,060.00	$259,060.00
1	5	English Learners Foster Youth Low Income	Goal 1.5 Support Learning Recovery Program (Expanded Learning Opportunity Grant ELO)	$20,000.00			$258,000.00	$278,000.00
1	6	English Learners Low Income	Recruit & Retain Highly Qualified Staff Using Supplemental and Concentration Funding	$3,624,380.00				$3,624,380.00
2	1	English Learners Foster Youth Low Income	Goal 2.1 Improve Family Engagement	$47,200.00			$209,500.00	$256,700.00
2	2	All	Goal 2.2 Improve Student Engagement	$29,000.00			$147,500.00	$176,500.00
2	3	All	Goal 2.3 Improve Social Emotional Support				$480,000.00	$480,000.00
2	4	All	Goal 2.4 Improve Learning Environments					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$3,703,580.00	$4,805,780.00
LEA-wide Total:	$3,703,580.00	$4,805,780.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Goal 1.1 Improve Instruction through Professional Development & Professional Learning Communities	LEA-wide	English Learners Foster Youth Low Income	All Schools		$387,640.00
1	4	Goal 1.4 Improve English Learners Support	LEA-wide	English Learners	All Schools	$12,000.00	$259,060.00
1	5	Goal 1.5 Support Learning Recovery Program (Expanded Learning Opportunity Grant ELO)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$278,000.00
1	6	Recruit & Retain Highly Qualified Staff Using Supplemental and Concentration Funding	LEA-wide	English Learners Low Income		$3,624,380.00	$3,624,380.00
2	1	Goal 2.1 Improve Family Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$47,200.00	$256,700.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

- 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.