

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Browns Elementary School District

CDS Code: 51713650000000

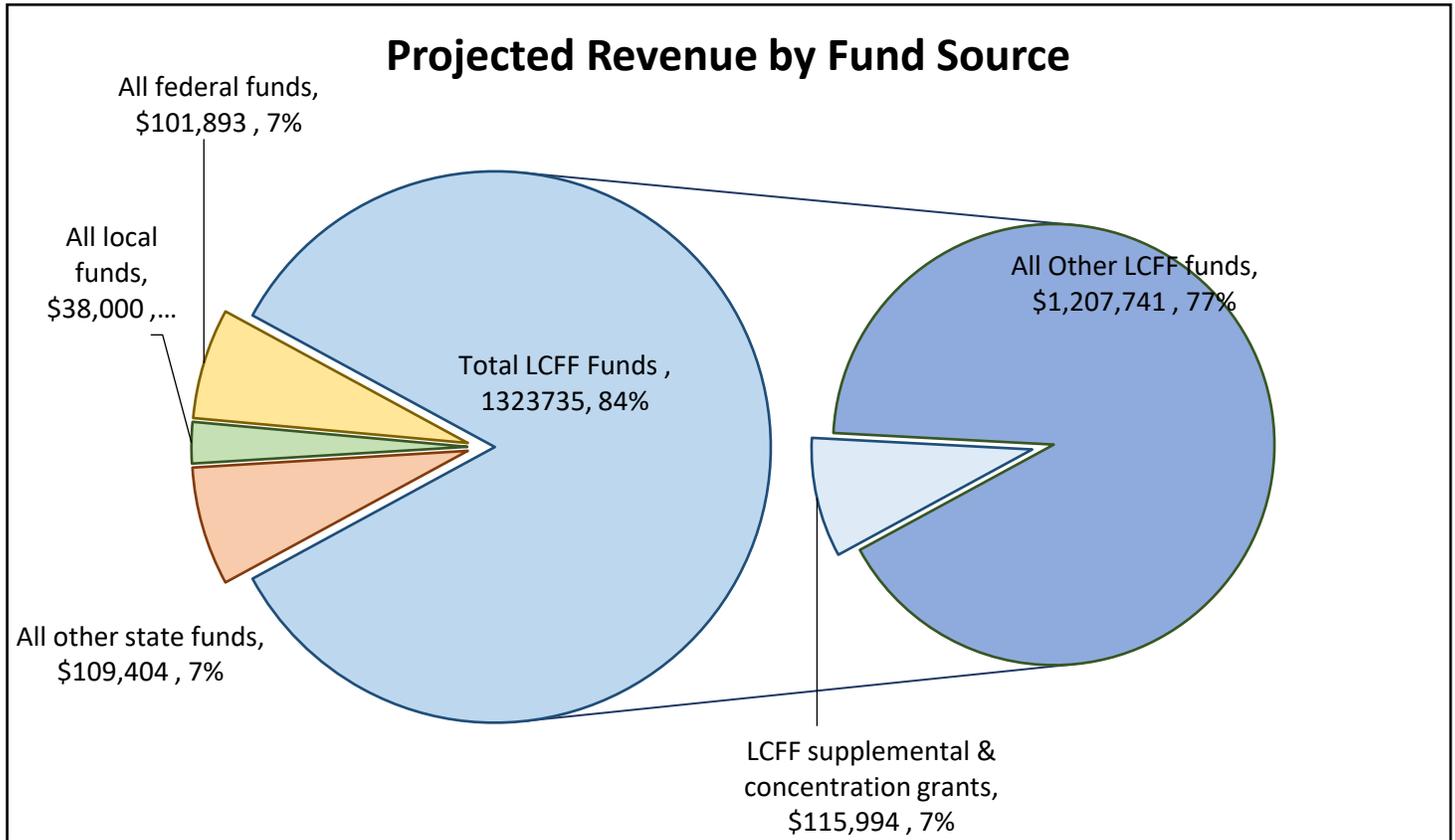
School Year: 2021 – 22

LEA contact information: Mike Scully, mikes@sutter.k12.ca.us

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

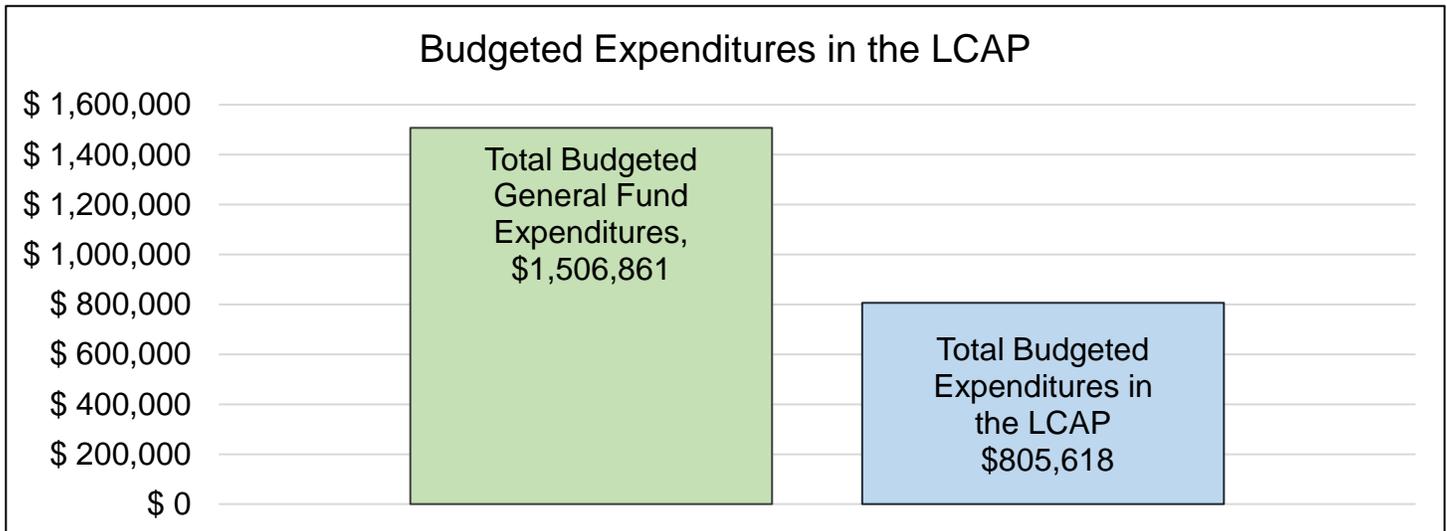


This chart shows the total general purpose revenue Browns Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Browns Elementary School District is \$1,573,032.00, of which \$1,323,735.00 is Local Control Funding Formula (LCFF), \$109,404.00 is other state funds, \$38,000.00 is local funds, and \$101,893.00 is federal funds. Of the \$1,323,735.00 in LCFF Funds, \$115,994.00 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 Browns Elementary School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Browns Elementary School District plans to spend \$1,506,861.00 for the 2021 – 22 school year. Of that amount, \$805,618.00 is tied to actions/services in the LCAP and \$701,243.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

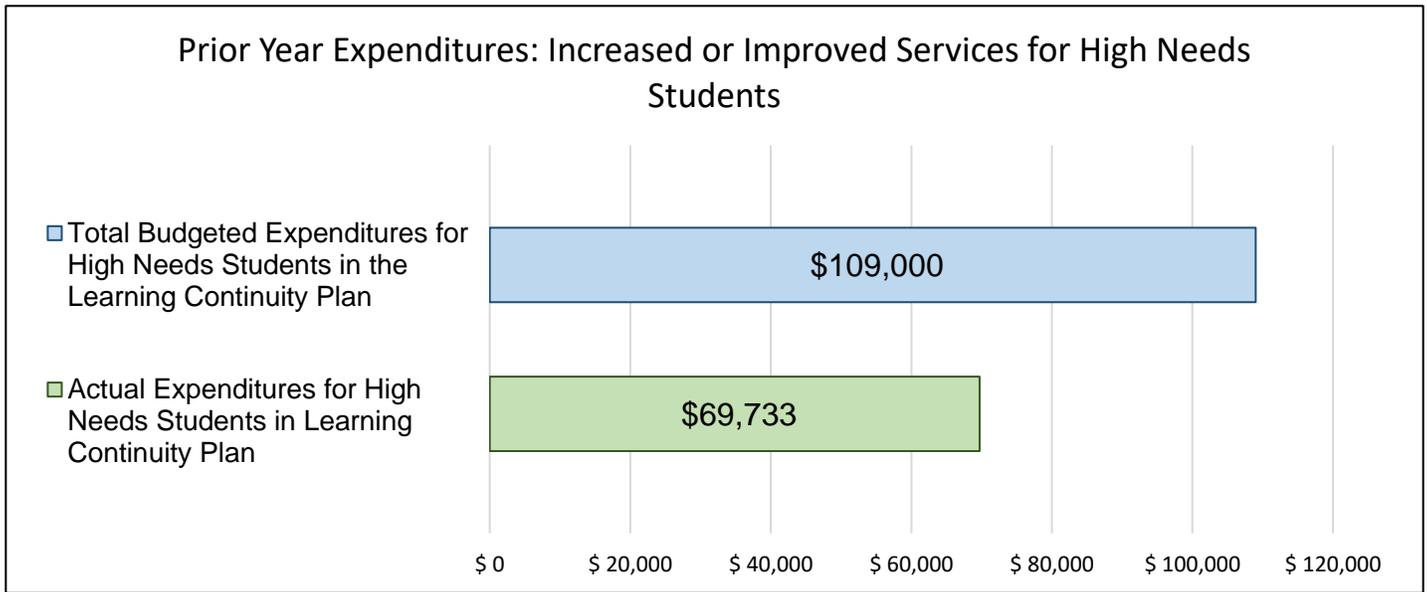
General Fund expenditures not in the LCAP are general operating costs such as salaries, special education, transportation, maintenance and operations, preschool, instructional supplies, administration, technology, and cafeteria.

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

In 2021 – 22, Browns Elementary School District is projecting it will receive \$115,994.00 based on the enrollment of foster youth, English learner, and low-income students. Browns Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Browns Elementary School District plans to spend \$134,120.00 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 Browns Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Browns Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Browns Elementary School District's Learning Continuity Plan budgeted \$109,000.00 for planned actions to increase or improve services for high needs students. Browns Elementary School District actually spent \$69,733.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$39,267.00 had the following impact on Browns Elementary School District's ability to increase or improve services for high needs students:

Services and programs were provided as planned for high needs students during the 2020-21 school year. In developing the LCP, we anticipated a need to replace computers and purchase new computers so we budgeted for those costs. We did not have to replace as many computers as planned and the cost of Chromebooks was less than budgeted, resulting in the difference between planned and actual expenditures.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Browns Elementary School District	Mike Scully, Superintendent/Principal	<a href="mailto:mikes@sutter.k12.ca.us">mikes@sutter.k12.ca.us</a> (530) 633-2523

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

### Goal 1

Browns Elementary School District will provide conditions of learning that will develop College and Career Ready students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
Maintain standards- aligned instructional materials in ELA/ELD, math, science, and history/social science	Maintained standards- aligned instructional materials in ELA/ELD, math, science, and history/social science

Expected	Actual
Pilot instructional materials in all grades in science	Selected two programs to pilot. Due to school closure, only one program was piloted
Continue to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science	Continued to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science
Maintain fully credentialed and appropriately assigned teachers	Maintained fully credentialed and appropriately assigned teachers
Maintain student access to a broad course of study	Maintained student access to a broad course of study
<p>Continue to evaluate and refine the vision and expectations for science in all grades.</p> <p>Continue to improve parent engagement for NGSS.</p>	<p>Planning time was designated for the purpose of implementation and piloting of science instructional materials. Staff planning meetings were held to review and plan for piloting science curriculum K-8.</p> <p>Hosted a science night for families. Families participated in a variety of NGSS activities to increase engagement and awareness of current NGSS.</p>
Maintain facilities in good repair as per Facilities Inspection Tool	Maintained facilities in good repair as per Facilities Inspection Tool

## **Actions / Services**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Maintain standards- aligned instructional materials in ELA/ELD, math, science, and history/social science	\$11,576 Restricted Lottery Unrestricted	\$ 12,983 Restricted Lottery Unrestricted
<ol style="list-style-type: none"> <li>1. Continued site level planning time dedicated to science and the implementation of piloted instructional materials.</li> <li>2. Continued support for administrators on NGSS implementation and evaluation tools to be used in classroom walkthroughs</li> <li>3. Host a science night for families to increase engagement and awareness of NGSS.</li> <li>4. Evaluate opportunities for cross- curricular connections to NGSS.</li> </ol>	\$13,000 Title I  \$2,404 Title II  \$9,200 Supplemental Concentration	\$ 3757 Title I  \$ 0 Title II  \$ 0 Supplemental Concentration
Implement new instructional materials in Grades 4-8 and provide ongoing to support for teachers.  Supplement and align K-3 materials to the new Framework	See Goal 1 Action 2	See Goal 1 Action 2
<ol style="list-style-type: none"> <li>1. Teachers will participate in county wide professional development opportunities offered through Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science.</li> <li>2. Increased customized professional development from Sutter County Superintendent of Schools will be provided on site to support teachers in all content areas.</li> <li>3. Teachers will receive professional development on implementation of the Academic Vocabulary Toolkit.</li> </ol>	\$0	\$0

Maintain fully credentialed and appropriately assigned teachers.	\$500 Supplemental Concentration	\$ 325 Base
1. Maintain broad course access for all students. 2. Explore other opportunities to increase VAPA services for students including classroom art, and music	\$30,500 Supplemental Concentration	\$ 27,744 Base
Maintain facilities in good repair as per Facilities Inspection Tool	\$5,000 Base	\$ 4934 Base

## Goal Analysis

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

The Actions/Services for Goal 1 were implemented as planned and funds were expended as planned except for part of Action 1.2. Due to school closure we did not finish our science curriculum pilot and purchase science curriculum. Those funds were saved for the future adoption of science materials.

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

### Successes:

Extensive work was done in the area of curriculum and professional development during the 2019/20 school year. Planning time was designated for the purpose of implementation and piloting of science instructional materials; staff planning meetings were held to review and plan for piloting science curriculum K-8; and teachers were more intentional and focused on NGSS curriculum. We hosted a science night for families where they participated in a variety of NGSS activities to increase engagement and awareness of current NGSS. Our families, as well as families from local schools, were actively engaged and enjoyed participating in the prepared activities. Parents and staff are looking forward to making this an annual event. Coaching and professional development efforts created a collaborative culture for teachers to examine and put in place best teaching practices; increased accountability and reflection; and gave teachers the tools to implement the curriculum. Increasing VAPA services for students has increased student understanding and interest in art, music, and drama.

**Challenges:**

Due to Covid-19 school closure March 16<sup>th</sup>, only one science program was piloted for the 2019-20 school year. A decision was not made, as the pilot program was not complete so additional time is needed to pilot and determine future plans of purchase and implementation. Teachers implemented cross-curricular connections to NGSS and implemented these within the classroom but the ability to continue implementation for the remainder of the school year was limited. In spring, we were not able to continue our on-site professional development due to the stay-home orders.

**Actions/Services not implemented due to COVID-19 school closure:**

We only piloted one of the two science programs chosen to review and therefore did not purchase curriculum.

**Goal 2**

Browns Elementary School District with plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities:

**Annual Measurable Outcomes**

Expected	Actual
2.1 – Local ELA/ELD data Cohort data will reflect 5% growth	Due to COVID-19 school closure there are no Local ELA/ELD scores
2.2 – Local Math data Cohort data will reflect 5% growth	Due to COVID-19 school closure there are no Local Math scores

Expected	Actual
<p>2.3a – Academic Progress Indicator and CAASPP data</p> <p>Increase status to reflect 5 points below Level 3 (Standard Met) to 10 points below level 3 (Standard Met)</p> <p>Grade level and overall CAASPP scores will increase 4-5%</p>	<p>Due to COVID-19 school closure there are no CAASPP scores for spring 2020</p>
<p>2.3b – Academic Progress Indicator and CAASPP data</p> <p>Increase status to reflect 15 points below Level 3 (Standard Met) to 20 points below level 3 (Standard Met)</p> <p>Grade level and overall CAASPP scores will increase 3-4%</p>	<p>Due to COVID-19 school closure there are no CAASPP scores for spring 2020</p>
<p>2.4 – Reclassification data</p> <p>All English learners will increase 1 level on the ELPAC</p> <p>4 students will be reclassified</p>	<p>Due to COVID-19 school closure the Summative ELPAC was not administered in spring 2020.</p>
<p>2.6 – Local EL data and master schedule</p> <p>Students received daily Designated EL services from a credentialed teacher. Reevaluate and update the current Reclassification Policy as needed</p>	<p>Students received daily Designated EL services from a credentialed teacher. We did not reevaluate and updated the current Reclassification Policy.</p>
<p>2.7 – API</p> <p>Await guidance from the State</p>	<p>API was suspended in 2014</p>
<p>2.8 – After School Program schedule</p> <p>Maintain afterschool program and improve offerings for students</p>	<p>Maintained afterschool program and improved offerings for students</p>

## **Actions / Services**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Adjust assessment plan as needed</p> <p>Teachers will continue to analyze and track assessment data and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions</p> <p>Create a 10% Intervention Coordinator position to monitor and coordinate in-school intervention programs</p> <p>Two additional paraprofessional staff to support intervention efforts in Grades K-6.</p>	<p>See Goal 1 Action 2</p> <p>\$30,903</p> <p>Supplemental Concentration</p>	<p>See Goal 1 Action 2</p> <p>\$ 33,364</p> <p>Supplemental Concentration</p>
<ol style="list-style-type: none"> <li>1. Adjust ELA assessment plan as needed</li> <li>2. Teachers will continue to analyze and track assessment data and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions</li> </ol>	<p>See Goal 1 Action 2</p> <p>\$4,652</p> <p>Supplemental Concentration (5% of Salary for Testing Coordinator)</p>	<p>See Goal 1 Action 2</p> <p>\$ 4,658</p> <p>Base (5% of Salary for Testing Coordinator)</p>
<p>Provide teachers collaboration time to analyze student level, grade level, and cohort ELA CAASPP data and local data.</p>	<p>See Goal 1 Action 2</p>	<p>See Goal 1 Action 2</p>
<p>Provide teachers collaboration time to analyze student level, grade level, and cohort Math CAASPP data and local data.</p>	<p>See Goal 1 Action 2</p>	<p>\$0</p>
<ol style="list-style-type: none"> <li>1. Provide Academic Vocabulary Toolkit training for teachers.</li> <li>2. Continue to utilize SCSOS Title III Consortium to receive professional development and onsite specific support with instruction, data analysis, program development for Integrated and Designated ELD, and the implications of ELPAC and daily instruction.</li> <li>3. Re-evaluate current program structure in order to ensure daily Designated ELD instruction.</li> </ol>	<p>\$1,500</p> <p>Base</p>	<p>\$ 1,500</p> <p>Base</p>

API has been eliminated and replaced with an updated accountability system, the CA Schools Dashboard.	\$0	\$0
Re-evaluate the after school program to reflect a schedule that includes academic, enrichment, and recreation activities.	\$24,900 Supplemental/Base	\$28,651 Base

## Goal Analysis

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

Funds budgeted for Goal 2 in the 2019/20 LCAP were spent to support planned actions and services to students.

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

### Successes:

There was increased teacher discussion and collaboration on improving pupil outcomes. Teachers created assessment plans and adjusted as needed. They analyzed and tracked assessment data to guide classroom instruction and determine intervention needs. A shared spreadsheet allowed teachers to monitor student growth. Teachers implemented AVT to support fluent academic language among students.

### Challenges:

Time for collaboration and training was challenging. Additional collaboration time is needed for teachers to meet and discuss student achievement data, student needs, and intervention plans. Time is also needed to train paraprofessional staff in intervention programs and support practices across grade levels. In spring, we were not able to continue our on-site professional development and data review/planning meetings due to the stay-home orders.

### Actions/Services not implemented due to COVID-19 school closure:

We did not re-evaluate the after-school program. A specific schedule needs to be created for the after-school program to include academic enrichment, study, as well as structured recreation activities. The 10% Intervention coordinator position was not filled as well.

### Goal 3

Browns Elementary School District will promote student engagement and a school culture conducive to learning

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

#### Annual Measurable Outcomes

Expected	Actual
Continue to administer Parent, Student, and Staff Survey	Administered Parent, Student, and Staff Surveys
Parent and student attendance at workshops will increase	Parent and student attendance at workshops increased
Maintain "Very low" Status Maintain 0 students suspended	There was no California School Dashboard for 2020 but no students were suspended in 2019/20.
Maintain 0 expelled students	Maintained 0 expelled students
Increase attendance rate to 98% 2 students identified as chronically absent	Attendance rate 97% 6 students identified as chronically absent
Maintain 0 middle school dropout students	Maintained 0 middle school dropout students
Continue to supplement transportation services	Continued to supplement transportation services
Continue to supplement nutrition services	Continued to supplement nutrition services

<b>Actions / Services</b> Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Continue to administer staff, student, and parent survey 1-2 times per year in order to seek input.	\$100 Supplemental Concentration	\$ 100 Base
<ol style="list-style-type: none"> <li>1. Use cell phone/e-mail and Blackboard Connect to send regular notifications to families in order to keep them informed of upcoming events and information</li> <li>2. Host a math and/or literacy night for parents and students in order to provide parents an opportunity to see what students are doing in the classroom and give another opportunity for parents to connect with classroom teachers and hear important information regarding their child's schooling</li> </ol>	\$1,000 Supplemental	\$ 525 Base
<ol style="list-style-type: none"> <li>1. Maintain 0 suspensions</li> <li>2. Re-evaluate school-wide behavioral expectations</li> </ol>	\$0	\$0
Maintain 0 expelled students	\$0	\$0
Continue to offer "Wednesday Make Up Day" for students who are absent	\$3,500 Base Supplemental/C oncentration	\$ 3,147 Base
Maintain 0 middle school dropouts	\$0	\$0
Continue to supplement transportation services for students to avoid forwarding costs on to the families	\$35,000 Base	\$ 27,699 Base
Continue to supplement nutrition services for students to avoid forwarding costs on to the families.	\$13,246 Base	\$ 16,911 Base

## Goal Analysis

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

Funds budgeted for Goal 3 in the 2019/20 LCAP were spent to support planned actions and services to students.

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

### **Successes:**

Parent communication was streamlined and effective through the use of all communication tools. Back to School Night was well attended with participation from parents and students. Teachers were able to engage with families and facilitate open communication with parents on expectations and grade level classroom information. Students were able to participate in Make Up Days. Parents appreciated the transportation services provided by the school at no cost as transportation was a concern among many parents. Students were provided nutrition services all year including the option to pick up “Grab and Go” meals after the school closure in the spring.

### **Challenges:**

We started evaluating school-wide behavioral expectations but did not complete the review or update. There were limited responses and input from our parent survey. During the spring student attendance during scheduled service times was often irregular and some students knew they would not be graded, therefore they did not fully engage in school. Closure information and school opening requirements changed day-by-day so we waited to send information to families until we had some confidence it wouldn't immediately change. This was frustrating to families who wanted answers. We also struggled to get information to our non-English speaking families since many of them have not downloaded the Class Dojo app and do not log on to Face Book where we posted information.

### **Actions/Services not implemented due to COVID-19 school closure:**

Open House was scheduled, but due to Covid-19 school closure and restrictions was unable to take place. We were also unable to hold our planned ELA/Math night in the spring. Due to Covid-19 school closures, re-evaluation of school-wide behavioral expectations was not completed.

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Teaching training through the county office of education to ensure best teaching practices are maintained during distance learning. These strategies will continue to be implemented during in-person and distance learning.	\$3,000.00	\$983.00	Yes

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

The difference between the planned budgeted expenditures for in-person instruction and what was expended is due to professional development activities being provided by the county office at no cost. Teachers participated in a Learning Loss series of professional learning.

### Analysis of In-Person Instructional Offerings

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

Browns ESD reopened to in-person instruction on a hybrid model following all health and safety guidelines. Processes included health screening, cleaning, healthy practices, physical distancing, cohorts, and face coverings. We returned to campus for three weeks in November, then not again until mid-February. Our first model was 8:30-11:30 four days per week with half of the students on campus at a time (Cohort A – Monday/Tuesday, Cohort B – Thursday/Friday, All – distance learning Wednesday). During the afternoon teachers met with students who remained on distance learning, small groups of students needing help, and students needing intervention. After Spring Break in April, the model changed to all students on campus from 8:30-12:30 five days per week. Teachers continued to meet in the afternoons with students who remained on distance learning, small groups of students needing help, and students needing intervention.

#### Successes:

When students returned to classroom-based instruction they were taught grade level content focused on priority standards using our standards-based, adopted curriculum. As teachers found skill gaps, they delivered instruction in those skills. English learners received designated and integrated English Language Development (ELD) instruction targeted to their proficiency level. Students with

disabilities were included in our classroom-based model and in addition to their general education placement received their full IEP accommodations, modifications, and supports.

A cycle of assessment using STAR assessments was completed three times during the year beginning in the fall. An analysis of data was used to identify students who experienced learning loss or were not meeting grade level mastery. Students with skill gaps were placed in small groups for intervention with the classroom teacher. Throughout the year, teachers received training from both internal sources and our local county office on best practices on intervention, meaningful instruction, and how to review student data.

**Challenges:**

Some students opted to continue distance learning, so teachers had Zoom going in their classrooms while they taught the students on campus while the students on distance learning were able to hear the lesson. Teachers then met with students in the afternoon to support distance learners and students needing support. Spacing of desks was not a challenge with only half the students in classrooms but once we had all students back, we had to bring in additional desks in several classes to insure spacing. We also had to split our 2/3 grade combination class and have a long-term substitute teacher finish the year with the third-grade class because the class was too big to be adequately spaced apart in one room. The staggered recess times, assigned playground areas, and no mixing of classes significantly increased the amount of time aides spent doing yard duty, taking them away from classroom support. We did not provide transportation until April and then only for students living in the district and only 1 student per seat.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebooks	\$30,000.00	\$21,324.40	Yes
Laptop and Desktop Computers	\$25,000.00	\$9,039.90	Yes

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

When plans were made to purchase a laptop or desktop for every certificated staff member and all classified staff working with students, we did not have an accurate inventory of existing computers. Once the inventory was completed, we realized we didn't have to purchase as many units as we thought. We tried to order Chromebooks for three lower grade classrooms and 6<sup>th</sup>-8<sup>th</sup> grades, but

they were out of stock and the delivery estimates were several months. Because of the supply problems, we moved the current Chromebooks from the 6<sup>th</sup>-8<sup>th</sup> grade classes into the primary grade classrooms and only purchased for 6<sup>th</sup>-8<sup>th</sup>. These changes resulted in a difference between the budgeted expenditures for the distance learning program and what was expended.

## **Analysis of the Distance Learning Program**

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

### **Successes:**

During distance learning, teachers and students had scheduled meetings and daily live instruction in grade level priority standards using the district adopted curriculum. Regular intervention times addressed students' individual learning needs. Increased instructional aide support and virtual intervention times allowed all students but especially foster youth, low-income, and EL students greater access to instructors who provided targeted, individualized academic assistance. We purchased Chromebooks to provide one take home Chromebook for every student in grades TK-5. We also purchased 30 hotspots to provide internet access for the families with no other access. Browns staff reached out to each family to distribute the hotspot and show the families how to use them. Teachers monitored student participation during synchronous and asynchronous instructional time and assigned a participation mark in accordance with the adopted district wide method. For disengaged students, we started a process of reaching out to students and their families to reconnect students with school. If the lack of connectivity was due to technology related issues, the district helped families to ensure students had access. During the first week of the teacher work year, four full days of professional development sessions were provided. These sessions covered topics including health and safety, instructional pacing, participation, and expectations. Staff was provided with training on the use of online assessment tools and online curriculum resources. Training was also provided on the use of new devices, student tools, and effective use of digital platforms.

### **Challenges:**

Staff roles and responsibilities greatly changed due to distance learning. All teachers needed to become comfortable with technology in a very short time, convert lessons to an on-line format, and learn to provide instruction, assessment, and intervention through Zoom. Classified staff were reassigned and asked to take on additional duties. Internet issues were frustrating for staff and students, service was often out, forcing staff to teach from home; it took time to set up computers and hotspots for families in need; and because the internet was not always reliable it was difficult to give universal assessments in remote settings. It was challenging for parents to pick up and drop off work packets every two weeks. Regular communication was necessary to remind parents of pick up and drop off days and times. Another challenge was trying to ensure that our students with unique needs, including English Learners, pupils with exceptional needs continued to receive the instructional services as stated in the student's IEP or 504. We did not have any students in foster care or students experiencing homelessness.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School materials and supplies needed to keep contact with families and students	\$30,000.00	\$23,887.00	Yes
Technology Upgrade and infrastructure	\$21,000.00	\$14,498.70	Yes

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

Planned technology and infrastructure upgrades were not completed as planned resulting in the difference between planned actions and what was implemented. Infrastructure upgrades are planned for summer 2021.

### Analysis of Pupil Learning Loss

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

#### Successes:

Last year we added additional instructional time to the daily schedule to help address the Learning Loss that occurred due to the COVID-19 school closures. This schedule expanded and enhanced opportunities for staff to conduct diagnostic assessments of student learning needs and use the information to provide learning supports including targeted interventions and social-emotional services. Teachers participated in professional development focused on mitigating learning loss and acceleration of learning.

#### Challenges:

The biggest challenge has been inconsistent administration of universal assessments as well as difficulties having students take the STAR assessments during distance learning because of internet problems. In addition, we do not have a universal assessment for mathematics.

#### Effectiveness of the efforts to address Pupil Learning Loss:

STAR data in winter 2021 showed 45% of All students Met Standard, however we do not have previous data to make a comparison.

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

### **Successes:**

Browns monitored mental health and social and emotional well-being of our pupils. School psychologists and school counselors provided individual and group support through counseling and/or skill building. Browns provided teachers and staff professional development addressing and increasing capacity in Social Emotional Learning, Mental Health First Aide to help in identifying students struggling with mental health or social emotional distress, and Trauma Informed Practices (TIPS) including the impact of COVID19 on students and families. Browns contracted with other agencies to increase the number of mental health support staff to assist both students and staff during distance learning and provided staff access to mental health resources.

### **Challenges:**

It has been a challenge to maintain our school community and culture throughout distance learning, hybrid learning, and part-day in-person learning. As a result, many students are not engaged in school.

## **Analysis of Pupil and Family Engagement and Outreach**

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

### **Successes:**

Browns used Class DOJO a district-wide communication platform to assist with parent communication, as well as emails, home visits, in-person meetings, mail letters home, phone calls, or Zoom meetings. To reengage students and families, teachers welcomed students and families back to school via Zoom meetings and Zoom phone calls. Browns used the SchoolWise student information system to track attendance and made daily contacts and immediately create a plan for those students missing 60% of their distance learning instruction. Sutter County Family Service Workers assisted with Foster, Homeless, EL, and Low-income students' needs and will provided community resources for families. If students missed 60% of the instruction week and/or were not engaged in all activities for an instructional day on a consistent basis, the tiered reengagement process began.

### **Challenges:**

Student Engagement Records were time-consuming for teachers to complete. It was challenging to communicate with our non-English speaking families since many of them have not downloaded the Class Dojo app and do not log on to Face Book where we posted information.

## Analysis of School Nutrition

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

### Successes:

Student Nutrition Services (SNS) provided meals for all students of Browns School. SNS had pre-packaged meals, in weekly bundles, available for distribution to all students, weekly when we were distance learning or a lunch and the next day's breakfast when we returned to in-person learning. Students continuing to distance learn, or families wishing to, could opt to continue the weekly meal pickup.

### Challenges:

We needed to deliver some meals to families who had no means of picking up food. Not all families took advantage of the food resources available to them.

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A				

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

N/A

## Overall Analysis

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

During the annual update process, several lessons learned from implementing programs in 2020/21 informed the development of goals and actions in the 2021-24 LCAP. First, is the need for a school-wide universal assessment system, consistently administered, providing actionable data in a timely manner. Second, based on winter 2021 ELA testing and stakeholder input, it is important to address academic supports by providing targeted intervention. Lastly, professional development must continue to be a priority especially in the area of student engagement and supporting our struggling students.

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

Pupil learning loss continues to be assessed and addressed in the 2021-24 LCAP through actions and services. Taking into consideration assessment data and a thorough needs assessment, Browns Elementary has developed a comprehensive assessment system that is comprised of formative, interim, and summative assessments to determine progress on grade level standards as well as universal assessments that identify which students are at-risk or in need of additional assistance.

At the start of the school year, in winter, and again in spring, all students in grades 1-8 will be given universal assessments in English Language Arts and Mathematics using nationally normed skills assessments as well as other local assessments to determine reading level and fluency. Scores will be analyzed for mastery of critical grade level skills and students identified for service. Students in need of support will take additional diagnostic tests to determine specific skill areas in need of targeted support and progress monitoring will be conducted regularly. Goal 1, Action 1.5.

Curriculum-based, formative assessments, and end of unit summative assessments will regularly monitor progress on grade level standards and academic needs of students. Deficiencies across the entire class will be taught during whole class instruction. Teachers will monitor and reassess students on an on-going basis. Local comprehensive assessments aligned to the Achieve the Core priority standards will identify progress on grade-level standards and give teachers actionable data.

Students scoring at or above grade level will receive specific short-term re-teaching as needed. Students in need of Tier II support will take additional diagnostic tests to determine specific skill areas in need of targeted support. These students will receive small group interventions in the classroom and progress monitoring will be regularly conducted. Students in need of intensive Tier III intervention will take additional diagnostic tests to determine specific skill areas in need of targeted support and will receive individual or small group intervention. Progress monitoring for students receiving intensive intervention will occur at regular intervals. The Coordinator of Student Services will monitor all universal and progress monitoring assessments and works with teachers and support staff to plan and deliver high-quality classroom instruction in grade level standards and Tier II and Tier III intervention to fill in the gaps. Goal 1, Action 1.6.

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

All substantive difference for actions related to increased and improved services were explained in the appropriate sections above.

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

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

The 2021-24 LCAP was developed after careful analysis and reflection on student outcomes, stakeholder input, and the 2019/20 LCAP and 2020/21 LCP successes and challenges. Our 2021-24 LCAP goals focus on student achievement and stakeholder engagement. Some actions from the 2019/20 LCAP will continue, but many are new based on reflections from the previous two years.

Our data analysis highlighted progress in several state priority areas. On the California School Dashboard in ELA our All student group increased 38.1 points moving from 38.3 point below Standard Met (Orange) to 0.6 points above Standard Met (Green). Our Low-income subgroup increased by 38.1 points moving from Low (Orange) to At (Yellow) Standard Met and our English learners increased 48.8 points moving from Low (Orange) to At (Yellow) Standard Met. Our Chronic Absenteeism rate is 0% and our Suspension rate is 0.7%.

Local winter 2021 reading assessment results indicate 26% of All students grades 1-8 need intensive intervention. A much larger number of Students with Disabilities (50%) and English learners (50%) need intensive intervention. Forty-five percent of all students Met Standards but only 33% of Low-income students Met Standards. We do not currently have a normed universal assessment for mathematics. As part of the data review process for the LCAP, it was clear we have a need for school-wide universal tests given at scheduled times throughout the year. School-wide universal testing, progress monitoring, and targeted intervention are areas staff and leadership have identified as needing improvement and supports the work we will be doing to mitigate pupil learning loss during the 2021/22 school year.

As a result of outcomes and reflection, we determined areas of focus to be on student achievement and student engagement/social-emotional health. Key features include: increasing student and parent engagement to promote school to home connectedness (Actions 2.1 and 2.2); implementing a school-wide assessment system that includes progress monitoring and time for data review (Action 1.5); developing a tiered intervention system for students needing targeted support (Action 1.6); providing targeted, on-going professional development for all staff (Action 1.3); and supporting the SEL needs of students and families (Action 2.4).

## **Instructions: Introduction**

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

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

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

### **Annual Update**

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

### **Annual Measurable Outcomes**

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

### **Actions/Services**

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

### **Goal Analysis**

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

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

### **Analysis of In-Person Instructional Offerings**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

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

## **Analysis of the Distance Learning Program**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

## **Actions Related to Pupil Learning Loss**

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

## **Analysis of Pupil Learning Loss**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education  
January 2021

# Local Control and 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
Browns Elementary School District	Mike Scully Superintendent/Principal	mikes@sutter.k12.ca.us 530-633-2523

## Plan Summary 2021/22

### General Information

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

Browns Elementary School District is proud of the fact that we have been in existence since 1863. During that time, the school has been the recipient of awards for excellence in education. Our philosophy is that a child must be ready to meet the world, equipped with all the social, educational, and emotional skills necessary to facilitate success. Our students receive instruction in the core curriculum that is taught by fully credentialed staff. We strive to teach our students in a happy, safe but academically challenging atmosphere. Their success in the future can, to some degree, be Browns Elementary School District’s success as well.

Staff, community, and students work together to encourage enthusiasm for learning, integrity, and responsibility. The district’s mission is to create a safe environment that is instrumental both to learning and to fostering a child’s ability to recognize and accept responsibility. This is accomplished by expecting and promoting good citizenship, physical fitness, regular attendance, and high academic standards.

Education is a process that involves all aspects of a student’s life and parents share responsibility with the school. Parents play important roles at Browns Elementary by participating in the School Site Council, Parent’s Club, a variety of annual events, and by regularly volunteering their services in the classrooms. We are fortunate to have the support of our community, our parents, our Board of Trustees, and our students. Our Parent’s Club is outstanding. It has been responsible for many events, assemblies, field trips and a playground for all students. The pride that we all have in our small school is enormous.

The district, located in rural Sutter County, serves a diverse population of students. Our 128 students consist of 45% identified as Socioeconomically disadvantaged, 13% English learners, and 9.3% students with disabilities. Demographically, 53% of students are white, 29% are Hispanic/Latino, 7.1% are Asian, 2.3% are black, and 5.5% are Native Hawaiian/Pacific Islander.

### Reflections: Successes

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

Extensive work was done in the area of curriculum and professional development during the 2019/20 and 2020/21 school years. Teachers rated their implementation of state academic standards in ELA and Mathematics at the highest level of Full Implementation and Sustainability. Coaching and professional development efforts created a collaborative culture for teachers to examine and put in place best

teaching practices; increased accountability and reflection; and gave teachers the tools to implement the curriculum. Regular intervention times addressed students' individual learning needs. Increased instructional aide support and intervention times allowed all students but especially foster youth, low-income, and EL students greater access to instructors who provided targeted, individualized academic assistance. Goal 1, Actions 1.3, 1.5, and 1.6 will support continued focus on professional development, data and assessment, and intervention.

Increasing visual and performing arts activities for students increased student understanding and interest in art, music, and drama. Eighty-eight percent of 4<sup>th</sup>-8<sup>th</sup> grade students surveyed said there were activities at school they enjoyed and 94% say they get the support they need from their teachers to be successful in school. Goal 1, Action 1.7 supports continued focus on Visual and Performing Arts. Parents feel that the school is a friendly (90.7%) and safe (97.6%) place for their children to learn. Parents also feel that teachers respond to questions or concerns in a timely manner (90.7%). Our efforts to increase engagement and communication will continue with Goal 2, Actions 2.1 and 2.2.

## 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.

The 2021-24 LCAP was developed after careful analysis and reflection on student outcomes, stakeholder input, and the 2019/20 LCAP and 2020/21 LCP successes and challenges. Our 2021-24 LCAP goals focus on student achievement and stakeholder engagement/social-emotional health.

A few areas of need were highlighted through a spring 2021 parent survey. When parents were asked if their child is challenged by the academic curriculum provided by the school, they responded: 66.7% Strongly Agree/Agree, 23.8% Neutral, 9.5% Disagree/Strongly Disagree. When asked if their child receives the academic support needed to meet his/her individual needs, parents responded: 67.5% Strongly Agree/Agree, 16.3% Neutral, 16.3% Disagree/Strongly Disagree. Local winter 2021 reading assessment results indicate 26% of All students grades 1-8 need intensive intervention. A much larger number of Students with Disabilities (50%) and English learners (50%) need intensive intervention. Forty-five percent of all students Met Standards but only 33% of Low-income students Met Standards. We do not currently have a normed universal assessment for mathematics. In addition to increasing academic rigor to accelerate learning and mitigate learning loss, we must refine our data/assessment process to insure timely, actionable data so teachers can provide targeted intervention to students (Goal 1, Actions 1.4 and 1.5). To support the focus on grade level priority standards and the needs of our unduplicated pupils, we need to maintain single-grade, small classes. Goal 1, Action 1.2.

On the 2020/21 Local Indicator Survey, teachers rated their implementation of State standards and the district's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction in ELD, Next Generation Science Standards, and History-Social Science as Initial Implementation. They also expressed a need for ongoing professional development and site-based coaching. This work will be supported by Goal 1, Action 1.3.

When parents were asked if they have been provided ways to be involved in school, 69.8% Strongly Agree/Agree, 23.3% Neutral, 7% Disagree/Strongly Disagree. Regarding whether the school keeps parents well-informed about school activities, 81.4% Strongly Agree/Agree, 11.6% Neutral, 7% Disagree/Strongly Disagree. We will increase school/home communication and offer parent engagement activities. Goal 2, Action 2.1. About 20% of parents say their child may need support in social-emotional health and teachers expressed the

need for counseling services for students supported by lessons in the classroom. We will promote student engagement and support their social-emotional needs. Goal 2, Actions 2.2 and 2.4.

## LCAP Highlights

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

Taking into consideration input from stakeholders and evaluation of state and local data we have determined two LCAP goals to be the necessary focus areas.

Goal 1 – Provide a high-quality instructional program that supports all students in meeting or exceeding grade level standards in preparation for success in high school and beyond.

Goal 2 - Create a safe and healthy environment in which staff, students, and families will be engaged, connected, and active participants in the school community.

Key features include: increasing parent and student engagement opportunities and school/home communication to promote school to home connectedness; implementing a school-wide assessment system that includes progress monitoring and time for data review; developing a tiered intervention system for students needing targeted support; providing targeted, on-going professional development for all staff.

## 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.

Beginning in February 2021 and throughout the LCAP process, we consulted with the following stakeholder groups as part of the review and planning process for the 2021-24 LCAP:

## **Site Council/LCAP Advisory Group (No ELAC) and Parents/Guardians**

We sought input from all interested stakeholders including advisory groups. Surveys were sent to all families in March 2021 through email messages and advertised on our website. Parent surveys were used to obtain data for the annual update as well as metrics to drive goals and actions for the 2021-24 LCAP. In May 2021, the LCAP Advisory Group reviewed and approved the draft LCAP.

## **Classified and Certificated Staff/Bargaining Unit**

All school staff had the opportunity to review data and give input on successes and challenges of the 2019/20 LCAP and 2020/21 LCP, as well as to provide input on 2021-24 LCAP goals and actions in March 2021. Certificated staff completed a survey on local priority standards. Survey data was used for the annual update as well as metrics to drive goals and actions for the 2021-24 LCAP. In May 2021, the draft LCAP was available to staff for comment prior to final board approval.

## **Students**

Students in grades 3<sup>rd</sup> 8<sup>th</sup> were surveyed in March 2021 via Google forms for their input on conditions of learning, engagement, and academics. Results were used for the annual update as well as metrics to drive goals and actions for the 2021-24 LCAP.

## **SELPA**

Consultation with SELPA in February 2021.

## **Board of Trustees**

The board received updates on progress of goals and actions, data outcomes, and survey results at the February, March, and April meetings. After stakeholder input, a draft of the annual update and proposed goals and actions was presented for discussion. The draft LCAP was available on the district webpage for public comment prior to final board approval. Stakeholders were encouraged to email the school. A Public Hearing of the draft LCAP was held on June 15, 2021. The LCAP was adopted on June 17, 2021.

A summary of the feedback provided by specific stakeholder groups.

Feedback from all stakeholders was analyzed and summarized below.

## **Site Council/LCAP Advisory Group (No ELAC) and Parents/Guardians**

- Increasing the academic rigor and having high expectations is a need.
- More academic support is necessary to meet the needs of students.
- Small class sizes and sense of community are valued.

## **Students**

- Students are interested in art, music, and drama so we need to continue exploring VAPA activities.

## **Classified and Certificated Staff/Bargaining Unit**

- Professional development and collaboration time should continue.
- Social-emotional health of students is a concern and will need support.

Based on these ideas, metrics, goals, and actions were developed around two areas: student learning and student engagement/social-emotional health.

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

When developing the LCAP, we considered stakeholder input before finalizing this plan. The following summarizes the actions and services that have been influenced by specific stakeholder input.

##### Student Learning: Goal 1

Action 1.2 Fund enough certificated staff to maintain single-grade classrooms.

Action 1.3 Provide professional development in our new assessment system and learning loss and accelerated learning.

Action 1.5 Administer universal assessments three times per year and use the data to plan instruction and intervention.

Action 1.6 Fund classified staff and a part-time Intervention Coordinator to support and assessment and intervention system.

Action 1.7 Increase VAPA activities

##### Student Engagement/Social-emotional Health: Goal 2

Action 2.1 Offer parent engagement opportunities by offering family nights.

Action 2.2 Increase student engagement in a safe environment.

Action 2.5 Support SEL needs of students and families by funding a part-time school counselor.

# Goals and Actions

## Goal

Goal #	Description
1	Provide a high-quality instructional program that supports all students in meeting or exceeding grade level standards in preparation for success in high school and beyond.

An explanation of why the LEA has developed this goal.

The actions and services linked to this goal concentrate on the implementation of content standards, instructional practices, and targeted interventions across the grade levels, for all students, especially unduplicated pupils. This focus is even more necessary as we work to address pupil learning loss due to school closure. Local winter 2021 reading assessments results indicate 26% of All students grades 1-8 need intensive intervention. A much larger number of Students with Disabilities (50%) and English learners (50%) need intensive intervention. Forty-five percent of all students Met Standards but only 33% of Low-income students Met Standards. We do not currently have a normed universal assessment for mathematics. As part of the data review process for the LCAP, it was clear we have a need for school-wide universal tests given at scheduled times throughout the year. School-wide universal testing, progress monitoring, and targeted intervention are areas staff and leadership have identified as needing improvement and supports the work we will be doing to accelerate learning and mitigate pupil learning loss during the 2021/22 school year.

State Priorities: 1, 2, 4, 7, & 8

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<b>Basic Services</b> Percent of teachers appropriately assigned and fully credentialed.  Source: SARC	February 2021 100%				February 2024 100%
<b>Basic Services</b> Percent of students with sufficient access to standards-aligned instructional materials  Source: SARC	February 2021 100%				February 2024 100%
<b>Implementation of State Standards</b> Progress (1-5) in providing support for teachers on the standards they have not yet mastered.  Source: Local Indicator Priority 2 Survey	February 2021 3 – Initial Implementation				February 2024 4 – Full Implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p><b>Implementation of State Standards</b> Percent of English learners scoring Standard Met in ELA on local assessment (STAR).</p> <p>Source: Local Assessment Data</p>	<p>Winter 2021</p> <p>30% (10 students)</p>				<p>Winter 2024</p> <p>40%</p>
<p><b>Pupil Achievement</b> Distance from Standard Met on CAASPP</p> <p>Source: CA Schools Dashboard</p>	<p>Fall 2019</p> <p>ELA .6 points above - All 15.3 points below -Low-Income</p> <p>Math 34.2 points below - All 45.1 points below – Low-Income</p>				<p>Fall 2023</p> <p>ELA 5 points above - All 5 points below -Low-Income</p> <p>Math 20 points below - All 35 points below – Low-Income</p>
<p><b>Pupil Achievement</b> Percent of students scoring Met or Exceed Standard on CAASPP Summative Assessment (Grades 3-8)</p> <p>Source: CAASPP Data</p>	<p>Spring 2019</p> <p>ELA 54.64 - All 46.16% - Low-income</p> <p>Math 31.58% - All 30.61% - Low-income</p>				<p>Spring 2023</p> <p>ELA 57% - All 50% - Low-income</p> <p>Math 40% - All 35% - Low-income</p>
<p><b>Pupil Achievement</b> Percentage of EL pupils who make progress toward English proficiency as measured by ELPAC</p> <p>Source: Dashboard and Local Data</p>	<p>No Dashboard data on making progress – less than 11 English learners.</p> <p>65% (4/6) Local Data</p>				<p>70%</p>
<p><b>Pupil Achievement</b> EL Reclassification Rate</p> <p>Source: Local data</p>	<p>2019/20</p> <p>0 students were reclassified because there was no ELPAC testing in spring 2020</p>				<p>2022/23</p> <p>2 students reclassified</p>
<p><b>Course Access</b> LEA's progress (1-5) implementing academic standards for all students.</p> <p>Source: Local Indicator Survey</p>	<p>February 2021</p> <p>Health Education: 2 Physical Education: 3 VAPA: 3</p>				<p>February 2024</p> <p>Health Education: 3 Physical Education: 4 VAPA: 4</p>
<p><b>Course Access</b> Percent of unduplicated and students with exceptional needs scoring <i>Standard Not Met</i> on local assessments, receiving tutoring or tiered intervention.</p> <p>Source: Attendance in Programs</p>	<p>2020/21</p> <p>This program will be established and implemented in the 2021/22 school year</p>				<p>2023/24</p> <p>80%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<b>Other pupil outcomes</b> Percent of 1 <sup>st</sup> -8 <sup>th</sup> grade students scoring Standard Met on local assessment.  Source: Local Assessment Data	Winter 2021  Reading (STAR) 45% All 33% Low-income  We do not have a local math assessment at this time. Beginning in 2021/22 we will use STAR for our local assessment for math.				Winter 2024  Reading (STAR) 55% All 45% Low-income  Mathematics (STAR) 55% All 45% Low-income

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Certificated Staff	Recruit, hire, and retain highly qualified teachers.	\$363,866	N
1.2	Additional Certificated Staff	Fund certificated staff to reduce the number of combination classes to better serve the Low-income students, English Learners and Foster Youth.	\$115,994	Y
1.3	Professional Development	Provide all staff with professional development that supports the implementation of CA state standards and curriculum, is responsive to identified needs, and is aligned with the district's PD plan. <ul style="list-style-type: none"> <li>○ FastBridge assessment system</li> <li>○ Learning Loss and Accelerating Learning (focused on supporting unduplicated pupils)</li> <li>○ Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)</li> </ul>	\$4,683	Y
1.4	Instructional Materials	Continue to provide and implement standards-aligned curriculum and support materials to all students by purchasing: <ul style="list-style-type: none"> <li>○ Consumable materials for ELA and math</li> <li>○ History/Social Studies program for K-3</li> <li>○ SIPPS materials</li> </ul>	\$20,000	N
1.5	Data and Assessment System	Implement a comprehensive assessment system that includes continuous analysis of student data to monitor student progress and growth for all students but especially for unduplicated pupils. <ul style="list-style-type: none"> <li>○ Classified staff to support assessment systems</li> <li>○ STAR Reading and Math assessments</li> </ul>	\$13,443	Y
1.6	Intervention	Provide targeted intervention to support academic success, bridge achievement gaps, and address learning loss for all students but especially for unduplicated pupils. <ul style="list-style-type: none"> <li>○ 2 FTE instructional aides</li> <li>○ 50% Intervention Coordinator</li> <li>○ Teachers tutoring after-school</li> <li>○ K, 1, 2 teachers tutor last hour of the school day</li> </ul>	\$139,809	N

Action #	Title	Description	Total Funds	Contributing
1.7	Visual and Performing Arts	Increase student access to VAPA (Visual and Performing Arts) opportunities within the classroom by purchasing and implementing art curriculum.	\$1,000	N

## Goal Analysis

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.

Not applicable.

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

Not applicable.

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

Not applicable.

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.

Not applicable.

## Goal

Goal #	Description
2	Create a safe and healthy environment in which staff, students, and families will be engaged, connected, and active participants in the school community.

An explanation of why the LEA has developed this goal.

This goal was developed to support the safety, engagement, and involvement of all stakeholders. When parents were asked if they have been provided ways to be involved in school, 69.8% Strongly Agree/Agree, 23.3% Neutral, 7% Disagree/Strongly Disagree. Regarding whether the school keeps parents well-informed about school activities, 81.4% Strongly Agree/Agree, 11.6% Neutral, 7% Disagree/Strongly Disagree. Forty-five percent of our students are low-income and rely on home/school transportation and school meals. The actions in this goal are focused on creating and maintaining a positive school climate where everyone is encouraged to be an active participant in the school community.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<b>Basic Services</b> Facilities Inspection Tool Rating  Source: Facility Inspection Tool (FIT)	<b>August 2020</b>  Exemplary				<b>August 2023</b>  Exemplary
<b>Parent Involvement</b> Percent of parents who strongly agree/agree the school welcomes their participation.  Source: Parent Survey	<b>March 2021</b>  83.7% All 80% Low-income 100% Students with exceptional needs				<b>March 2024</b>  87%% All 85% Low-income 100% Students with exceptional needs
<b>Pupil Engagement</b> Attendance Rate  Source: SIS	<b>P2 2021</b>  93%				<b>P2 2024</b>  97%
<b>Pupil Engagement</b> Chronic Absenteeism Rate  Source: Dashboard	<b>Fall 2019</b>  0%				<b>Fall 2023</b>  0%
<b>Pupil Engagement</b> Middle School Dropout Rate  Source: CALPADS	<b>EOY 2020</b>  0%				<b>EOY 2023</b>  0%
<b>School Climate</b> Suspension Rate  Source: CA School Dashboard	<b>Fall 2019</b>  .7%				<b>Fall 2023</b>  <.5%
<b>School Climate</b> Expulsion Rate  Source: CALPADS	<b>EOY 2020</b>  0%				<b>EOY 2023</b>  0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<b>School Climate</b> Percent of parents, students, and staff who feel the school is safe.  Source: Survey	<b>February 2021</b> 97.6% Parents 84.8% Students  We will collect baseline data for staff.				<b>February 2024</b> >98% Parents 90% Students 95% Staff
<b>School Climate</b> Percent of parents and students who feel a sense of connectedness to the school.  Source: Survey	<b>February 2021</b> 83.7% Parents 88.2% Students				<b>February 2024</b> 90% Parents 90% Students

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Family Engagement/Communication	Promote parent engagement by offering opportunities for parents to participate in engaging school activities and maximizing district communication tools to promote school to home connectedness.	\$4,000	N
2.2	Safe Engaging School	Continue to promote an engaging, safe school climate in facilities that are clean and well maintained. Review and adjust school discipline matrix Review and adjust school safety plan to ensure a safe school environment Staff to clean and maintain facilities	\$55,076	N
2.3	After-school Program	Develop and implement an after-school program that includes academics, enrichment, and recreation activities.	\$24,366	N
2.4	Social-emotional Support	Support the SEL needs of all students and families by hiring a part-time school counselor and SEL curriculum.	\$3,800	N
2.5	Transportation	Continue to provide home-to-school transportation at no cost to students by funding the cost of a driver.	\$49,288	N
2.6	Nutrition Program	Continue to supplement nutrition services by funding a part-time classified position to manage the program and distribute meals.	\$10,293	N

## Goal Analysis

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.

Not applicable.

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

Not applicable.

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

Not applicable.

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.

Not applicable.

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021/22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.60%	\$115,994.00

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.

Browns Elementary School will receive \$115,994.00 in supplemental funding for the 2021/22 school year based on the number and concentration of English learners, low income, and foster youth and does not qualify for concentration grant funding. A review of the district's needs and metrics, along with stakeholder input, determined that the following services and programs would be the most effective use of supplemental funds to meet the goals for unduplicated pupils. The following actions are principally directed and effective in increasing performance for low-income students, English learners, and foster youth.

A review of local universal assessments for unduplicated students shows a performance gap between our All student group and our low-income, English learners, and foster youth student groups. Data indicates unduplicated pupils are not recovering from pandemic-related learning loss at the same rate as the All student group. In consideration of this performance gap and slower recovery rate, we are funding additional certificated staff to maintain class sizes of less than 20:1 in all grades and eliminate the need for combination classes. "Smaller Class Sizes: Pros and Cons" in Public School Review, May 2020, reports, "Several studies have shown that reducing class size increases overall student achievement, especially for younger, disadvantaged children." The article notes students get more individualized attention and have more interaction with the teacher in small classes. It also points out that smaller class sizes give the teacher the flexibility to use varied teaching methods, a benefit to struggling students. Students in smaller class sizes were found to be better behaved and more focused on learning. Goal 1, Action 1.2.

An examination of student data reveals that students assigned to classes taught by highly trained teachers perform at higher levels than students whose teachers have not participated in additional training. The success of unduplicated pupils is dependent on their access to skilled teachers therefore, we will establish a professional development plan to improve services by providing onsite coaching and ongoing training throughout the year for all teachers and support staff as appropriate. Teacher quality is the strongest school-related factor that can improve student learning and achievement. (Hanushek, 2011, Edutopia 2015). Goal 1, Action 1.3.

To further mitigate learning loss, we will implement a comprehensive assessment and progress monitoring system. Such a system will provide teachers with information on which they can base their instructional plans as well as their intervention groups. Critical components include: monitoring students' progress toward mastering grade-level standards, identifying students' strengths and weaknesses to determine appropriate intervention, and assessing the effectiveness of instructional strategies and programs. The most significant purpose for administering diagnostic tests to children in schools is to provide information that is useful in planning more effective instruction. (Florida Center of Reading Research 2015). Goal 1, Action 1.5.

These actions are being provided on an LEA-wide basis and we expect that all students scoring less than proficient on CAASPP and local assessments will benefit. However, because of the gap in performance and uneven rate unduplicated pupils have recovered from pandemic related learning loss, we believe these actions will support our unduplicated pupils in recovering from learning loss significantly more than other students.

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

Browns Elementary School serves 9.60% unduplicated population, low-income, English learners, and foster youth, that has generated a proportionate share of the total Local Control Funding Formula Supplemental allocation of \$115,994.00. Supplemental funds are allocated districtwide and principally directed towards meeting the needs of unduplicated student groups. These funds are targeted to support the achievement of low-income, foster youth, and English learners.

### **Smaller Class Sizes**

Small class sizes lead to increased one-on-one interaction with the teacher and supports identification of learning gaps for struggling students. Funding additional certificated staff to maintain class sizes of less than 20 in all grades and reduce the number of combination classes will allow teachers to focus on our neediest students and increase the quality of classroom instruction for all students but especially for our low-income, English learners, and foster youth. Classroom teachers will increase the quality of services to unduplicated pupils by collecting and analyzing ELA and math weekly tests for low-income, English learners, and foster youth then reteaching as necessary. Goal 1, Action 1.2

### **Professional Development**

Ongoing professional development and support enables Browns School educators to optimize their professional potential to create a highly effective learning community, ensuring the highest levels of achievement for all students. Actions to support and improve teacher quality and practices are improvements that are high impact strategies to support the growth of unduplicated students who have not yet met academic standards. Services for unduplicated pupils will be improved when the staff at Browns School participates in training in the use of the FastBridge assessment and progress monitoring system. Teachers will use FastBridge to administer universal assessments to all students but they will pull data from unduplicated students to review with the Intervention Coordinator at monthly data meetings. Goal 1, Action 1.3

### **Assessments and Data**

Diagnostic assessments allow teachers to identify specific gaps in understanding which is an essential component to meeting the needs of unduplicated students. Access to this data improves the quality of instruction and services provided to unduplicated students as it identifies the specific instructional needs of individual students to support increased achievement. The Intervention Coordinator will meet with teachers monthly to evaluate data and plan targeted intervention to improve the quality of instruction and services provided to students who are low-income, English learners, or foster youth. Goal 1, Actions 1.5



## Total Expenditures Table

Total Expenditures Table									
		Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
		Totals	\$ 658,009	\$ 118,631	\$ -	\$ 28,978	805,618	\$ 774,318	\$ 31,300
Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	
1	1.1	Certificated Staff	All	\$ 363,866			\$ -	\$ 363,866	
1	1.2	Additional Certificated Staff	All	\$ 115,994				\$ 115,994	
1	1.3	Professional Development	All	\$ 4,683				\$ 4,683	
1	1.4	Instructional Materials	All	\$ 20,000				\$ 20,000	
1	1.5	Data and Assessment System	All	\$ 13,443				\$ 13,443	
1	1.6	Intervention	All		\$ 114,831		\$ 24,978	\$ 139,809	
1	1.7	Visual and Performing Arts	All	\$ 1,000				\$ 1,000	
2	2.1	Family Engagement/Communication	All				\$ 4,000	\$ 4,000	
2	2.2	Safe Engaging School	All	\$ 55,076				\$ 55,076	
2	2.3	After-school Program	All	\$ 24,366				\$ 24,366	
2	2.4	Social-Emotional Support	All		\$ 3,800			\$ 3,800	
2	2.5	Transportation	All	\$ 49,288				\$ 49,288	
2	2.6	Nutrition Program	All	\$ 10,293				\$ 10,293	

Contributing Expenditure Table							
					Totals by Type	Total LCFF Funds	Total Funds
					<b>Total:</b>	\$ 134,120	\$ 134,120
					<b>LEA-wide Total:</b>	\$ 134,120	\$ 134,120
					<b>Limited Total:</b>	\$ -	\$ -
					<b>Schoolwide Total:</b>	\$ -	\$ -
Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1.1	Certificated Staff	LEA-wide		All	\$ 363,866	\$ 363,866
1	1.2	Additional Certificated Staff	LEA-wide	Socio-economically Disadvantaged, English learners, students with disabilities	All	\$ 115,994	\$ 115,994
1	1.3	Professional Development	LEA-wide	Socio-economically Disadvantaged, English learners, students with disabilities	All	\$ 4,683	\$ 4,683
1	1.4	Instructional Materials	LEA-wide		All	\$ 20,000	\$ 20,000
1	1.5	Data and Assessment System	LEA-wide	Socio-economically Disadvantaged, English learners, students with disabilities	All	\$ 13,443	\$ 13,443
1	1.6	Intervention	LEA-wide		All		\$ 139,809
1	1.7	Visual and Performing Arts	LEA-wide		All	\$ 1,000	\$ 1,000
2	2.1	Family Engagement and Communication	LEA-wide		All		\$ 4,000
2	2.2	Safe Engaging School	LEA-wide		All	\$ 55,076	\$ 55,076
2	2.3	After-school Program	LEA-wide		All	\$ 24,366	\$ 24,366
2	2.4	Social-Emotional Support	LEA-wide		All		\$ 3,800
2	2.5	Transportation	LEA-wide		All	\$ 49,288	\$ 49,288
2	2.6	Nutrition Program	LEA-wide		All	\$ 10,293	\$ 10,293

# 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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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.