

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bitterwater-Tully Union Elementary School District

CDS Code: 35-67454-6035000

School Year: 2021-22

LEA contact information:

Candace Brewen

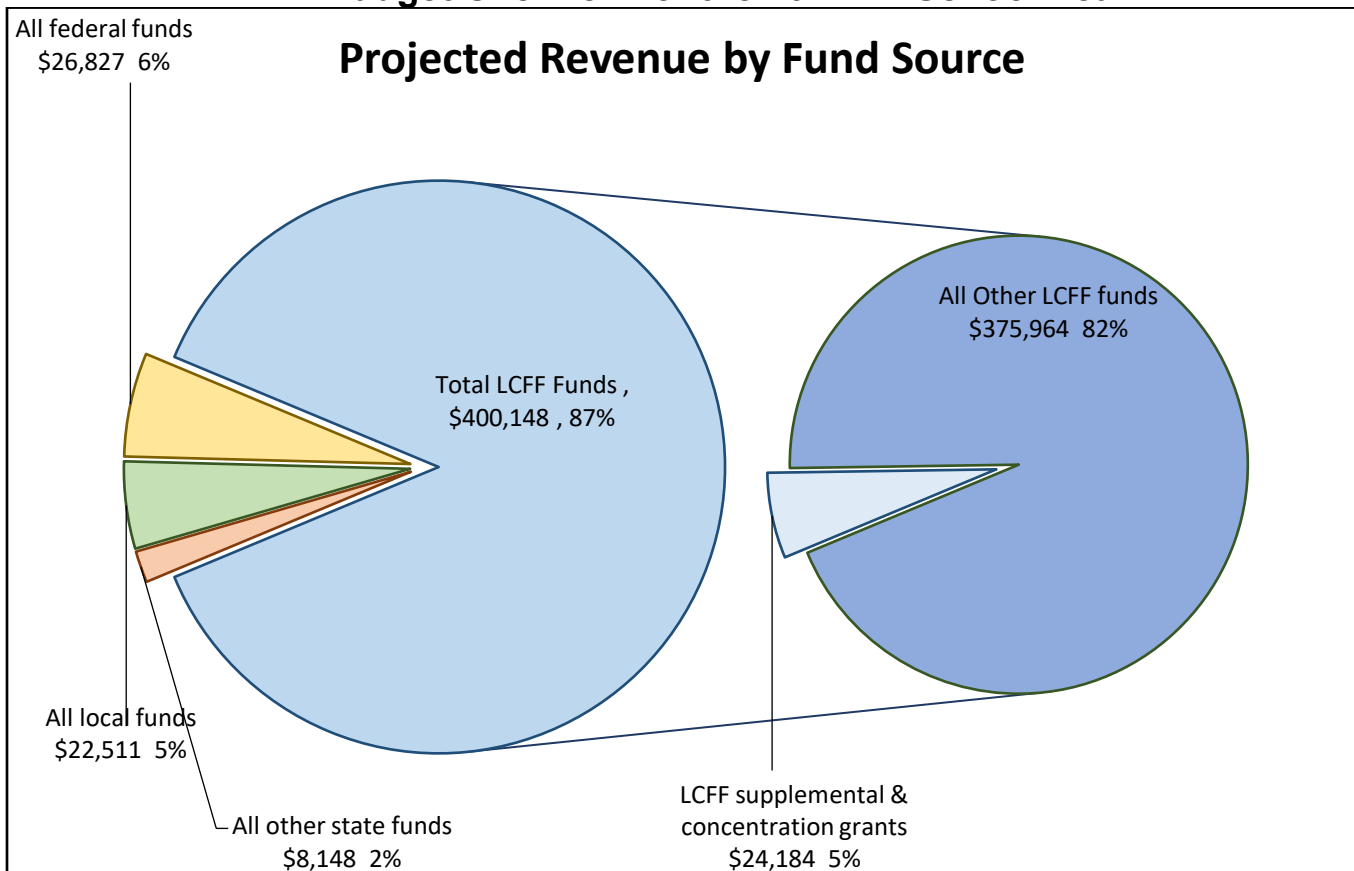
Principal/TK-3 Teacher

cbrewen@sbcoe.org

(831)385-5339

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

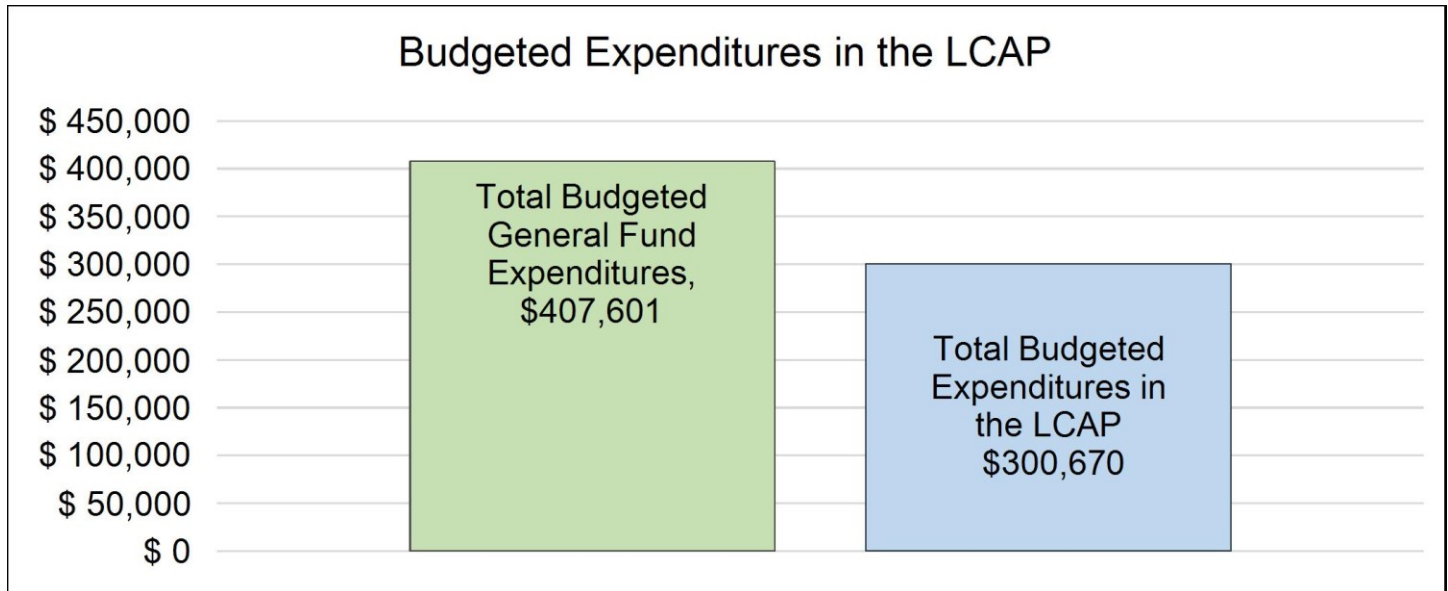


This chart shows the total general purpose revenue Bitterwater-Tully Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Bitterwater-Tully Union Elementary School District is \$457,634, of which \$400,148 is Local Control Funding Formula (LCFF), \$8,148 is other state funds, \$22,511 is local funds, and \$26,827 is federal funds. Of the \$400,148 in LCFF Funds, \$24,184 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Bitterwater-Tully Union Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Bitterwater-Tully Union Elementary School District plans to spend \$407,601 for the 2021-22 school year. Of that amount, \$300,670 is tied to actions/services in the LCAP and \$106,931 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund Budget Expenditures also includes utilities, transportation, maintenance, and capital outlay projects that are not included in the LCAP.

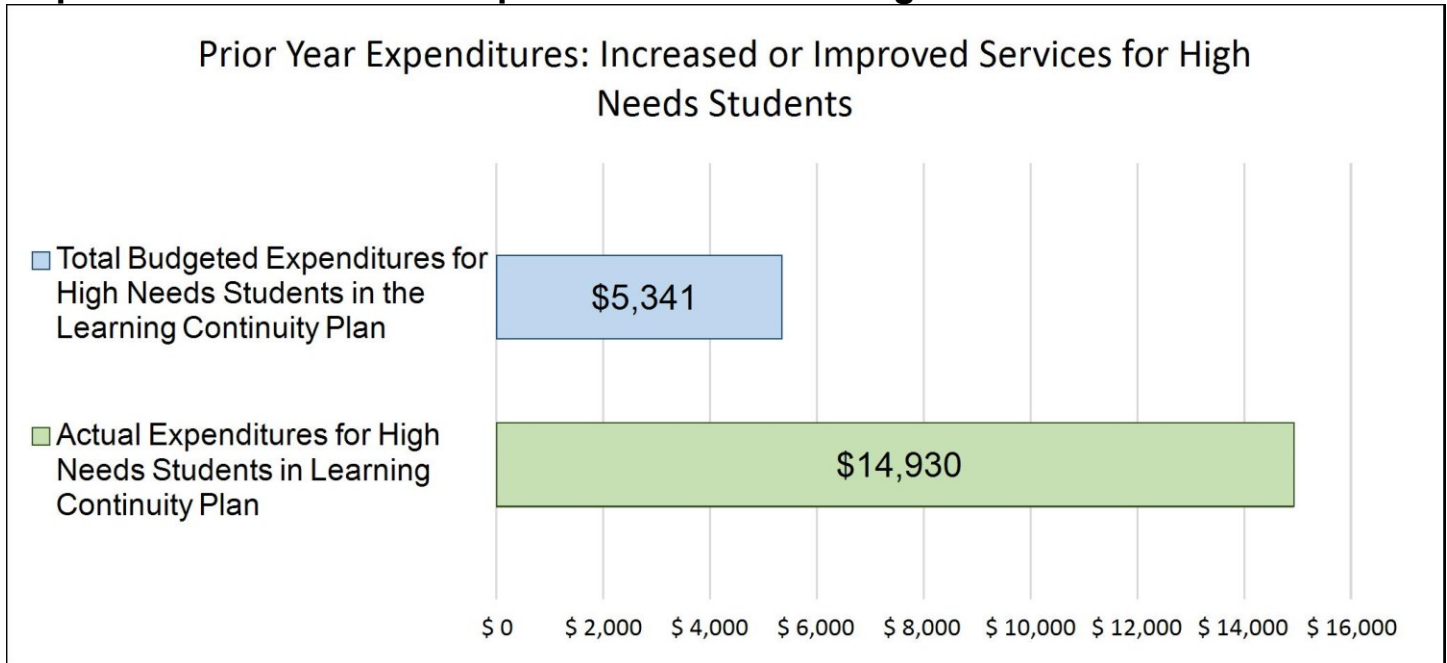
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Bitterwater-Tully Union Elementary School District is projecting it will receive \$24,184 based on the enrollment of foster youth, English learner, and low-income students. Bitterwater-Tully Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Bitterwater-Tully Union Elementary School District plans to spend \$31,000 towards meeting this requirement, as described in the LCAP.

The amount budgeted to increase or improve services for high needs students is less than budgeted due to students not returning to hybrid instruction until November 16, 2020. Prior to the hybrid model students were distance learning. Majority of actions, were developed for in-person instruction.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Bitterwater-Tully Union Elementary School District's Learning Continuity Plan budgeted \$5,341 for planned actions to increase or improve services for high needs students. Bitterwater-Tully Union Elementary School District actually spent \$14,930 for actions to increase or improve services for high needs students in 2020-21.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Bitterwater-Tully Union Elementary School District	Candace Brewen Principal/TK-3 Teacher	cbrewen@sbcoe.org (831)385-5339

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Improve academic achievement for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Professional Development classes, workshops, webinars are ongoing depending upon needs and demographics of student enrollment. 2. NCLB 3. All Students will have a sufficient textbooks/consumable per the Williams Report. 4. Williams Report 5. Individual CELDT/ELPAC Scores 6. The number of students who move up a CELDT/ELPAC level 7. SBAC Scores 8. Students will receive a broad course of study.	1. A variety of Professional Webinars were completed through the school year from ELPAC trainings to Sight Word workshops. 2. One fully credentialed teacher and one teacher on a STSP. 3. All students had sufficient textbooks/consumables per the Williams Report. 4. FIT Report - Exemplary Status 5. Due to COVID, we did not test for ELPAC. 6. Due to COVID, Summative ELPAC tests were not given. 7. Smarter Balance was suspended for the 2019-2020 year. 8. Students received a broad course of study in Physical Education and Art.
19-20 1. All teachers who have not received training will participate in professional development in CCSS and ELD. Both Teachers will participate in additional professional development. 2. Teachers will meet California Credential Standards 3. Purchase consumables & textbooks for students	

Expected	Actual
<p>4. All facilities will meet the requirements as outlined by the Williams Report.</p> <p>5. Increase EL Redesignation by 0.5%</p> <p>6. Increase Overall ELPAC Scores by 1%</p> <p>7. Increase SMARTER Balance Results in each subgroup by 5%.</p> <p>8. All students will receive instruction in P.E. & Art.</p> <p>Baseline</p> <p>1. Ongoing Professional Development</p> <p>2. Two Fully Credentialed Teachers</p> <p>3. All students have textbooks and consumables.</p> <p>4. FIT Report = Exemplary Status</p> <p>5. Due to the low number of EL students, the baseline is not available due to student confidentiality.</p> <p>6. Due to the low number of EL students, the baseline is not available due to student confidentiality.</p> <p>7. SBAC ELA Status = Low, 44.7 points below Level 3 SBAC Math Status = Low, 37.1 points below Level 3 CAASPP ELA Scores - 10% Did Not Meet, 52% Nearly Met, and 38% Met/Exceeded Standards. CAASPP Math Scores - 19% Did Not Meet, 52% Nearly Met, and 29% Met/Exceeded Standards.</p> <p>8. All students will receive instruction in P.E. & Art.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Evaluate TK-8 Language Arts Common Core Curriculum</p> <p>Inventory of Textbooks and Purchase Order for New Textbooks</p>	<p>Teachers will participate in professional development.</p> <p>Cost: Approximately \$200 per teacher</p> <p>5800: Professional/Consulting</p>	<p>Simple K12 & Kindergarten Smorgasbord PD 5800: Professional/Consulting Services And Operating Expenditures Title II \$404</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Services And Operating Expenditures Title II \$400</p> <p>Purchase supplemental consumables, textbooks, and ELD materials and online components. 4000-4999: Books And Supplies Supplemental and Concentration \$5000</p> <p>Low Performing Students Block Grant - Professional Development Workshop/Seminars for ST Math & Star 360. 5800: Professional/Consulting Services And Operating Expenditures Other \$450</p> <p>Low Performing Students Block Grant - Purchase a one-year subscription of ST Math & Star 360. 5000-5999: Services And Other Operating Expenditures Other \$7450</p>	<p>Consumables, textbooks, and online components were purchased. 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1979</p> <p>PD was postponed to 2021-2022. 5800: Professional/Consulting Services And Operating Expenditures Other \$0</p> <p>ST Math & STAR 360 subscription were purchased. 5000-5999: Services And Other Operating Expenditures Other \$7450</p>
<p>Pilot K-3 NGSS Common Core Curriculum Inventory of Textbooks and Purchase Order for New Textbooks</p> <p>For English Learners: Continue student support of ELD.</p> <p>EL Students receive one-on-one support, vocabulary building activities, and additional time for assignments. Tech time and support will also be offered.</p>	<p>Continue to request samples and evaluate NGSS Common Core Curriculum. 4000-4999: Books And Supplies Lottery \$0</p> <p>Purchase ELD texts as needed 4000-4999: Books And Supplies Supplemental and Concentration \$200</p> <p>iPads will be provided during center-time with language-based apps to increase language skills. Programs/Apps will be purchased as needed to support language</p>	<p>We evaluated Science curriculum. We will be purchasing Discovery Science for the 2021-2022 school year. 4000-4999: Books And Supplies Lottery \$0</p> <p>ELD materials were purchased. 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$149</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	development. 4000-4999: Books And Supplies Supplemental and Concentration \$500	
Maintain & Develop Staffing to support the increase of students in class and the number of Special Education students. Staffing to include two California Credentialed Teachers, two Instructional Aides, and a Bus Driver/Custodian. Staffing is designed to support Full Inclusion.	<p>1000-1999: Certificated Personnel Salaries Base \$150780</p> <p>2000-2999: Classified Personnel Salaries Base \$30000</p> <p>3000-3999: Employee Benefits Base \$72179</p> <p>REAP Funds 2000-2999: Classified Personnel Salaries Federal Funds \$18977</p> <p>A portion of an instructional aides' salary will be withdrawn from Supplemental funds. This aide will provide reading and math intervention. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$14046</p> <p>2000-2999: Classified Personnel Salaries Special Education \$3600</p> <p>Supplemental 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$20050</p> <p>Special Education - IDEA Basic 3000-3999: Employee Benefits Special Education \$1000</p> <p>3000-3999: Employee Benefits Federal Funds \$5015</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$122889</p> <p>1000-1999: Certificated Personnel Salaries LCFF Base \$22919</p> <p>3000-3999: Employee Benefits LCFF Base \$69123</p> <p>2000-2999: Classified Personnel Salaries Federal Funds \$18977</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$14046</p> <p>2000-2999: Classified Personnel Salaries Special Education \$3600</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$20050</p> <p>3000-3999: Employee Benefits Special Education \$1000</p> <p>3000-3999: Employee Benefits Federal Funds \$5015</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For low-income pupils: Students will be provided with school supplies needed to be successful.	Stuff the Bus - Backpacks and school supplies - Donated Not Applicable Not Applicable \$0	We had issued one student that needed a backpack/supplies. We have more available if needed. Not Applicable Not Applicable \$0
Course Access: All students will receive instruction in Physical Education & Art.	The PTF Club will pay for Art and Sports supplies. 4000-4999: Books And Supplies Other \$300	Due to COVID, no supplies were purchased. 4000-4999: Books And Supplies \$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Of the actions and services not implemented, the funds were used to create take home kits, manipulative kits, school supply kits, and personal offices for students with unique needs. Take home kits were theme based. For example, students had an apple theme kit with 4 different varieties of apples to conduct a taste test. The kit also included 3 different types of apple products: apple juice, apple cider, and applesauce. Graphs were incorporated to show the students favorite variety/apple product. In the manipulative kits, we included counters, linking cubes, dry erase markers, erasers, and polygons. We also provided library to go bags of books for students.

Budgeted Staffing expenses were different throughout the school year. Teachers and staff did receive a stipend at the end of the year for their additional support through the pandemic. We also hired a teacher on a Short-Term Staff Permit. In the original budget, we had budgeted a higher salary to offer employment for a fully credentialed teacher. This provided the Board to also grant stipends for staff at the end of the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

One challenge is that COVID limited the availability of our normal routines and the opportunities for enrichment. In-person instruction allows the staff more flexibility with daily lessons. With students participating in Distance Learning, the teachers had to prepare weekly packets for students to complete. If a lesson needed reteaching, we were not able to send last minute handouts to support reteaching. Not all of our parents have the means to print out handouts if needed.

However, a success was that Staff had was to provide additional support to struggling students during office hours and appointments. Each student grade level had time blocks for each Math and ELA/Science/Social Studies lessons per day of synchronous instruction in addition to their asynchronous work. We provided a structured and consistent schedule to promote student success. Teachers were able to have devoted time without having to manage and juggle other grades during group sessions. Teaching multi-grades in-person is constantly juggling between grade levels and students.

Goal 2

Increase Parental Involvement in their child's/children's education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <ol style="list-style-type: none">1. SSC Membership includes one community member, one parent, one staff member, and two staff/parents.2. Per sign in sheets/minutes from meetings, maintain 80% parent participation.3. Sign in sheets for Parent Education nights. <p>19-20</p> <ol style="list-style-type: none">1. Maintain SSC Membership.2. Maintain 75% of Parent Participation at school sponsored events.3. Have parents/guardians attend at least 1 Parent Education Night. <p>Baseline</p> <ol style="list-style-type: none">1. SSC Membership includes 5 members2. Maintain 80% of Parent Participation at school sponsored events.3. Host Parent Education Nights	<p>Due to COVID, we were not able to host in-person meetings or parent education nights.</p> <p>From August 2019 to March 2020, we were able to hold three PTF (Parents, Teachers, & Friends) Meetings in September, October, and February. Some of the Activities/Events we hosted are a Hot Lunch each month, Back to School Night, Badger Breakfast, Harvest Carnival, Christmas Play, and a Valentine's Party. The 4th-8th grade class also participated in Volleyball and Basketball games with other rural schools in the area.</p> <p>Prior to the pandemic, we had two School Site Council Meetings. One meeting in September 2019 and a second in February 2020.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Parent Involvement</p> <ol style="list-style-type: none"> 1. Encourage participation in SSC and explain roles and responsibilities. 2. Improve parent involvement with school related activities and at varied times. <p>Multiple Communication paths: Remind app, Meetings, notes, emails, phone calls, monthly newsletter</p> <p>Potential Events: STEAM Night, Movie Night, Parent Education Night, and a Book Exchange.</p> <p>Parent Education Nights:</p> <ol style="list-style-type: none"> 1. Impact on School Funding based upon attendance. 2. Impact on students and their academic success. <p>Continue with Local Measures surveys of Students, Parents, & Teachers using an online survey program.</p> <p>PTF will continue to host monthly Hot Lunches for students, staff, parents/guardians, and community members.</p> <p>PTF & School Site Council meetings will be held at least four per year.</p> <p>Parent Volunteer Days will be held throughout the school year to help set-up classrooms, playground maintenance, and collating beginning of the year paperwork.</p>	<p>Office supplies for meetings and events. 4000-4999: Books And Supplies Base \$50</p> <p>Supplies for Parent Education Nights. 4000-4999: Books And Supplies Other \$200</p>	<p>Office supplies for meetings and events. 4000-4999: Books And Supplies \$0</p> <p>Supplies for Parent Education Nights. 4000-4999: Books And Supplies \$0</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

No funds were spent in this goal. Many of the activities did not require a cost. Parents were met with in the parking lot and online.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

One challenge is that our families and community members did not have our monthly hot lunches. The hot lunches gives the staff a chance to informally check in with each family to discuss successes and any potential concerns. Parents were not able to volunteer as they were able to do so in the past.

Another challenge is that Teachers felt the challenge of a lack of Parent Communication due to social distancing guidelines because we did not get a chance to informally meet with parents on a regular basis when they would drop off and pick up their children. Before COVID, parents regularly visited our school during pick up and drop off times.

Some of the successes were from August 2019 to March 2020, we were able to hold three PTF (Parents, Teachers, & Friends) Meetings in September, October, and February. Some of the Activities/Events we hosted are a Hot Lunch each month, Back to School Night, Badger Breakfast, Harvest Carnival, Christmas Play, and a Valentine's Party. The 4th-8th grade class also participated in Volleyball and Basketball games with other rural schools in the area.

Prior to the pandemic, we had two School Site Council Meetings. One meeting in September 2019 and a second in February 2020.

Goal 3

Bitterwater-Tully School will enhance the school safety and climate for students and staff to increase student engagement and success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Chronic Absenteeism Rate 2. # Suspension & Expulsion 3. Math & ELA Benchmark Scores 4. Middle School Dropout Rate	1. Chronic Absenteeism Rate from 2019-2020 was 7.9%. The rate was considered maintained from the previous year as it dropped 0.2%. 2. We have zero suspensions and zero expulsions. 3. Students took the STAR 360 Math and ELA assessments several times through the year. The first assessment was taken at home while on distance learning. Due to validity concerns, we do not feel comfortable using the first test as an accurate benchmark. We started the STAR 360 assessments in the Spring of 2020. 4. Our Middle School Dropout Rate was zero percent.
19-20 1. Increase/Maintain student attendance by 1% 2. Maintain/Decrease suspension and expulsion rate by 0.5% 3. Increase student self-reflection using portfolios, assessments, etc. Increase Math & ELA Benchmark scores by 3% 4. Maintain a 0% Middle School Dropout Rate	

Expected	Actual
Baseline 1. The chronic absenteeism rate for 2016-2017 is 6.3% California Statewide rate is 10.8%. 2. For 2016-2017, we had 1 suspension and zero expulsions. 3. Establish Benchmark scores after first Math & ELA Benchmark tests have been given. 4. For 2016-2017, we had no students dropout.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain Attendance Policy - Students will be given semester attendance incentives for perfect attendance. Students that have semester perfect attendance will receive a certificate. Continue with Noon-Time Activities Continue with Kindness Theme Weeks 4th-8th Grade Class will continue with the Growth Mindset Program. Parent Education Nights have been moved to Goal #2.	Semester Attendance Incentives - PTF to Fund. 4000-4999: Books And Supplies Other \$100 Noontime Supplies 4000-4999: Books And Supplies Base \$200	Students were given Perfect Attendance Certificates. 4000-4999: Books And Supplies Other \$25 PTF paid for yearend supplies. 4000-4999: Books And Supplies Other \$132
Students will participate in extra-curricular activities including: Badger Bulletin (School Newsletter) Yearbook Committee 4th-8th Sports (Volleyball, Softball, Basketball, Track) - We play other small rural schools in San Benito and Monterey Counties.	The PTF will fund extra-curricular activities. 5800: Professional/Consulting Services And Operating Expenditures Other \$1000	Due to COVID, we were not able to have extracurricular activities. Students were given yearbook courtesy of Bitterwater PTF. 5800: Professional/Consulting Services And Operating Expenditures Other \$990

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Potential Field Trips: Pumpkin Patch, Civil War Days(4th-8th), Farm Day (K-3), Science Fair, Sol Treasures Play Productions.</p> <p>We will also work with other schools to attend workshops for example: Lawrence Hall of Science and Theatre of all Possibilities.</p>		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds for the Extra-Curricular activities were adjusted by purchasing a yearbook for each student. Prior to COVID, students would each pay \$20 for their yearbook.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

One challenge is that COVID Restrictions made it difficult to carry out this goal. Normally we have several activities throughout the year where parents and community members participate in hot lunches, field trips, sports, and education nights.

One success is that our yearbook committee completed a majority of the yearbook prior to the pandemic. Staff proofread and submitted the yearbook.

Another success is that we were able to attend field trips to Avila Family Barn's Pumpkin Patch, the San Benito County Fair Kids Day, and the Virtual Science Fair hosted by the SBCOE. The 4th-8th students competed in volleyball and basketball with other rural schools.

We successful kept our middle school dropout rate, expulsions, and suspensions to zero percent.

Perfect Attendance awards were presented through the Drive-thru Promotion Ceremony.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Replace interactive white boards with Learning Loss Mitigation Funds.	TBA	9493	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There was a difference in budgeted funds and estimated actual expenditures because we were awaiting a quote at the time of the LCP adoption. Our interactive whiteboards were over 10 years old and not operating correctly. Total Budgeted funds were marked TBA because we were still waiting on a quote. We were able to take advantage of the buy one Promethean Board and get a second board for half price. We purchase a total of three boards for the price of two boards.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The new Promethean boards have enhanced our instruction by engaging students and having them take an active role in their learning of new concepts. Prior to the pandemic, when we used our SMART Boards to teach our lessons, we would have to close the blinds so students could see the board. The speakers would not connect to our computers. Teachers and staff were having to spend time away from teaching to change the classroom setting so students could better utilize the whiteboards. The new Promethean boards have even helped our High Needs students where they are able to copy a problem off the board and interact through Google slides with the rest of the class. Students were excited to use the Promethean boards in class. We have been completing a variety of activities use them for things such as Virtual Field Trips, working out math problems, brain breaks, modeling lessons, etc.

A challenge we experienced during in-person instruction was that we had to also provide distance learning simultaneously. It is very difficult trying to make sure you are providing the same quality of support to both groups of students. Another challenge was that

providing both types of instruction restricted staff/teachers to one central location instead of being able to move more freely around the classroom to provide extra support.

We resumed to in-person instruct in November of 2020 through a hybrid model. Students attend class Monday-Thursday from 8am - 2:45pm and Fridays were Virtual Learning for all students. This also allowed students that were on distance learning to turn in their completed assignments for the week and pick up the following week's work. Parents were able to have the flexibility to return to work for a regular day. With our school located approximately 20 minutes outside of King City, having the students attend 2-4 hours per day was not the best choice for all that was involved. Students were very eager to return in person and added a new level of engagement while completing their assignments. Keeping a very similar schedule in distance learning and in-person learning was also important. Students had the same types of lessons and assignments with both types of instruction. This helped promote independent learning while the teachers/staff worked with other grade levels in the classroom.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hotspots	TBA	100.00	Yes
Additional Monitor to support supervision during lessons.	\$107.74	107.74	Yes
Online Professional Development - Simple K12	\$314.00	314.00	Yes
Copy Paper & Toner/Ink for packets	\$461.07	461.07	Yes
Theme take home kits focus on STEAM, Social Studies, and Language Arts. For example, the Fall Take Home Kit includes activities that will be completed during the Morning Meetings: ELA lesson based upon building Social Emotional Needs focusing on friendship, Color changing Science/Art project, Pumpkin to create the main character from a book the child has read, Cloze Reading passages, and Pumpkin and Toothpick tower building project.	\$1000.00	996.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The only differences between planned actions and budgeted expenditures were for the hotspots. We were awaiting a quote for the hotspots.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

One challenge we had in the beginning was reliable internet for all students. Being in a rural location where cellular service and internet service is scarce, adding to the challenges of Distance Learning. We now have hotspots available for student to check out. We do still struggle with internet connectivity in some rural areas where cellular service is not available and hotspots will not connect to

the service provider. Families have purchased internet services, but there is sometimes a delay or trouble getting connected when multiple users in the same household are competing for connectivity. Each student was issued a Chromebook. Each teacher created a block schedule to meet with students daily for instruction. We had a 30-minute morning meeting for each class and then 20-30 minutes for Math and ELA/Science/Social Studies. Additional office hours were added in the afternoon to provide one-on-one support and additional small group instruction. Staff Roles stayed the same, but responsibilities increase when teachers were having to teach both in-person and distance learning simultaneously. The biggest struggle for teachers and staff is to provide the same amount of support and maintain engagement to students online and in-person within a multi-grade classroom. Support for pupils with unique needs were able to come to school for 1 hour in-person instructional blocks each week.

In regard to the successes from the distance learning program, Parents and students liked using Google Meets. We added the link for each Google Classroom to make connecting to class easier for students and families. Students also were able to self-advocate if they needed additional support during office hours. Google Classroom make the transition from Distance Learning to In-person learning seamless. Assignments and activities were still shared and posted within the Google Classroom. Another success we found was to continue to provide Textbooks and paper-pencil packets in addition to online assignments. Especially for younger students, it provided the fine motor skill support that is imperative building block for student success.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
STAR 360	\$1320.00	1320.00	Yes
ELD Activity Cards Levels 1-4	\$149.00	149.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no differences between the planned actions/budgeted expenditures.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

STAR 360 has allowed teachers to tailor their instruction to meet the needs of the students. We will continue to address the Pupil Learning Loss by continuing both STAR 360 and using the ELD Activity Cards.

A challenge we had was with the STAR 360 benchmarks. We were not able to give the first benchmark until the Spring of 2020.

There was a concern regarding the validity of the results and parents were frustrated with helping their child set up the program from home. We gave the first benchmark for the 2020-2021 year in November of 2021 in person.

Star 360 Data in Math showed a Percentile Rank for 20/21 of 51 and 21/22 of 28 with a change of -13.0. The Scaled Score for 20/21 was 630 and 21/22 was 623 with a decrease of 7.0.

For Star 360 Reading, a Percentile Rank for 20/21 of 48 and for 21/22 was 28 with a change of -10.0. The Scaled Score for 20/21 was 492 and 21/21 was 514 with an increase of 22.0.

We did not have any Foster Youth or Homeless students during the school year.

For English Learners in math, the average Scaled Score increased 11 points and in reading increased 26 points.

Low-Income students' average Scaled Score in math increased 16 points and in reading scores decreased 3 points.

Pupils with Exceptional Needs continued to make progress towards their IEP goals. The average Scaled Score in reading increased 51.5 points, and the average Scaled Score in math decreased 16.0 points.

A challenge with all of the Pupils with Exceptional Needs, half of our English Learners, and a third of our Low Income students, is that they live in extreme rural areas with internet connectivity is extremely limited and hot spots will not work while we were on distance learning. This also created a challenge for our support staff from the county office to provide the same quality of services that they would have been able to provide with in-person instruction.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

During late winter and early spring, we had Margie Allen, LMFT from Youth Alliance on campus each week for a month to monitor and provide support to students in need. The local data that we used to determine the need for support on campus from Youth Alliance was from parents that expressed their concerns regarding their children's mental health needs. This was the first time for our school to determine the need for specialized mental health and social and emotional support.

A challenge for our school is where we are located in the southernmost part of San Benito County. Majority of the services available in our county are at least an hour one way of commuting time.

We also continued with our Social-Emotional Monthly Themes and activities to better support our students.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The Remind app was used to keep parents up to date on new information as it became available. Parents were kept in close contact about their child's progress. Zoom meetings were also held prior to returning in-person to address expectations and requirements. We did have some students that were struggling with completing their assignments but when students were able to return in-person, student success increase dramatically for those that were struggling. Majority of family continued to support their child/children during asynchronous work and made sure the work was turned in on time.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Students/Families that needed school meals while on distance learning were directed to the King City High School for support.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-Person Instructional Offerings	Replace the existing water fountain with a knee activated hand washing station.	\$1048.58	1048.58	Yes
In-Person Instructional Offerings	COVID-19 Signs & Decals for social distancing and hand washing	\$96.37	96.37	Yes
In-Person Instructional Offerings	Flipside Blue Premium Study Carrels - Sneeze/Coughing Shields	\$110.20	110.20	Yes
In-Person Instructional Offerings	COVID-19 Cleaning Supplies, Vacuum, & PPE Gloves and Wipes	\$734.35	734.35	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between planned actions and budget expenditures.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Our staff goal was to make learning more meaningful for the 2020-2021 school year. We reevaluated our teaching styles and utilized more cross-curricular lessons. Some of the areas that we feel the need are to increase fluency and comprehension in ELA, additional Math Support to learn new and difficult concepts, and to continue to increase support with technology and online programs.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to measure pupil learning loss with the Math and ELA STAR 360 assessments, CAASPP, and ELPAC scores. Students with unique needs will continue to receive additional support to help them be successful towards their IEP goals.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The substantive difference between the description of actions or services was \$9000 to purchase the new Promethean boards where we were able to take advantage of special pricing to purchase three new boards for the original cost of two interactive boards. At the time the LCP was adopted, we were still pending a quote for the new interactive boards.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

As we prepare for the new 21-24 LCAP, we will continue to build upon our staff goal to make learning more meaningful. We have made tremendous improvements with our teaching and lesson delivery during the 2020-2021 school year. Students and staff have improved their technology savviness. We have utilized online assignments and improved our use of Google Classroom, ST Math, STAR 360, Typing.com, and Footsteps to Brilliance. We reevaluated our teaching styles and utilized more cross-curricular lessons.

We will continue to offer additional social emotional support. Our school has with partner with San Benito County Office of Education and the other rural schools in the county to have additional Mental Health support for our students. It is not cost effective for our school to hire a full-time support staff member.

During the 2020-2021 school year, we engaged parents sending home Monthly Handouts for each month's Social-Emotional Theme to provide parents resources for them to use at home. Each handout had a brief overview of the theme, books to read, activities to practice, and talking points/questions for parents to use with their children to reinforce the concepts that were taught in class. Some of the themes were Bullying, Acceptance and Diversity, Coping Skills Conflict Resolution, Friendship, Mindfulness, Self Esteem, Self-Control, and Growth Mindset. We also kept an open line of communication with parents to discuss their concerns and enlist in services from the San Benito County Behavioral Health and Youth Alliance when needed.

Some of the needs are to increase fluency and comprehension in ELA, additional Math Support to learn new and difficult concepts, and to continue to increase support with technology and online programs. The 4th-8th grade class will incorporate Math Journals for the 2021-2022 school year to build math concepts and increase math vocabulary.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	331,497.00	288,748.00
	0.00	0.00
Base	253,209.00	0.00
Federal Funds	23,992.00	23,992.00
LCFF Base	0.00	214,931.00
LCFF Supplemental and Concentration	20,050.00	36,224.00
Lottery	0.00	0.00
Not Applicable	0.00	0.00
Other	9,500.00	8,597.00
Special Education	4,600.00	4,600.00
Supplemental and Concentration	19,746.00	0.00
Title II	400.00	404.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	331,497.00	288,748.00
1000-1999: Certificated Personnel Salaries	150,780.00	145,808.00
2000-2999: Classified Personnel Salaries	66,623.00	36,623.00
3000-3999: Employee Benefits	98,244.00	95,188.00
4000-4999: Books And Supplies	6,550.00	2,285.00
5000-5999: Services And Other Operating Expenditures	7,450.00	7,450.00
5800: Professional/Consulting Services And Operating Expenditures	1,850.00	1,394.00
Not Applicable	0.00	0.00
	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	331,497.00	288,748.00
1000-1999: Certificated Personnel Salaries	Base	150,780.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	145,808.00
2000-2999: Classified Personnel Salaries	Base	30,000.00	0.00
2000-2999: Classified Personnel Salaries	Federal Funds	18,977.00	18,977.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	14,046.00
2000-2999: Classified Personnel Salaries	Special Education	3,600.00	3,600.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	14,046.00	0.00
3000-3999: Employee Benefits	Base	72,179.00	0.00
3000-3999: Employee Benefits	Federal Funds	5,015.00	5,015.00
3000-3999: Employee Benefits	LCFF Base	0.00	69,123.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	20,050.00	20,050.00
3000-3999: Employee Benefits	Special Education	1,000.00	1,000.00
4000-4999: Books And Supplies		0.00	0.00
4000-4999: Books And Supplies	Base	250.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	2,128.00
4000-4999: Books And Supplies	Lottery	0.00	0.00
4000-4999: Books And Supplies	Other	600.00	157.00
4000-4999: Books And Supplies	Supplemental and Concentration	5,700.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	7,450.00	7,450.00
5800: Professional/Consulting Services And Operating Expenditures	Other	1,450.00	990.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	400.00	404.00
Not Applicable	Not Applicable	0.00	0.00
		0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	329,947.00	287,601.00
Goal 2	250.00	0.00
Goal 3	1,300.00	1,147.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$9,000.00	\$9,493.00
Distance Learning Program	\$1,882.81	\$1,978.81
Pupil Learning Loss	\$1,469.00	\$1,469.00
Additional Actions and Plan Requirements	\$1,989.50	\$1,989.50
All Expenditures in Learning Continuity and Attendance Plan	\$5,341.31	\$14,930.31

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$9,000.00	\$9,493.00
Distance Learning Program	\$1,882.81	\$1,978.81
Pupil Learning Loss	\$1,469.00	\$1,469.00
Additional Actions and Plan Requirements	\$1,989.50	\$1,989.50
All Expenditures in Learning Continuity and Attendance Plan	\$5,341.31	\$14,930.31



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
Bitterwater-Tully Union Elementary School District	Candace Brewen Principal/TK-3 Teacher	cbrewen@sbcoe.org (831)385-5339

Plan Summary [2021-22]

General Information

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

Bitterwater-Tully Union School District is a small, single-school, rural district in the southernmost part of San Benito County. Most year, our student population ranges from 28-32 students. For the 2020-2021 school year, we have 34 students attending our school. The district has 28 percent English Language Learners and 16 percent low-income students. We did not have any Foster Youth this school year. Five percent of students receive Special Education Services. The overall unduplicated count is 15 students. Seventy-nine percent of our students attend school on an inter-district transfer agreement. The single-school district employs one credentialed teacher and one teacher on a STSP, as well as an instructional aide, and a bus driver/custodian.

The Bitterwater community is comprised of several ranching families. Their children and grandchildren have attended Bitterwater-Tully School. Majority of the people in the community are retired.

The mission of the Bitterwater-Tully Union Elementary School District, in partnership with home and community, is to challenge every student to learn the skills, acquire the knowledge, and develop the insight and character necessary for a productive and rewarding life through a quality instructional program, a positive, safe, stimulating "small school" environment, with a clear commitment to the worth of every individual. The LCAP goals are designed to implement the mission of our school district.

Reflections: Successes

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

We have continued to maintain a 100% graduation rate and 0% middle school dropout rate, 0% expulsion and suspension rates. Forty-four percent of our students that completed the 2021 CAASPP ELA test, met or exceeded the standard with fifty-two percent nearly meeting the standard.

Another success that we feel proud of is revamping our daily schedule to make a smooth transition from distance learning to in-person instruction. It is important for students in multi-grade classrooms to be able to work independently when not receiving direct instruction. Students were able to work on asynchronous work independently when not working synchronously with the teacher. Teaching a multi-grade

classroom is constantly juggling between grade levels and subjects while supporting students needs. Our students have been able to openly share their feelings and concerns during the pandemic. We have been able to strengthen home-school communication.

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.

We need to focus on improving our Chronic Absenteeism rate as well as continue to improve our CAASPP Math and ELA scores.

Our Chronic Absenteeism Rate from 2019 was 7.9% with a change of -0.2% from the previous year. In the English Learner subgroup, 15.4% of students were chronically absent and an increase of 7.7% and Low income students were 8.3% chronically absent with a decline of 6%.

Students did not take the CAASPP test in 2020. For the 25 students that took the CAASPP test in 2021, for Math 4% Exceeded the Standard, 16% Met the Standard, 40% Nearly Met the Standard, and 40% did Not Meet the Standard. For ELA, 24% Exceeded the Standard, 20% Met the Standard, 52% Nearly Met the Standard, and 4% did Not Meet the Standard.

Programs are being put in place to promote college and career by having guest speakers give presentations during our two career months. For Math, we will continue to utilize ST Math and for ELA, we have purchased Accelerated Reader and will continue to use Footsteps to Brilliance for our K-3 students.

LCAP Highlights

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

Due to the pandemic, we felt the need to continue to work towards meeting our LCAP goals from last year. It is imperative to narrow the learning loss gap so all students can be successful.

LCAP Goals & Actions:

Goal 1. Improve academic achievement for all students.

1. Certificated Salaries

2. Classified Salaries
3. Employee Benefits
4. Discovery Science Curriculum
5. School Supplies
6. Course Access: Physical Education
7. Course Access: Music & Art
8. Textbooks and Consumables
9. Supplemental Materials
10. 2021-2022 Instructional Aide
11. ELD Supplemental Materials & Professional Development

Goal 2. Increase Parental Involvement in their child's/children's education.

1. Supplies for Meetings & Parent Education Nights

Goal 3. Fully engage students, families, and the community in the support of short and long-term success.

1. Enhance Classroom Libraries
2. Extra Curricular Activities

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

LCAP goals and actions were discussed with stakeholder groups during board and staff meetings. Parent groups were interviewed during conferences, pick up and drop off times, and after the promotion ceremony.

2019-2020 Parent Climate Survey on March 9, 2020

Blended Learning Survey on April 30, 2020

Parent Survey on May 19, 2020

2020-2021 COVID-19 Survey on June 23, 2020

Informational Parent Meeting was held on July 15, 2020

Reopening Survey on October 28, 2020

Students: Classroom discussions were held in the Spring of 2021.

Staff: The LCAP was discussed during Staff Meetings on January 15, 2021, February 12, 2021, March 16, 2021, and May 7, 2021 and a staff survey was given on March 12, 2020.

Board & Community: The LCP and LCAP was discussed during Board Meetings on September 23, 2020, December 15, 2020, March 10, 2021, April 14, 2021, and May 12, 2021.

SELPA Stakeholder Consultation was held on April 21, 2021.

A summary of the feedback provided by specific stakeholder groups.

After meeting with parents individually during parent-teacher conferences, the areas they felt needed improvement were to bring back sports, public speaking, careers, and resume peer group activities.

Students expressed the interest in updating the classroom libraries to promote reading. Students also stated they would like to have a classroom pet and hands on collaborative group projects.

Staff expressed the need to improve reading fluency and comprehension and to improve math concept retention.

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

Goal 1: Improve academic achievement for all students was influenced by stakeholder input. Accelerated Reader was purchased to support ELA needs and an additional aide will be hired to assist with High Needs and Intervention Students. We will continue with ST Math to help strengthen and reinforce math concepts.

Goal 2: Increase Parental Involvement in their child's/children's education. Data has shown that we have had a decrease in parental involvement over the past five years. We used to have at least 90% attendance rate for Back-to-School Night, Harvest Carnival, Christmas Play, and Open House. Parent participation in PTF (Parent, Teachers, & Friends) Meetings has also been declining to less than 80% attendance.

Goal 3: Fully engage students, families, and the community in the support of short and long-term success. Classroom libraries are being updated to increase student engagement and success. New books will promote reading and fluency. Extracurricular activities such as sports, peer group activities, and field trips/assemblies will also contribute towards increasing student engagement.

Goals and Actions

Goal

Goal #	Description
1	<p>Improve academic achievement for all students.</p> <p>State Priorities:</p> <p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

Based off our STAR 360, CAASPP, and ELPAC data, we must continue to provide support and intervention for targeted students.

We gave the first benchmark for the 2020-2021 year in November of 2021 in person. Star 360 Data in Math showed a Percentile Rank for 20/21 of 51 and 21/22 of 28 with a change of -13.0. The Scaled Score for 20/21 was 630 and 21/22 was 623 with a decrease of 7.0. For Star 360 Reading, a Percentile Rank for 20/21 of 48 and for 21/22 was 28 with a change of -10.0. The Scaled Score for 20/21 was 492 and 21/21 was 514 with an increase of 22.0.

Students did not take the CAASPP test in 2020. For the 25 students that took the CAASPP test in 2021, for Math 4% Exceeded the Standard, 16% Met the Standard, 40% Nearly Met the Standard, and 40% did Not Meet the Standard. For ELA, 24% Exceeded the Standard, 20% Met the Standard, 52% Nearly Met the Standard, and 4% did Not Meet the Standard.

The Overall ELPAC scores for the 2020-2021 year showed, 80% of students scoring Moderately Developed and 20% were Somewhat Developed.

Academic achievement including CAASPP scores for all students will improve through a broad course of study including Physical Education, Art, Music, and Science instruction by fully California Credential Teachers and support staff, in a safe and clean environment, with sufficient textbooks/consumables and materials. English Learners will also improve academic achievement and ELPAC scores with the additional support provided by an instructional aide using ELD Materials. Staffing supports Full Inclusion for our High Needs students, and they make progress towards their individual goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development classes, workshops, webinars	Complete a minimum of 2 per year				Complete a minimum of 4 per year
Fully California Credentialed Teachers	1 Fully California Credentialed Teacher and 1 Intern Teacher				2 Fully California Credential Teachers
Sufficient standards-aligned textbooks/consumables per the Williams Report	100% of Students have their own textbooks/consumables				100% of Students will have their own textbooks/consumables
FIT Report	In 2020/2021 - Exemplary Status				Exemplary Status
Individual ELPAC Scores	Increase EL Redesignation - 2020/2021 0%				Increase EL Redesignation by 1%
Increase CAASPP Results	CAASPP Scores are Pending				Increase CAASPP Results in each subgroup by 5%
Broad Course of Study	100% of students receive a broad				100% of Students will continue to have a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	course of study. We will have guest Art and Music teachers.				broad course of study with guest Art & Music teachers.
ELPAC Progress - Overall Score	Currently 80% of students score a Level 3(Moderately Developed) or higher				85% of students will score Moderately Developed or Well Developed

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Salaries	Maintain and develop staffing to support the needs of students and the number of Special Needs students. Staffing is designed to support Full Inclusion.	\$122,889.00	No
2	Classified Salaries	Maintain and develop staffing to support the needs of students and the number of Special Needs students. Staffing is designed to support Full Inclusion.	\$36,623.00	No
3	Employee Benefits	STRS, Medical, Dental, and Vision insurance for Certificated Employees. PERS for Classified Employees.	\$95,188.00	No
4	Discovery Science Curriculum	Purchase Discovery Science curriculum	\$3,120.00	No

Action #	Title	Description	Total Funds	Contributing
5	School Supplies	Students will be provided school supplies needed to be successful.	\$200.00	No
6	Course Access: Physical Education	All students will receive instruction in Physical Education.	\$1,500.00	No
7	Course Access: Music & Art	All students will receive instruction in Music & Art. We will have a Guest Artist complete projects with our students throughout the year.	\$4,500.00	Yes
8	Textbooks and Consumables	Purchase textbooks and consumables	\$2,500.00	No
9	Supplemental Materials	Purchase Supplemental Instructional Materials	\$2,500.00	Yes
10	2021-2022 Instructional Aide	Due to the increase in English Learners, Low Income, and High Needs students, additional instructional support is needed.	\$20,000.00	Yes
11	ELD Supplemental Materials & Professional Development	To better support the needs of English Learners, we will purchase supplemental materials and attend professional development.	\$4,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	<p>Increase Parental Involvement in their child's/children's education.</p> <p>State Priority: Priority 3: Parental Involvement (Engagement)</p>

An explanation of why the LEA has developed this goal.

Parental Involvement is key to student success. There is a need to increase the number of families that participate and attend school events, PTF(Parents, Teachers, & Friends Organization), School Site Council Meetings, Back to School Night, and Open House. Parent Education Nights will provide families resources and tools to assist families with the strategies so they can help reinforce concepts taught in class.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase School Site Council Membership	We currently have 3 SSC Members.				SSC Membership to include one community member, one parent, one staff member, and two staff/parents.
Parental Participation in programs for Unduplicated Pupils.	Current attendance rate for parents is 75% of events held prior to COVID.				Per sign in sheets/minutes from meetings and events maintain 80% parent participation.
Parent Survey	95% of surveys were returned				98% of surveys to be returned

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supplies for Meetings & Parent Education Nights	Supplies for meetings and take-home kits. Banners and flyers promoting events.	\$2,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	<p>Fully engage students, families, and the community in the support of short and long-term success.</p> <p>State Priorities:</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

This goal was created to support students' needs and narrow the learning loss gap. To promote reading, we are updating our classroom libraries to promote student engagement and build reading fluency. Students made suggestions of the types of books and authors they would like to read. With an increased Attendance Rate and decreased Chronic Absenteeism Rate, students will be able to create short-term academic success. Maintaining a zero percent Suspension Rate, Expulsion Rate, and Middle School Drop Out Rate, will contribute to student's long term success by creating a positive impact on their education. New for this year, we will conduct the California Healthy Kids Survey as part of the TUPE program. We take great pride in preparing well-rounded students for high school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	14.29% in Calpads for 2020/2021				Decrease the Chronic Absenteeism Rate by 5%
Attendance Rate	71% of students with 3 or fewer absences for 2020/2021				75% of students with 3 or fewer absences

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	Currently 0% Rate				Maintain 0% Rate
Expulsion Rate	Currently 0% Rate				Maintain 0% Rate
Middle School Drop Out Rate	Currently 0% Rate				Maintain 0% Rate
California Healthy Kids Survey	0% of parents have completed the survey -New for 2021/2022 as part of TUPE				75% of parents will complete the survey

Actions

Action #	Title	Description	Total Funds	Contributing
1	Bitterwater-Tully School will fully develop classroom libraries to enhance the reading for all students.	Purchase new library books for classroom libraries.	\$650.00	No
2	Extra Curricular Activities	Yearbook, Badger Bulletin Newsletter, 4th-8th Sports, Field Trips/Assemblies	\$5,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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
6.83%	\$24,184

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.

Goal 1: The needs of Foster Youth, English Learners, and Low-Income Students were taken in consideration by hiring qualified teachers and staff members with the addition of a new instructional aid that will provide extra support for students in these subgroups. Students in these subgroups were also provided backpacks and school supplies with additional supplies available upon request. The Discovery Science Curriculum, textbooks, consumables, instructional materials, and ELD supplemental materials will be purchase to make sure students have the adequate resources needed to be successful. Opportunity for additional course access for physical education, arts, and music were created to make sure each of these subgroups receive a broad course of study. Student are able to check out Chromebooks and Hotspots.

Goal 2: The needs of Foster Youth, English Learners, and Low-Income Students were taken in consideration by having materials translated upon request of handouts given during Parent Education Nights. Students will also receive take home kits to support learning.

Goal 3: The needs of Foster Youth, English Learners, and Low-Income Students were taken in consideration by surveying these subgroups of students to determine the types and kinds of books they would like to have added to our classroom libraries. Each of these subgroups will also have the opportunity to participate in a variety of field trips/assemblies, 4th-8th school sports, and helping with the yearbook/newsletter.

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

The Increased or Improved Services is 6.83% with the apportionment of \$24,184. The increase of the number of English Learners and low-income students in the 2020/2021 year, created the need to hire a new instructional aide for the 2021/2022 school year to support the needs of foster youth, English Learners, and low-income students. The increase of unduplicated pupils, creates the need to purchase English Language Development materials, supplemental materials, and attend professional development to support students' needs. Providing a broad course of study including Music and Art will contribute to the increase services for the unduplicated pupils. The approximate cost to provide increased and improved services is \$31,000.

In the plan you will see the following actions marked as contributing which are included as part of the increased percentage:

Goal 1, Action 7: Addresses course access providing a broad course of study in Music and Art for English Learners, Foster Youth, and Low-Income Students.

Goal 1, Action 9, 10, and 11: Addresses instruction and implementation of state standards by providing supplemental materials, an additional instructional aide, and ELD Supplemental Materials and Professional Development for English Learners, Foster Youth, and Low-Income Students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$264,728.00	\$7,100.00	\$4,850.00	\$23,992.00	\$300,670.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$281,200.00	\$19,470.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Certificated Salaries	\$122,889.00				\$122,889.00
1	2	All	Classified Salaries	\$14,046.00	\$3,600.00		\$18,977.00	\$36,623.00
1	3	All	Employee Benefits	\$89,173.00	\$1,000.00		\$5,015.00	\$95,188.00
1	4	All	Discovery Science Curriculum	\$3,120.00				\$3,120.00
1	5	All	School Supplies			\$200.00		\$200.00
1	6	All	Course Access: Physical Education	\$1,500.00				\$1,500.00
1	7	English Learners Foster Youth Low Income	Course Access: Music & Art	\$4,500.00				\$4,500.00
1	8	All	Textbooks and Consumables		\$2,500.00			\$2,500.00
1	9	English Learners Foster Youth Low Income	Supplemental Materials	\$2,500.00				\$2,500.00
1	10	English Learners Foster Youth Low Income	2021-2022 Instructional Aide	\$20,000.00				\$20,000.00
1	11	English Learners Low Income	ELD Supplemental Materials & Professional Development	\$4,000.00				\$4,000.00
2	1	All	Supplies for Meetings & Parent Education Nights			\$2,000.00		\$2,000.00
3	1	All	Bitterwater-Tully School will fully develop classroom libraries to enhance the reading for all students.			\$650.00		\$650.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	All	Extra Curricular Activities	\$3,000.00		\$2,000.00		\$5,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$31,000.00	\$31,000.00
LEA-wide Total:	\$31,000.00	\$31,000.00
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	7	Course Access: Music & Art	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,500.00	\$4,500.00
1	9	Supplemental Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	\$2,500.00
1	10	2021-2022 Instructional Aide	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
1	11	ELD Supplemental Materials & Professional Development	LEA-wide	English Learners Low Income	All Schools	\$4,000.00	\$4,000.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.