

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Buellton Union School District

CDS Code: 42-69138

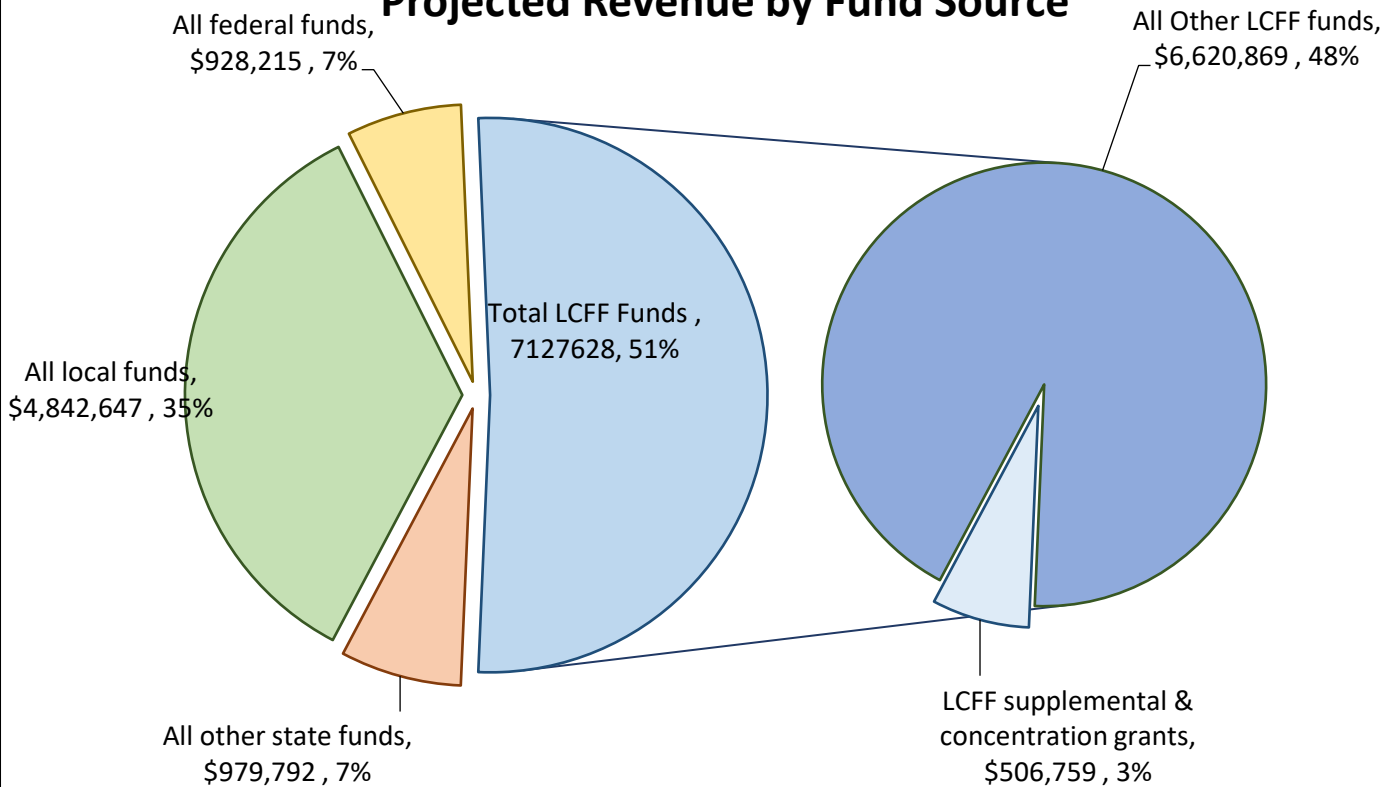
School Year: 2021 – 22

LEA contact information: Dr. Randal Haggard, 805-686-2767 x1

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

Projected Revenue by Fund Source

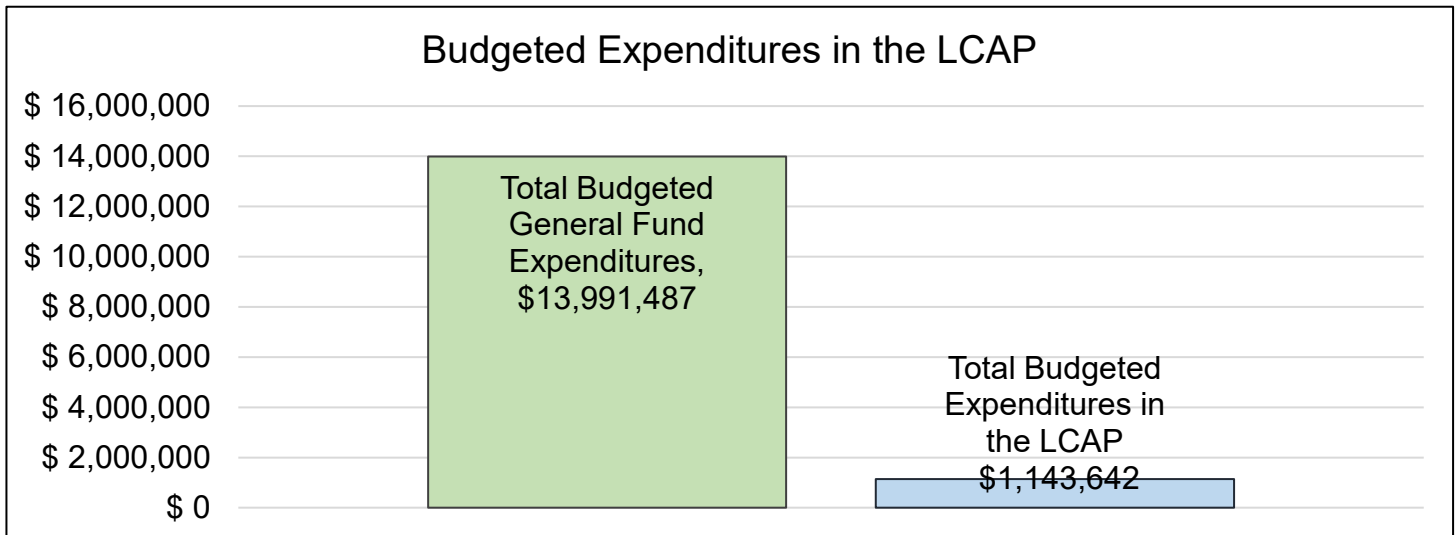


This chart shows the total general purpose revenue Buellton Union School District expects to receive in the coming year from all sources.

The total revenue projected for Buellton Union School District is \$13,878,282.00, of which \$7,127,628.00 is Local Control Funding Formula (LCFF), \$979,792.00 is other state funds, \$4,842,647.00 is local funds, and \$928,215.00 is federal funds. Of the \$7,127,628.00 in LCFF Funds, \$506,759.00 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 Buellton Union 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.

Buellton Union School District plans to spend \$13,991,487.32 for the 2021 – 22 school year. Of that amount, \$1,143,642.00 is tied to actions/services in the LCAP and \$12,847,845.32 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

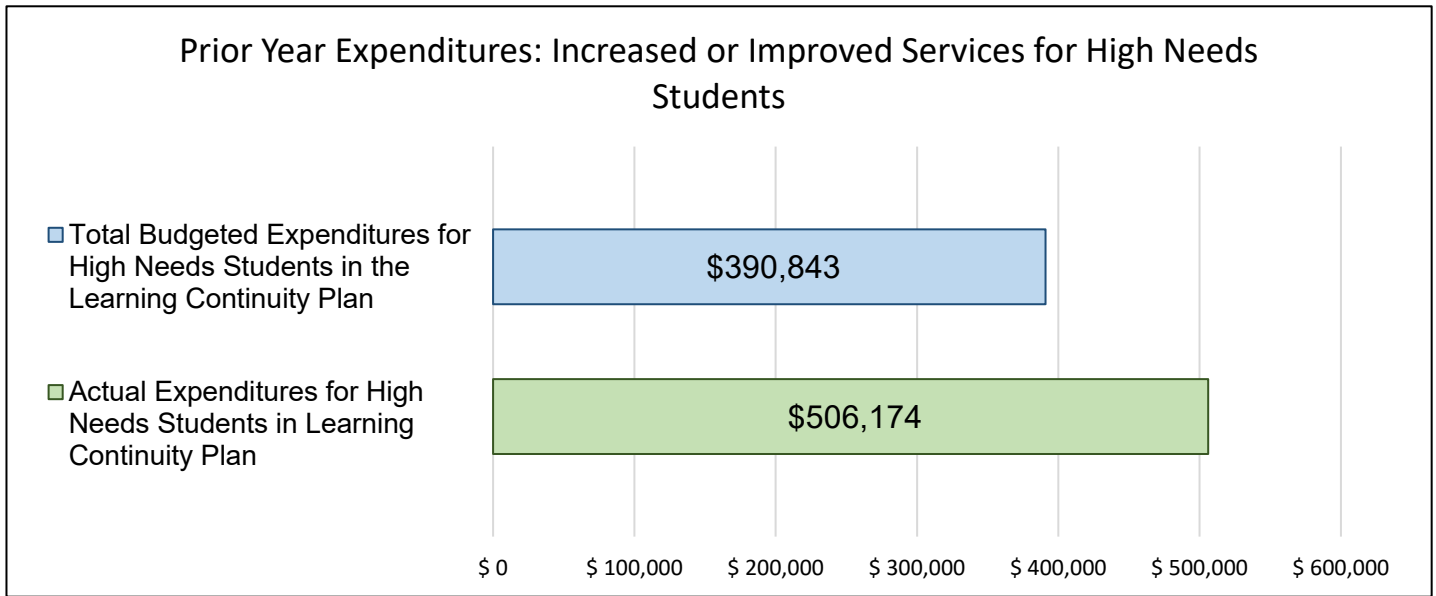
Buellton Union School District is the Administrative Unit for the Santa Ynez Valley Special Education Consortium serving 7 school districts. Approximately \$8.1 million of expenditures are for the Santa Ynez Valley Special Education Consortium. Another \$1.3 million reflect the Special Education direct and shared cost expenditures. The remaining amounts reflect General Fund (01) salaries & benefits, books/supplies, services, and capital outlay expenditures.

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

In 2021 – 22, Buellton Union School District is projecting it will receive \$506,759.00 based on the enrollment of foster youth, English learner, and low-income students. Buellton Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Buellton Union School District plans to spend \$696,934.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Buellton Union 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 Buellton Union 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, Buellton Union School District's Learning Continuity Plan budgeted \$390,843.28 for planned actions to increase or improve services for high needs students. Buellton Union School District actually spent \$506,174.00 for actions to increase or improve services for high needs students in 2020 – 21.



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
Buellton Union School District	Dr. Randal Haggard Superintendent	rhaggard@buelltonusd.org (805) 686-2767, option 1

Plan Summary [2021-22]

General Information

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

The community and students of Buellton, California have been served by the schools of the Buellton Union School District since 1889. The historic one-room Jonata School served the community in its original location just east of the intersection of Highway 101 and Highway 246 (The Mission Road), and the school facility constructed in 1959 continues its tradition of excellent service to the community as Jonata Middle School (grades 6-8). Oak Valley Elementary School opened in 2002 and now serves grades TK-5. The diverse community of Buellton is a small city of just over 5,000 residents. Current enrollment in the district's schools is 550 students with significant loss of enrollment due to the pandemic.

Students at the two schools reflect the diversity of the broader community with approximately 17% identified as English Learners, and 46% as socio-economically disadvantaged. Students with disabilities comprise 14% of the student population. The ethnic break-down of the students served by district schools is as follows: White, 37%; Hispanic/Latino, 49%; Two or more races, 5%; Asian, 1%; American Indian or Alaskan Native, <1%; Black or African American, <1%; Declined to state, 6%.

The district provides a rigorous curriculum for all students with special attention to equal access for all students. Students consistently demonstrate high achievement as a result of exceptional instruction by a highly professional, experienced staff. At Oak Valley Elementary the staff is proud of a successful reading and math intervention program supervised by an Intervention Coordinator to ensure effective delivery of services for all students. The school continues to work toward scaling up intervention systems to provide broad support for all students in academic interventions, social-emotional learning, and behavior. Effective English Language Development is provided by all teachers. At Jonata Middle School, the staff is committed to providing a challenging academic program including intervention and support to ensure that all students succeed. Jonata was recently recognized as a California Gold Ribbon School in 2017, and as a California Distinguished School in 2019. The Buellton Union School District and its staff, students and the community were proud to be recognized as a California Exemplary District in 2019.

Reflections: Successes

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

Local assessments indicate that students have made good progress in Reading/Language Arts, while significant concern remains regarding the impact of distanced learning on the development of mathematical understanding, as well as skill development. The district will focus pre-service staff development on addressing areas identified on the spring 2021 administration of the NWEA MAP Assessments as a starting point for developing targeted interventions to be deployed for all students throughout the coming years. Specific attention will be given through the site professional development plans to incorporate extended and accelerated learning techniques as a focus in preparing all instructional staff for extended learning opportunities in order to build on these successes.

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.

While the Buellton Union School District is very proud of the overall academic achievement of students in the district, we still have work to do to make sure that all students are making adequate progress toward proficiency with regard to the Common Core State Standards. Of continuing concern is the achievement of students with disabilities on state-wide assessments in both English/Language Arts and Mathematics. Suspension of the use of the CAASPP assessments in 2020 and the subsequent suspension of the California Dashboard make some comparisons more difficult over time, they continue to serve as important indicators to consider alongside local assessments. Spring 2021 administration of the NWEA MAP assessment indicate better than expected achievement in Reading/Language Arts, while Mathematics is an area of increasing concern across all grade levels. As extended learning opportunities become a greater area of focus for instructional staff, intervention will target areas identified through formative assessments to ensure progress toward proficiency for all students.

Overall concerns from the 2019 CA Dashboard include an increase for all students in Chronic Absenteeism in the "Red" performance Band, and a slight increase for all students in Suspensions in the "Orange" performance band. On the most recent CA Dashboard (2019), students

with disabilities improved from the "Orange" performance band in English/Language Arts to "Yellow", and also improved from the "Red" performance band to "Yellow" in Mathematics. The district will continue working with Individualized Educational Plan (IEP) teams and Special Education staff to ensure that all students, regardless of their disability, continue to have access to a rich core curriculum, and are also receiving supports appropriate to their IEP goals. Staff will continue to evaluate appropriate embedded supports to facilitate effective assessment throughout students' learning experiences. Accommodations identified through the use of the Smarter Balanced matrices will be implemented in all learning environments to foster effective learning for all students, including students with disabilities. Professional Learning Communities (PLCs) will continue focused work in the areas of differentiation and intervention to meet the needs of all learners.

Other areas of greatest need on the most recent CA Dashboard (2019) include the area of Chronic Absenteeism. Chronic Absenteeism continues to be an area of focus as our English Learners were in the "Orange" performance band. A school-wide message regarding the importance of school attendance for student learning and success will be sustained throughout all communication with the community with the return to full in-person instruction. Each school will implement a school-wide incentive program to encourage improved and improving attendance, not "perfect attendance."

Discrepancies to be noted include English Learners performing two levels below all students in the academic areas of ELA and Mathematics (all students in "Green" while EL is in "Orange"), and SED students performing two levels below all students in the academic area of Mathematics (all students in "Green" while SED is in "Orange"). Interventions and extended opportunities will utilize formative assessment data to target supports for these students.

As a result of areas of need identified through the CA Dashboard in Suspension Rate and Academic Achievement for Students with Disabilities, the Buellton Union School District was identified in 2017-2018 for Differentiated Assistance. The district engaged with the Santa Barbara County Education Office as a resource to begin to address underlying root causes and continue a process of improvement in these and other related areas. The process involved identification of strengths and weaknesses, local data collection and analysis, and a deep focus on causes and potential solutions that are included throughout this LCAP document and will be embedded in instructional practices as we address needed areas of improvement. While the district was not identified for Differentiated Assistance in 2018-2019, the district is committed to implementing these systemic changes to support all learners.

An area of strength and pride assisted in identifying a way forward in the area of academic achievement for Students with Disabilities: English Learners in the district are a shining example of the strength of instructional staff and the practices which can support all learners. The district is committed to focusing the attention of instructional staff on the needs of all students through the Professional Learning Communities which have achieved such great progress with language learners. Professional Development will include elements of Universal Design for Learning (UDL), and differentiation in order to continue to develop supportive learning environments for all students. Continued commitment to collaboration between general education and Special Education staff will further support academic success for all students, regardless of language learning or challenges related to disabilities.

Staff will continue to evaluate appropriate embedded supports to facilitate effective assessment throughout students' learning experiences. Accommodations identified through the use of the Smarter Balanced matrices will be implemented in all learning environments to foster effective learning for all students, including students with disabilities. Professional Learning Communities (PLCs) will continue focused work in the areas of differentiation and intervention to meet the needs of all learners. The district will implement a comprehensive SEL curriculum

TK-8 for all students to address social-emotional and behavioral learning. Special attention to alternatives to exclusion from school are being fully implemented with the district's MTSS systems developing more fully. Attendance incentives for all students will be implemented to encourage improved school attendance for all students. A schoolwide message regarding the importance of school attendance for student learning and success will be sustained throughout all communication with the community. Each school will implement a school-wide incentive program to encourage improved and improving attendance, not "perfect attendance." Staff is continually examining data through PLCs to look for root causes of these gaps to encourage greater achievement consistent with the performance of all students.

LCAP Highlights

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

The following summarizes the goals and actions for the district's Local Control Accountability Plan (LCAP):

Goal 1-- BUSD will foster a school environment that ensures safety, engagement, and connectedness for students, staff and families, with special attention to the social and emotional needs of all students.

- Support for students in social/emotional learning, academics, and behavior through a Multi-tiered System of Support (MTSS)
- Facilities evaluation annually, deferred maintenance plan
- Opportunities for students to engage, connect to school
- Opportunities for parents to engage, connect to school
- Opportunities for staff involvement, engagement
- Safe, positive learning environment.

Goal 2-- All students will demonstrate academic growth in core academic subjects (ELA, Math, History/Social Science and Science) and ELD.

- Highly Qualified Teachers in all area/assignments
- Comprehensive Formative Assessments
- Time for ELD instruction, properly trained teachers
- Intervention strategies to help all students succeed
- Professional Learning Communities (PLC) to analyze data and adjust instruction.

Goal 3 -- The district provides a comprehensive curriculum that engages, challenges and prepares students for college and career.

- Activities and instructional materials to support student access to CCSS
- Professional development for teachers to continue CCSS implementation, including new State Frameworks and Next Generation Science Standards (NGSS)
- All students will receive a comprehensive instructional program aligned with the CCSS in core academic subjects
- Develop and extend activities that challenge and enrich student learning experiences.

Goal 4 -- Students and teachers will utilize technology effectively to support instruction and learning.

- Assess/upgrade technology infrastructure to support teaching/learning
- Professional development in instructional technology to enhance instruction, communication, productivity
- Opportunities for students to gain technology skills to enhance learning
- On-going equipment replacement
- Continue to contract with technology support to maintain infrastructure and provide support to students and teachers.

Material changes to the plan include the following:

A major focus in Goals 2 & 3 includes commitment of time and resources to focus attention on access and support for all students, particularly Students with Disabilities (SWD). This will continue to be an area for staff development and a focus for Professional Learning Communities in the coming years. Support for all students will involve exploration of materials for effective differentiation, especially in Mathematics and English/Language Arts. In Goal 4, improvements to infrastructure have been made to support instructional technology, and bandwidth increases will further facilitate this essential support. In Goal 1, in the area of social/emotional learning and behavior, the implementation of a district-wide curriculum in all grades TK-8 will support the development of pro-social skills, emotional self-regulation and conflict resolution. This area has only increased in importance with the impact of the COVID-19 pandemic and the isolation resulting from distanced learning. The continued use of ParentSquare has helped in home-school communication, and will continue to improve with new features and staff refinement. Upgrades to facilities for campus security and student safety include limited surveillance cameras and alarms, as well as the use of the Raptor visitor system. Transportation is again included as a service that was not previously included in the LCAP.

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.

Stakeholder engagement over the last 15 months during the COVID-19 pandemic required new approaches to ensure that stakeholder groups were not only informed of developments in the school community, but that they were also afforded opportunities for reflection and participation. A key tool in this process has been the webinar version of Zoom, with features that have allowed the interaction for increased numbers of school community members.

The following meetings with stakeholder groups took place with reference to LCAP input:

- SSC (combined): 9/23/20, 10/28/20, 12/9/20, 2/3/21, 3/17/21, 5/5/21, 5/19/21
- PTSA: 8/28/20, 9/2/20, 9/15/20, 10/13/20, 12/4/20, 12/8/20, 1/12/21, 2/9/21, 3/9/21, 4/13/21, 5/11/21
- DELAC: 9/10/20, 10/16/20, 11/12/20, 12/3/20, 1/14/21, 2/11/21, 3/11/21, 5/26/21
- Students provided specific input through a dialogue with site administration and the School Site Council in May 2021
- Staff, including Association representatives: 4/21/21 (notes from breakout groups)
- Community "Town Hall" style meeting: 4/28/21
- Community Survey (Survey Monkey) to follow Town Hall: 4/28-5/5/21
- Site administration and district staff were consulted and involved in development of the LCAP.

Results of frequently asked questions, staff notes, and survey responses were coded to identify themes, trends in responses in order to revise the LCAP goals, actions and services.

A summary of the feedback provided by specific stakeholder groups.

After the most recent "Town Hall" style meeting on Zoom on April 28, 2021, school community members were invited to respond to a survey related to the following questions: 1) What are district schools doing well in supporting all students in achieving their learning goals? 2) What should district schools improve to support students in achieving their learning goals? 3) Is there something district schools should add that is not happening now to support students in achieving their learning goals? Results of frequently asked questions, staff notes, and survey responses were coded to identify themes, trends in responses in order to revise the LCAP goals, actions and services. These identified areas included increased social-emotional learning (SEL) support as students return to in-person instruction, enhanced enrichment and acceleration for learners, and extended learning opportunities for students who struggled with distanced learning (including one-on-one support extended beyond the school day).

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

Responses to surveys were diverse, but coalesced around several themes which have been incorporated into the LCAP: increased social-emotional learning (SEL) support as students return to in-person instruction, enhanced enrichment and acceleration for learners, and extended learning opportunities for students who struggled with distanced learning (including one-on-one support extended beyond the

school day). Some community members were complementary of the district's efforts during distanced learning, while others expressed frustration with the pace of the return to in-person instruction which was not a return to the pre-pandemic "normal."

Especially important to the development of the LCAP was the prioritization of a revised Goal 1 focused on SEL and school connectedness. This area had been reflected previously as Goal 4, but this new priority includes increased attention to social-emotional needs and supports for all students. Parents and staff mentioned this frequently, but students made this priority especially clear through their input.

Goals and Actions

Goal

Goal #	Description
1	The Buellton Union School District will foster a school environment that ensures safety, engagement, and connectedness for students, staff and families, with special attention to the social and emotional needs of all students.

An explanation of why the LEA has developed this goal.

In many ways, this goal is the highest priority for district staff, and based on stakeholder input. The isolation and learning challenges associated with the pandemic heightened an already high priority. The district commitment in this area (as evidenced by a full-time Counselor, MTSS, and the Professional Development initiative around "Conscious Discipline" and the Yale Center for Emotional Intelligence, RULER Institute) has only increased as we explore practices which will support students in developing greater resiliency, as well as a greater sense of well-being. This goal area was re-prioritized and revised to emphasize the social and emotional needs of students based on stakeholder input, the results of CHKS, and anecdotal evidence of need upon school re-opening in spring 2021.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> The annual facilities assessment, local staff, student, and parent surveys, and the CHKS surveys. Maintain monthly attendance rate. Truancy rate. Chronic absenteeism, 	<ul style="list-style-type: none"> In the 2020-2021 school year, the annual facilities assessment, local staff, student, and parent surveys, and the CHKS survey demonstrate that the school facilities are 				<ul style="list-style-type: none"> The annual facilities assessment, local staff, student, and parent surveys, and the CHKS surveys will demonstrate that the school facilities are maintained and in good repair.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> • Maintain Middle School drop-out rate. • Student suspension rate. • Student expulsion rate. • Overall satisfaction on School Site Council Parent Surveys. 	<p>maintained and in good repair.</p> <ul style="list-style-type: none"> • The district-wide attendance rate was at or above 97% for the 2020-2021 school year. • The district-wide truancy rate was <10% for the 2020-2021 school year. • The chronic absenteeism rate was < 10% for the 2020-2021 school year. • The Middle School drop-out rate was 0% for the 2020-2021 school year. • The student suspension rate was <5% for the 2020-2021 school year. 				<ul style="list-style-type: none"> • Maintain monthly attendance rate at or above 97%. • Truancy rate less than 5%. • Chronic absenteeism less than 5%. • Maintain Middle School drop-out rate at 0%. • Student suspension rate below 2%. • Maintain student expulsion rate at 0%. • School Climate Report Card, and overall satisfaction on School Site Council Parent Surveys above 93%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> The student expulsion rate was 0% for the 2020-2021 school year. Overall satisfaction on School Site Council Parent Surveys at both schools was above 90% for the 2020-2021 school year. 				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Facilities Condition	The condition of the District's facilities are evaluated annually and the deferred maintenance plan is up-to-date and ensures that the District's facilities are maintained and in good repair.	\$100,000.00	No
2	Student Engagement/Connectedness	Student engagement and connectedness: students are given opportunities to provide feedback on all aspects of the school program.	\$0.00	No
3	Student Engagement/Connectedness	Continue opportunities for students to participate in school leadership, a variety of clubs, activities, and other events that foster engagement	\$10,448.00	No

Action #	Title	Description	Total Funds	Contributing
		and connectedness have increased, particularly at the middle school level.		
4	Parent Engagement	Parent engagement: parents need to be provided enhanced opportunities to provide feedback on all aspects of the school program.	\$0.00	No
5	Parent Education--bilingual support	Conduct Spanish- and English-speaking parent education nights on topics requested by parents and/or parent groups.	\$600.00	No
6	Communication	Continue the use of all forms of communication to inform parents of school and district activities and programs have increased and improved, especially through the use of ParentSquare.	\$2,900.00	No
7	Communication--bilingual support	Bilingual translation (English/Spanish) is provided at parent conferences and is being increased at events including Board Meetings and "Town Hall" style meetings to increase parent engagement.	\$2,896.00	Yes
8	Staff Engagement	Staff engagement: staff need to be provided enhanced opportunities to provide feedback on all aspects of the school program.	\$150.00	No
9	Staff Engagement	Staff engagement: staff is involved in the decision making process related to the instructional program.	\$0.00	No
10	Professional Development--safe/positive environment	Provide a safe and positive learning environment: provide Professional Development and discussion on effective strategies to support positive student behavior, including increased supervision, as well as through enhanced MTSS planning.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Duplicate Expenditure - Referenced in 1.1.4.c		
11	Counseling	Provide a safe and positive learning environment: counseling services will be provided to support positive student social and emotional behaviors and attitudes (1.0 FTE).	\$115,864.00	Yes
12	Social-Emotional Learning	Provide a safe and positive learning environment: develop a more specific intervention model (MTSS) for social/emotional learning and behavior, including implementation of a TK-8 curriculum for social/emotional learning district-wide.	\$0.00	No
13	School Safety	Provide a safe and positive learning environment: annual safety drills to provide for disaster and crisis response.	\$1,500.00	No
14	School Safety	Provide a safe and positive learning environment: visitor check-in system (Raptor) provided to increase security on each campus .	\$1,180.00	No
15	School Safety	Provide a safe and positive learning environment: alarms and surveillance cameras installed to increase security on each campus .	\$600.00	No
16	Transportation	Home to school transportation provided to support student access to school services.	\$101,410.00	No
17	Attendance Incentives	Positive attendance incentives provided to encourage school attendance, and reduce truancy and chronic absenteeism.	\$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
2	All students will demonstrate academic growth in core academic subjects (ELA, Math, History/Social Science and Science) and ELD.

An explanation of why the LEA has developed this goal.

Learning is the primary mission of the Buellton Union School District, and high achievement is a significant characteristic of the district, its schools and students throughout the history of the district. The district remains committed to continuous improvement utilizing targeted interventions and extended learning opportunities to ensure the success of all students in meeting their learning goals, even those who have struggled in distanced learning during the pandemic. Stakeholder input indicated a desire for continued focus in this area, including attention to sustained rigor, and expanded options to accelerate learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> Teachers will be appropriately assigned and hold a proper credential for the grade and/or subject taught. All students will meet CAASPP growth targets. Students' grade point 	<ul style="list-style-type: none"> In the 2020-2021 school year, 100% of classroom teachers are appropriately assigned and hold a proper credential for the grade and/or subject taught. Based on results reported on the California 				<ul style="list-style-type: none"> Teachers will be appropriately assigned and hold a proper credential for the grade and/or subject taught, maintain at 100%. All students will meet CAASPP growth targets with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>average in grades 4-8.</p> <ul style="list-style-type: none"> • EL students will meet or exceed state targets. • EL student reclassification by fifth grade (cohort data), and long-term EL reclassification by eighth grade. • All students access and enrollment in required areas of study. 	<p>Dashboard in 2018-2019, all students met CAASPP growth targets with achievement in ELA "Very High" and increasing, and in Math "High" and increasing.</p> <ul style="list-style-type: none"> • 48% of students in grades 4-8 received a cumulative grade point average of 3.0 or above in the 2020-2021 school year. • EL students demonstrated high achievement and moderate progress according to the California Dashboard in 2018. 				<p>the goal of "Very High" on the CA Dashboard in ELA & Mathematics.</p> <ul style="list-style-type: none"> • Students' grade point average in grades 4-8 will represent academic success in meeting learning goals with 60% or more achieving at 3.0 GPA or higher. • EL students will meet or exceed state targets with increases of 10% or more. • EL student reclassification by fifth grade (cohort data), and long-term EL reclassification by eighth grade will increase in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • 5% of EL students were reclassified by fifth grade (cohort), and 26% of long-term ELs were reclassified by eighth grade in the 2020-2021 school year. • All students had access to the core curriculum and were enrolled in required areas of study in the 2020-2021 school year as evidenced by the curriculum plans (elementary) and the master schedule (middle school). 				<p>each year by 2-5%.</p> <ul style="list-style-type: none"> • All students will continue to have access and be enrolled in required areas of study at 100%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Staff Assignments	Audit all certificated staff assignments to determine that teachers are appropriately assigned and credentialed.	\$0.00	No
2	Comprehensive Assessment System	Monitor student progress through the implementation of a comprehensive assessment system using state and local multiple measures to provide feedback to teachers, students, and parents.	\$0.00	No
3	Professional Learning Communities	Teachers meet weekly in professional learning communities (PLCs) to identify grade level and subject area informal assessments and site-based benchmarks. Duplicate Expenditure - Referenced in Goal 2, Action 15	\$0.00	No
4	Formative Assessments	Teachers will use state Interim Assessments as part of Smarter Balanced system.	\$0.00	No
5	Accountability	Implement and communicate multiple measures of school quality in the new California Dashboard system.	\$0.00	No
6	Intervention	Additional support continue to be provided for intervention systems to provide progress monitoring support.	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	English Language Development (ELD)	Dedicated time for ELD instruction and properly trained teachers are provided.	\$77,294.00	Yes
8	English Language Development (ELD)	Instructional aide time continue to be provided at OV and Jonata to support designated ELD instruction daily.	\$13,775.00	Yes
9	Intervention	K-5 -- Continued Response to Intervention (RTI) support system at Oak Valley "Club Read"/"Club Math".	\$27,275.00	Yes
10	Intervention	Coordinator of Intervention (1.0 FTE)	\$119,626.00	Yes
11	Intervention	TK-8 -- Continue to provide interventions in ELA and Math at Oak Valley and Jonata Middle Schools.	\$175,913.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	Intervention (Middle School)	6-8 -- Continued implementation of intervention at Jonata with embedded differentiation in ELA and Mathematics to support all learners.	\$50,870.00	Yes
13	Extended Learning Opportunities	Before and/or after school support provided at both schools.	\$4,843.00	Yes
14	Learning supports	Continue to implement Lexia and Reading Plus digital literacy programs to support reading skills.	\$0.00	Yes
15	Professional Learning Communities/Special Needs	Regularly scheduled professional learning communities (PLCs) continue to be used to analyze student achievement and adjust instruction and interventions as needed. During PLC time, the district will continue working with Individualized Educational Plan (IEP) teams and Special Education staff to ensure that all students, regardless of their disability, continue to have access to a rich core curriculum, and are also receiving supports appropriate to their IEP goals.	\$88,522.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	The district provides a comprehensive curriculum that engages, challenges and prepares students for future opportunities in college and career.

An explanation of why the LEA has developed this goal.

The district is committed to expanding and enhancing opportunities for students to engage in enrichment activities, including elective and extension opportunities at the middle school level. A strong academic program will support secondary and post-secondary success, while a renewed focus on Career Technical Education opportunities will support all students in clarifying long term goals for college and career. Stakeholder input indicated strong support for continued access to a comprehensive curriculum as well as expanded access to enrichment and extension opportunities for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> All of the District’s students will have access to standards aligned instructional materials in English Language Arts, Mathematics, History/Social Science, NGSS, English Language 	<ul style="list-style-type: none"> All of the District’s students had access to standards aligned instructional materials in English Language Arts, Mathematics, and English Language Development as verified by Williams Act 				<ul style="list-style-type: none"> All of the District’s students will have access to standards aligned instructional materials in English Language Arts, Mathematics, History/Social Science, NGSS, English Language

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Development as verified by Williams Act Resolution.</p> <ul style="list-style-type: none"> All of the District’s students will receive a comprehensive instructional program aligned with CCSS in English Language Arts, Mathematics, History/Social Science, NGSS, English Language Development as determined by instructional minutes, classroom schedules, pacing plans, and principal observations. Programs and services 	<p>Resolutions in 2020-2021.</p> <ul style="list-style-type: none"> All of the District’s students received a comprehensive instructional program aligned with CCSS in English Language Arts, mathematics, and English Language Development as determined by instructional minutes, classroom schedules, pacing plans, and principal observations. Programs and services enable ELs to access core and ELD 				<p>Development as verified by Williams Act Resolution.</p> <ul style="list-style-type: none"> All of the District’s students will receive a comprehensive instructional program aligned with CCSS in English Language Arts, Mathematics, History/Social Science, NGSS, English Language Development as determined by instructional minutes, classroom schedules, pacing plans, and principal observations. Programs and services

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>enable ELs to access core and ELD standards as determined by instructional minutes, classroom schedules, pacing plans, and principal observations.</p> <ul style="list-style-type: none"> All classroom teachers will receive professional development in CCSS English Language Arts, Mathematics, History/Social Science, NGSS, English Language Development, and SEL as identified in the school site professional 	<p>standards as determined by instructional minutes, classroom schedules, pacing plans, and principal observations.</p> <ul style="list-style-type: none"> All classroom teachers will receive professional development in CCSS English Language Arts, Mathematics, History/Social Science, NGSS, English Language Development, and SEL as identified in the school site professional development plans. 				<p>enable 100% of ELs to access core and ELD standards as determined by instructional minutes, classroom schedules, pacing plans, and principal observations.</p> <ul style="list-style-type: none"> All classroom teachers will annually receive twelve or more hours of professional development in CCSS English Language Arts, Mathematics, History/Social Science, NGSS, English Language Development, and SEL as identified in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
development plans.					the school site professional development plans.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Materials	Continue to purchase and develop learning activities and instructional materials that support all students' access to the CCSS including NGSS.	\$100,000.00	No
2	Implementation of CPM Mathematics	Continue implementation of CPM mathematics program for grades 6-8.	\$1,500.00	No
3	Implementation of "Wonders" (K-3)	Continue implementation of McGraw-Hill Wonders for K-3 ELA/ELD.	\$1,600.00	Yes
4	Professional Development--training	Professional development activities will provide staff with (1) time and materials to continue the development of CCSS-aligned learning activities, and (2) training to continue to implement the CCSS.	\$0.00	No
5	Professional Development--planning	Professional development activities including grade level, and subject area planning.	\$8,000.00	No

Action #	Title	Description	Total Funds	Contributing
6	Professional Development--workshops	Professional development activities including teacher attendance at workshops for professional development in Next Generation Science Standards (NGSS), Math, ELA/ELD, SEL and assessments.	\$20,000.00	No
7	Instructional Program	All of the District's students including ELs will receive a comprehensive instructional program aligned with CCSS standards in Mathematics, English Language Arts, and NGSS.	\$0.00	No
8	English Language Development	Continue to implement McGraw-Hill Wonders to support ELD in grades K-3 as well as providing teacher professional development for ADEPT and ELA/ELD.	\$1,500.00	Yes
9	English Language Development--"Newcomers"	Purchase specific programs to support ELD, especially for newcomers.	\$1,000.00	Yes
10	Enrichment--extended learning	Develop and extend activities that challenge and enrich learning opportunities for all students, including enhanced elective options which extend Career Technical Education to all students.	\$0.00	No
11	Enrichment--STEAM	Provide students with learning activities in robotics, coding, and other STEAM-related learning opportunities.	\$13,956.00	Yes
12	Enrichment--arts education	Continue to explore ways to build art and music education.	\$0.00	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
4	Students and teachers will utilize technology effectively to support instruction and learning.

An explanation of why the LEA has developed this goal.

While this goal has been a part of the long-range planning of the district, the distanced learning needs during the COVID-19 pandemic made digital learning tools central to the work of teaching and learning. Challenges with devices, organizing digital learning, and increasing access for all students have become new components to the district's approach to learning for all students. This focus is unlikely to change as we adapt to a new, post-pandemic "normal." Stakeholder input reflected broad satisfaction with access to devices, but the struggle with off-campus access is a challenge the district continues to face with limited resources.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> • Scope and sequence for student acquisition and proficiency in skills related to technology skills. • Increase in bandwidth and WIFI accessibility for students and staff. • Increase in access to devices to 	<ul style="list-style-type: none"> • The District continues exploring a standards-based, performance-based tool to articulate and measure student acquisition and proficiency in skills related to technology skill development 				<ul style="list-style-type: none"> • Scope and sequence for student acquisition and proficiency in skills related to technology skill development and attainment will be measured by assessment. • Bandwidth increases and WIFI

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>support learning.</p> <ul style="list-style-type: none"> Annual staff survey. 	<p>and attainment.</p> <ul style="list-style-type: none"> Bandwidth and WIFI as measured by technology resources available in 2021. Number of student devices. Staff report high levels of satisfaction with professional development, infrastructure support, sufficiency of equipment and materials, and knowledge of student standards to support instruction with technology as reported in the annual staff survey. 				<p>accessibility at or above FCC recommendations for 2025.</p> <ul style="list-style-type: none"> Maintain device access at a 1:1 ratio for students. Increased satisfaction on annual staff survey above 90% with regard to devices, access and digital instructional tools.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Technology Infrastructure	Continue to assess and upgrade the District's technology infrastructure to support teaching and learning.	\$0.00	No
2	Future Needs	Consult with SBCEO and District Internet provider to assess current and future technology needs.	\$0.00	No
3	Technology Infrastructure	Survey staff to identify infrastructure impacts on student and staff use of technology.	\$0.00	No
4	Professional Development	Provide staff with opportunities to improve their professional skills and integration of technology to enhance instructional practices, communication, and productivity.	\$5,000.00	No
5	Core Technology Team	Core Technology Team will meet each trimester to assess programs, plan professional development, and oversee program decisions.	\$6,000.00	No
6	Technology Lead Teachers	Technology Lead Teacher will conduct staff sharing and learning sessions related to the use of instructional technology.	\$0.00	No
7	Technology Skills--students	Provide students with opportunities to develop technology skills that will enhance learning in today's educational environment.	\$0.00	No
8	Technology Skills--students	Staff will continue to refine and implement a standards-based, performance-based, grade-specific tool to articulate and measure student acquisition and proficiency in skills related to technology use and learning.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
9	Technology Learning Supports	Continue to review, identify, purchase and implement on-line subscriptions and apps to support student learning (such as: Lexia, Reading Plus, Dream Box, Raz Kids, Scholastic Reading Counts & Inventory, Zearn, etc.).	\$5,420.00	No
10	Technology Equipment	Provide on-going equipment replacement as needed to sustain support for instruction and student learning.	\$30,000.00	No
11	Technology Infrastructure	Continue to provide technology support to maintain hardware and network infrastructure and provide technical support to staff and students.	\$50,000.00	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
8.96%	506759

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.

In Goal 1, Action 7, Bilingual support is available to support EL as well as families to support school connectedness for all families; Action 11, Counseling support is critical for our unduplicated pupils, but also serves the needs of the school site including unduplicated pupils, staff, and families.

In Goal 2, Actions 6, 9, 10, 11, 12 all related to the comprehensive system of tiered intervention which served unduplicated pupils as well as all students; Actions 7, 8 are specific to the place of ELD within the framework of ELA for all students; Actions 13, 14 are related to extended learning opportunities which will be available to unduplicated pupils as well as the general population; Action 15 articulates an action plan for the coordination of instructional supports for SWD, as well as unduplicated pupils through PLCs which will also benefit the entire school community.

In Goal 3, Actions 3, 8, 9 are specific to the place of ELD within the framework of ELA for all students and calls out specific supports for unduplicated pupils as well as the impact on all students; Action 11 is related to enrichment activities for unduplicated pupils which also support students schoolwide.

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

Extended Learning Opportunities are made possible by resources provided in response to the pandemic with support all learners in achieving their learning goals. Summer and inter-sessions, before- and after-school tutoring, and targeted interventions based on formative assessments will all support the needs of all learners going forward.

English learners (EL) and socio-economically disadvantaged (SED) students will benefit from increased and improved services in several ways. For EL students, English Language Development services will be more coordinated and refined due to increased professional

development for instructional staff in this area. All students at the elementary level are provided targeted, integrated support for English Language Development and Academic Language Development at all grade levels. At the Middle School level, new tools are being provided to ensure that all students are provided instruction at their level, especially newcomers. Bilingual support for our Spanish-speaking students and families will be provided to ensure equal access to the core curriculum for all students, and to increase parent engagement.

Through a Scaling Up Multiple Systems of Support (SUMS) Grant, a comprehensive social-emotional learning (SEL) curriculum has been implemented. This research-based SEL curriculum will support system-wide focus on the needs of all students in emotional regulation, conflict resolution, problem-solving and behavior. A common language and set of approaches will be facilitated through training in the program for full implementation with all staff. The area of support for students' social and emotional well-being will be a primary focus in the coming years as we work to support students who have experienced trauma in the pandemic.

On-going improvements in school-home communication will continue utilizing ParentSquare to facilitate regular communication for all groups in the Buellton USD school community.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$910,171.00	\$3,500.00	\$181,000.00	\$48,971.00	\$1,143,642.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$774,892.00	\$368,750.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Facilities Condition	\$20,000.00		\$80,000.00		\$100,000.00
1	2	All	Student Engagement/Connectedness					\$0.00
1	3	All	Student Engagement/Connectedness	\$10,448.00				\$10,448.00
1	4	All	Parent Engagement					\$0.00
1	5	All	Parent Education--bilingual support	\$600.00				\$600.00
1	6	All	Communication	\$2,900.00				\$2,900.00
1	7	English Learners	Communication--bilingual support	\$2,896.00				\$2,896.00
1	8	All	Staff Engagement	\$150.00				\$150.00
1	9	All	Staff Engagement					\$0.00
1	10	All	Professional Development--safe/positive environment					\$0.00
1	11	English Learners Foster Youth Low Income	Counseling	\$115,864.00				\$115,864.00
1	12	All	Social-Emotional Learning					\$0.00
1	13	All	School Safety	\$1,500.00				\$1,500.00
1	14	All	School Safety	\$1,180.00				\$1,180.00
1	15	All	School Safety	\$600.00				\$600.00
1	16	All	Transportation	\$101,410.00				\$101,410.00
1	17	All	Attendance Incentives	\$2,000.00				\$2,000.00
2	1	All	Certificated Staff Assignments					\$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	All	Comprehensive Assessment System					\$0.00
2	3	All	Professional Learning Communities					\$0.00
2	4	All	Formative Assessments					\$0.00
2	5	All	Accountability					\$0.00
2	6	English Learners Foster Youth Low Income	Intervention	\$2,000.00				\$2,000.00
2	7	English Learners	English Language Development (ELD)	\$77,294.00				\$77,294.00
2	8	English Learners	English Language Development (ELD)	\$11,921.00			\$1,854.00	\$13,775.00
2	9	English Learners Foster Youth Low Income	Intervention	\$26,546.00			\$729.00	\$27,275.00
2	10	English Learners Foster Youth Low Income	Intervention	\$83,738.00			\$35,888.00	\$119,626.00
2	11	English Learners Foster Youth Low Income	Intervention	\$165,913.00			\$10,000.00	\$175,913.00
2	12	English Learners Foster Youth Low Income	Intervention (Middle School)	\$50,870.00				\$50,870.00
2	13	English Learners Foster Youth Low Income	Extended Learning Opportunities	\$3,843.00		\$1,000.00		\$4,843.00
2	14	English Learners Foster Youth Low Income	Learning supports					\$0.00
2	15	English Learners Foster Youth Low Income	Professional Learning Communities/Special Needs	\$88,522.00				\$88,522.00
3	1	All	Instructional Materials			\$100,000.00		\$100,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	All	Implementation of CPM Mathematics		\$1,500.00			\$1,500.00
3	3	English Learners Foster Youth Low Income	Implementation of "Wonders" (K-3)	\$600.00	\$1,000.00			\$1,600.00
3	4	All	Professional Development--training					\$0.00
3	5	All	Professional Development--planning	\$8,000.00				\$8,000.00
3	6	All	Professional Development--workshops	\$20,000.00				\$20,000.00
3	7	All EL	Instructional Program					\$0.00
3	8	English Learners	English Language Development	\$500.00	\$1,000.00			\$1,500.00
3	9	English Learners	English Language Development--"Newcomers"	\$500.00			\$500.00	\$1,000.00
3	10	All	Enrichment--extended learning					\$0.00
3	11	English Learners Foster Youth Low Income	Enrichment--STEAM	\$13,956.00				\$13,956.00
3	12	All	Enrichment--arts education					\$0.00
4	1	All	Technology Infrastructure					\$0.00
4	2	All	Future Needs					\$0.00
4	3	All	Technology Infrastructure					\$0.00
4	4	All	Professional Development	\$5,000.00				\$5,000.00
4	5	All	Core Technology Team	\$6,000.00				\$6,000.00
4	6	All	Technology Lead Teachers					\$0.00
4	7	All	Technology Skills--students					\$0.00
4	8	All	Technology Skills--students					\$0.00
4	9	All	Technology Learning Supports	\$5,420.00				\$5,420.00
4	10	All	Technology Equipment	\$30,000.00				\$30,000.00
4	11	All	Technology Infrastructure	\$50,000.00				\$50,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$644,963.00	\$696,934.00
LEA-wide Total:	\$533,579.00	\$546,933.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$199,906.00	\$238,523.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	7	Communication--bilingual support	LEA-wide	English Learners	All Schools	\$2,896.00	\$2,896.00
1	11	Counseling	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,864.00	\$115,864.00
2	6	Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
2	7	English Language Development (ELD)	LEA-wide	English Learners	All Schools	\$77,294.00	\$77,294.00
2	8	English Language Development (ELD)	LEA-wide	English Learners	All Schools	\$11,921.00	\$13,775.00
2	9	Intervention	Schoolwide	English Learners Foster Youth Low Income		\$26,546.00	\$27,275.00
2	10	Intervention	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Oak Valley Elementary School	\$83,738.00	\$119,626.00
2	11	Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$165,913.00	\$175,913.00
2	12	Intervention (Middle School)	LEA-wide	English Learners Foster Youth	All Schools	\$50,870.00	\$50,870.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	13	Extended Learning Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,843.00	\$4,843.00
2	14	Learning supports	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00
2	15	Professional Learning Communities/Special Needs	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$88,522.00	\$88,522.00
3	3	Implementation of "Wonders" (K-3)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Oak Valley Elementary School TK-3	\$600.00	\$1,600.00
3	8	English Language Development	Schoolwide	English Learners	Specific Schools: Oak Valley Elementary School TK-3	\$500.00	\$1,500.00
3	9	English Language Development-- "Newcomers"	LEA-wide	English Learners	All Schools	\$500.00	\$1,000.00
3	11	Enrichment--STEAM	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,956.00	\$13,956.00

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.