Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Red Bluff Union Elementary School District	Cliff Curry Superintendent	ccurry@rbuesd.org (530) 527-7200

Plan Summary [2021-22]

General Information

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

Red Bluff Union Elementary School District (RBUESD) is a rural district located 117 miles north of Sacramento. Approximately 14,100 people reside in Red Bluff. Red Bluff Union Elementary School District is a Transitional Kinder (TK) through 8th Grade district currently serves approximately 1,900 students. The district has three elementary schools (TK-5) and one middle school (6- 8). The elementary sites average 450 students and the middle school serves about just over 550 students. Students in TK and Kindergarten attend full day programs supported by instructional paraprofessionals.

In 2020-2021, over 76% of the district's students qualified for the National School Lunch Program and/or are identified as socioeconomically disadvantaged. Major ethnic groups reported and represented include White (49.9%) and Hispanic (39.9%), additional student groups include Multiple Ethnicities (3.8%), American Indian or Alaskan Native (2.8%), African American (1.4%), Asian (1.3%), Hawaiian/Pacific Islander (0.4%) and Filipino (0.2%). The student population includes Students with Disabilities (13.5%) and English Learners (13%). Our Homeless and Foster Youth populations fluctuate throughout the year. In 2020-2021, we served 1.6% (30) foster youth and 4.5% (84) homeless students. The demographic distribution across schools reinforces the conclusion that services and actions must be distributed district-wide to support of students.

Reflections: Successes

The CA Dashboard did not report any data for 2020 due to school closures in March 2020. The results from the 2019 CA Dashboard showed the following progress for our student groups: 50% of student groups maintained or increased points towards meeting standard in ELA, 60% of student groups maintained or increased in Math, 90% of student groups maintained or declined the percentage rate of Chronic Absenteeism and 50% of student groups maintained or declined the percentage rate for Suspensions. Students groups who increased in academics included Two or More Races in ELA and the following groups in Math: Two or More Races, American Indian, Homeless, Socioeconomically Disadvantaged, and White. English Learners were the only group that rated "green" in the performance level for Suspensions, while African American, Foster Youth, and Students with Disabilities all declined, showing progress in this area. In the area of Chronic Absenteeism, African Americans were the only group to earn a "green" performance level rating. When comparing and local data collected from 2018-19 and 2019-20, Winter 2019 scores projected an increase or growth for spring 2020 results in both reading and math as measured by our local assessments. However, spring scores were not collected due to school closures in March 2020.

Reflections: Identified Need

One of the major areas for improvement is academic performance. State and local data, academic achievement signal significant improvement is needed at the first level of instruction. This continuous improvement effort must be district-wide on both a systemic and systematic level to ensure coherence and equity for all students across all sites. According to the CA Dashboard (2019), both academic indicators (ELA and Math) were rated "orange." In ELA, student groups with significant performance gaps or rated "red" included Foster Youth, Students with Disabilities and Homeless. Students with Disabilities had the largest gap from meeting standard and rated "red" in Math. The distance from meeting standards is greater in Math than in ELA, which aligns with outcomes statewide.
Applying the principles of equity, coherence, and rigor will help to close the gap between student groups as well as provide high achievers with challenging rigorous tasks. Inclusive practices across the curriculum in academics and social emotional learning reflect equity-driven decision making. In the areas of Suspensions and Chronic Absenteeism on the CA Dashboard (2019), both rated "orange." Mindset and historical practices are barriers that require shifts and increased understanding in order to better serve all students equitably.

LCAP Highlights

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

Key features of the LCAP are anchored in the development and implementation of district-wide processes, structures, and systematic approaches to better address the needs of all students and to improve the effectiveness of instruction to increase student success. In summary, equity, access, coherence, and rigor are the guiding principles. Three significant systems and overarching structures include a Multi-Tier System of Support (MTSS), Effective Collaboration, and Professional Capacity. Here is a brief description of and rationale for the systems: 1) a Multi-Tier System of Support (MTSS) approach to ensure early identification of required supports for success to students with learning, as well as behavior needs through a Positive Behavioral Interventions and Supports (PBIS) system. The system components include high-quality instruction, inclusiveness of all students, and various assessments to assist in pinpointing the level and types of support and to measure progress of behavior and academics towards reaching grade level standards; 2) Effective Collaboration is a structured and regular collaboration built in the school day for teachers to work as a Professional Learning Community (PLC) to data team to collaboratively improve instruction and the academic performance of students. Teams analyze student work and data to develop common academic goals and identify effective practices for improving learning; and 3) Building Professional Capacity through the PLC and coaching model, along with professional development opportunities to improve expertise in teaching and learning, will provide a sustainable, comprehensive and custom approach to professional learning. Over the next two years, an intensive literacy professional learning focused on the science of reading will support teachers in implementing the curriculum at a higher capacity. This training will be offered to teachers in TK-5 and education specialists district-wide. Implementation of an evidence-based structured collaboration model will continue to evolve to include disaggregation of data for analysis of outcomes of various student groups and to contribute to improve instruction and achievement in ELD (English Language Development).

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.

There are no schools identified for Comprehensive Support and Improvement (CSI) in our district.

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.

Two District Advisory Council (DAC) meetings composed of parent representatives, as well as district classified, certificated and administrative staff from each district site were conducted to focus on providing feedback on proposed LCAP plans, as well as to solicit feedback on additional needed actions. Input from surveys, including Youth Truth and the collaborative platform Thought Exchange provided additional and reinforcing data for the Learning Continuity and Attendance Plan. Our local DELAC each site ELAC likewise provided input and collaborative plan development. These processes allowed for a two-way collaborative plan development and communication process to arrive at the current LCAP. As with all such process, it is iterative, and will continue to move forward and reflect plan modifications based on outcomes data and additional and ongoing rounds of stakeholder input and engagement.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder feedback was summarized into categories or themes. Many of the ideas and input, aligned to the district's goals, confirmed priorities in our current continuous plan for improvement.

Staff and parent feedback shared several common elements: maintaining smaller class size, ensuring the long term stability of quality instructional staff, providing additional social and emotional and behavior supports, and providing an ongoing forum for staff and parent input. Further, staff was interested in additional paraprofessional support.

Student feedback synthesized into categorical areas indicated students were concerned about culture—specifically, respect for differences in backgrounds and fair and equitable discipline--and academic rigor.

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

Since stakeholder input aligned with many of the district's current plan, the district will continue to prioritize maintaining smaller class averages through staffing decisions. Social and emotional supports will be enhanced by the addition of temporary counseling, paraprofessional support staff, and elementary principal positions for elementary and middle school sites through some of the one-time funding that allows for multi-year commitments. The district has very low turnover in instructional staff—4% of regular staff not retiring or moving out of the area, versus the county and state average of 8 and 18% annually—therefore, the district will continue to focus on providing healthy levels of support, a safe instructional environment, and opportunities for ongoing collaborative exchange to maximize the long term stability of the instructional workforce. On the student front, the addition of elective options to promote a variety of choice and provide additional opportunity for rigorous academic experiences will be coupled with a focus on some of the culture feedback through the hiring of additional counseling support for students to increase proactive contact points.

Goals and Actions

Goal

Goal #	Description
1	Ensure all students will perform at or near grade level standard or higher as measured by assessments, particularly in reading and math, at the end of the school year. We recognize a number of exceptional needs students must be challenged and assisted to achieve at an individually determined appropriate level. Goal Indicators: By third grade, all students will have grade level proficiency in foundational reading and math skills. By the end of eighth grade, all students will possess the prerequisite skills necessary for academic success in high school. All students will engage in classroom learning activities, integrating STEAM (Science, Technology, Engineering, Art and Mathematics) while developing critical thinking and problem solving skills

An explanation of why the LEA has developed this goal.

This is one of three district goals established by our school board. It is a broad goal centered on student academic performance as measured by a variety and range of metrics. Student data from the most recent state assessments (CAASPP 2018-19) show 40% of students "Met or Exceeded Standard" in English Language Arts (ELA). The rate for Math was 35% "Met or Exceeded Standard." According to the CA Dashboard, on average, students scored 28.6 points "Below Standard" in ELA and 45 points "Below Standard" in Math. The students most significantly below standard include Students with Disabilities, Homeless, and Foster Youth, who were rated at the lowest performance level or red on the Dashboard in ELA and/or math. Results from local or district data from 2018-19, for grades 3-8, are also consistent with state data and show 39% of students "At/Above Grade Level" in Reading and 33% "At/Above Grade Level" in Math. Recent district data for 2020-21, after approximately five months of school closures combined with remote learning, show only 32% "At/Above Grade Level" in Reading and 20% "At/Above Grade Level" in Math for grades 3-8. District data for the primary grades, K-2, show 38% of students reached the grade level benchmark in Reading and 37% reached grade level benchmark in Math in Spring 2019. This compares with the following metrics for achieving grade level benchmarks in Spring 2021: 29% in Reading and 24% in Math. According to the English Learner Progress Indicator, which uses the ELPAC exam to measure progress towards English language proficiency, 42.5% of English Learners (ELs) made progress in 2019.

The district-wide effort to provide every student with strong first instruction in Tier I using the district adopted curriculum aligns with this goal. This focus promotes high expectations, inclusion, coherence, and consistency across the district for all students. Grade level standards aligned with rigorous instruction is the base or foundation upon which to more accurately evaluate needs, including gaps in curriculum, and is essential to build an effective Multi-Tiered System of Supports (MTSS). In alignment with the district's Special Education Plan, the work

continues in the area of inclusive practices, shifting mindsets about special education as a service instead of a place and increasing understanding to inform practices about providing students the least restrictive environment.

According to students, surveyed by Youth Truth, "Engagement," which measures the degree to which students perceive high expectations and feel engaged with their school and their education was one of the lowest rated themes along with the theme of "Belonging." Other stakeholder input, from staff and parents, indicated a desire to maintain low class sizes. Despite a decrease in enrollment of almost 200 students, over the past two years, the district strives to maintain instructional staffing at the same level as 2018-2019.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP, ELA State Assessment for Grades 3-8 Average Distance from "Standard Met" on ELA CAASPP (California Assessment of Student Performance and Progress) as measured by the CA Dashboard	No data for 19-20 due to the suspension of CAASPP testing 2018-19 Data All Students: -28.6 American Indian: -47.3 English Learners (EL): -44.7 Foster Youth: -93.4 Hispanic: -33.5 Homeless: -70.9 Socioeconomically Disadvantaged: -37 Students with Disabilities: -105.4 Two or More Races: -20.6				Increase the performance level rating for all students and each student group by improving overall performance and/or advancing in the improvement status to "increased" or "significantly increased."

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White: -24.3				
CAASPP, Math State Assessment for Grades 3-8 Average Distance from "Standard Met" on Math CAASPP (California Assessment of Student Performance and Progress) as measured by the CA Dashboard	No data for 19-20 due to the suspension of CAASPP testing 2018-19 Data All Students: -45 American Indian: -59.1 English Learners (EL): -68.3 Foster Youth: -82.4 Hispanic: -58 Homeless: -70.1 Socioeconomically Disadvantaged: -54 Students with Disabilities: -130.2 Two or More Races: -38 White: -34.6				Increase the performance level rating for all students and each student group by improving overall performance and/or advancing in the improvement status to "increased" or "significantly increased."
CA Science Test (CAST) for Grades 5 & 8 Percentage of students Meeting or Exceeding Standards	No data for 19-20 due to the suspension of CAASPP testing 2018-19				2023-24: Increase the percentage of students meeting or exceeding standards by at least 7% each year or 21%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All Students: 18.12% American Indian: 0% English Learners: 4% Hispanic: 14.8% Homeless: 4.5% Socioeconomically Disadvantaged: 15.9% Students with Disabilities: 4.8% Two or More Races: 7.1% Grade 5: 21.93% Grade 8: 13.70%				
District/Local Assessments in ELA/Reading and Math for Grades TK-8 Percentage of students at/above benchmark as measured by DIBELS and Renaissance Place	2020-21 Data showed an overall decrease of students scoring at/above benchmark. Overall, K-8, there was a 7.8% decrease in reading and a decrease of 10.8% in math. Spring 2019				2023-24: Increase the percentage of students at/above benchmark by at least 7% each year or 21%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Reading K: 34% 1st: 45% 2nd: 36% 3rd: 38% 4th: 42% 5th: 41% 6th: 38% 7th: 38% 8th: 38% Math K: 33% 1st: 42% 2nd: 35% 3rd: 38% 4th: 32% 5th: 26%				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	6th: 36% 7th: 33% 8th: 37%				
English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on ELPAC (English Language Proficiency Assessments for California) as measured by the CA Dashboard	2019 CA Dashboard: 42.5% of ELs made progress towards English language proficiency; overall performance level is low 38.1% of ELs progressed at least 1 ELPI level 4.3% maintained ELPI level 4 38.1% maintained ELPI levels 1-3 19.3% decreased at least one ELPI level				2023-24: at least 55% of ELs overall will make progress or overall performance level will be high 55% of ELs will progress at least 1 ELPI level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassified Student Rate Percentage of English Learners reclassified to Fluent English Proficient (RFEP) as determined by district criteria and reported to CalPads	2018-19: 8.5% 2019-20: 15.25% 2020-21: 5%				Meet or exceed a 5% reclassification rate
Long Term English Learners (LTELs) Percentage of English Learners that have been classified as EL for 6+ years, no longer progressing towards English proficiency or struggling academically as reported in Dataquest/CalPads	2019-20 LTEL 6+ Years Grade 6: 12 Grade 7: 9 Grade 8: 4 Total: 25				Decrease the number of LTELs by at least 10%
Least Restrictive Environment/Inclusion of Students with Disabilities Rate of students with disabilities in a regular class more than 80% of the time and less than 40% of the time	2019-20 80% or more: 52.2% 40% or less: 29.55%				2023-24 80% or more: 52.2% or greater 40% or less: 21.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Academic Standards Completion of self-reflection tool indicating progress in the implementation of state academic standards as part of the LCFF Local Indicators	2020: No data reported due to suspension of LCFF Local Indicators 2019: Standard Met				2023-24: Standard Met
Teacher Credentialing Status Percentage of teachers fully credentialed as reported on the School Accountability Report Card (SARC)	2020-21: 97%				2023-24: 100%
Instructional Materials Sufficiency Percentage of students with access to board adopted instructional materials as reported on the Board Education Resolution Certifying Sufficiency	2020-21: 100%				2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Structured Collaboration Time	Hire personnel in order to provide teachers with time to collaborate using an evidence based structure, such as PLC (Professional Learning Community) or Data Team model, rooted in student work, data, essential standards, and evidence based practices to improve teaching and learning for all.	$175,248.00	Yes
2	Class Size Reduction (K-3)	Maintain the reduction of class size for kindergarten through third grade.	$84,195.00	Yes
3	Instructional Assistants	Provide instructional para support for TK and K classes to increase the support and number of adults to support academic, social and behavior needs. Provide each site with para support for academics and assist with social emotional needs, including the increase of adult contact points in relationship forming as an important means to establish trust and build progressive improvements for students to overcome individual obstacles.	$546,799.00	Yes
4	Transitional Kindergarten (TK) Full Day and Expanded TK	Provide a full day and Expanded Transitional Kindergarten (ETK) program, on a case by case basis, to students who turn 5 after the state age cut-off date of September 1st to students who turn 5 by March 1st to provide pre-kindergarten experiences in preparation for success in kindergarten.		Yes
5	Supplemental Materials and Software	Purchase supplemental materials and software to support the implementation of MTSS.	$100,000.00	Yes
6	Professional Development	Professional development will be offered to support the implementation of the curriculum and increase understanding about	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teaching reading to increase the effectiveness of teaching and learning.		
7	Instructional Coaches	Provide job embedded professional learning to all teachers and especially new teachers. Instructional coaching improves both instructional practices and student achievement, more so than other forms of professional development.	$514,304.00	Yes
8	English Language Learner Assistants	Assistants support with instruction of limited English speaking students in academics including ELD and serve as a liaison between school and families and community resources, as well as provide translation services.	$175,269.00	Yes
9	Performing Arts	Provide music classes and experiences to students.	$95,330.00	Yes
10	Summer Program	Summer SERRF program support to provide students with additional instruction and experiences during summer. Funding supports teachers and student scholarships, targeted for English Learners and students at-risk academically.	$10,000.00	No
11	Information Technology & Data Services & Materials	Personnel and materials to support information technology for students and to ensure accuracy with data reporting to the state including student group information.	$463,196.00	Yes
12	Provide fiscal foundation for district operations	Maintain prior year's district and school staffing and benefits levels, operational costs, service agreements and materials/equipment expenses (including negotiated settlements with employee bargaining unit).	$14,295,985.00	No

Action #	Title	Description	Total Funds	Contributing
13	Provide fiscal foundation for district operations	Maintain prior year's district and school staffing and benefits levels, operational costs, service agreements and materials/equipment expenses (including negotiated settlements with employee bargaining unit).	$1,830,949.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Red Bluff Union Elementary School District will provide an environment that is welcoming and engaging for students, parents, staff and the community. Goal Indicators: -Facilities will be inviting and well maintained -Schools will fully implement Positive Behavior Intervention Supports in order to establish a positive school climate -Particular attention will be paid to social emotional development of students through involvement in leadership activities, community service and healthy habits -Actively recruit, train, and retain exceptional personnel within the district by providing a supportive and professional environment

An explanation of why the LEA has developed this goal.

This is one of the three goals established by our school board. This is a broad goal concentrating on culture and climate as measured by a variety and range of metrics including attendance, behavior support, suspension, and facilities data. The CA Dashboard (2019), reported almost 14% of all students were chronically absent, about 2% higher than the state's rate. This data showed English Learners (7.1%) followed by African Americans (10%) with the lowest rate of absenteeism compared to Homeless (29.9%) and American Indian (21.4%) with the highest rates. During the 2019-20, school year from August through March 2020 when schools closed, the percentage of students chronically absent was 4.2% and in 2020-2021 it increased to 27.8%. One of biggest challenges during 2020-21, was the accurate reporting of absences or engagement for our Distance Learners, which made up almost 20% of student enrollment. Despite, this challenge school sites continued to reinforce the importance of attendance and applied strategies identified as part of our "re-engagement" tiered plan, which included a range of strategies from contact with the family if the student was not in attendance, partnering with our local county department of child welfare and attendance, and referring students to SARB (School Attendance Review Board), if absences continued. The district will continue to focus on monitoring attendance and providing interventions consistently to improve the overall rate.

The CA Dashboard (2019) results for suspension rate showed 5.5% of all students were suspended at least once. This rate is above the state's average of 3.4%. The rate in 2019-20 decreased to 4.4% for suspension, school closures in March 2020 contributed to the decline. The school closures and impact of the pandemic on our families increased the need for services and supports for social emotional health and well-being. In fact, the need for more intensive mental health and wrap around type services emerged. Supports for student behavior was a

priority area identified by our stakeholders. Students rated the theme of Belonging, which may have in part be a consequence of the pandemic.

This goal aligns with one of the key pillars to implement an effective Multi-Tiered System of Supports (MTSS) across academics and behaviors with first having a robust first level of instruction for both academics, social emotional, and behavior firmly in place. Features of this model include effective high-quality instruction and execution of high leverage or effect size strategies, inclusion of all students, and monitoring. The district continues to implement and improve in its application of PBIS (Positive Behavior Interventions and Supports), The most recent Tiered Fidelity Inventory (TFI) showed an increase of 19% for PBIS Tier I.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate Percentage of students suspended at least once during the school year as measured by the CA Dashboard	2020-21: No data available at this time While no data was reported in the CA Dashboard for 2020, 2019-20 data as reported to the state showed a 4.4% suspension rate 2018-19 Data All Students: 5.5% African American: 6.1% American Indian:8.8%				Improve performance level rating by decreasing the suspension rate or identifying as "declined" or "significantly declined" in the improvement status as measured by the CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners (EL):1.3% Foster Youth:10.8% Hispanic:4.5% Homeless: 5.8% Socioeconomically Disadvantaged:6.4% Students with Disabilities:9.3% Two or More Races:7% White:6%				
Tiered Fidelity Inventory (TFI) Percentage indicating the extent to which school personnel are applying the core features of PBIS (Positive Behavioral Interventions and Supports) at each Tier 1-3 as measured by the inventory completed annually	2020-21 district-wide TFI Scores: Tier I 87% Tier II 85% 2019-20 district-wide TFI Scores: Tier I 68% Tier II* 69% *data from 3 out of 4 sites				203-24: 85% or higher in Tier I & II

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate Percentage of students who attended school 95% of the time or more as measured by our student information system	2020-21: 92% 2019-20: 94.99% (From August to closures in March 2020)				2023-24: 95%
Chronic Absenteeism Rate Percentage of students who were chronically absent or absent 10% or more of the total instructional days enrolled as measured by the CA Dashboard	2020-21: 27.8% 2019-20: No data 2019 in the CA Dashboard District data: 4.2% (From August to closures in March 2020) 2018-19 Data All Students: 13.8% African American: 10% American Indian:21.4% English Learners (EL):7.1% Foster Youth:21.3% Hispanic:12.2%				Improve performance level rating by decreasing chronic absenteeism rate or identifying as "declined" or "significantly declined" in the improvement status as measured by the CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless: 29.9% Socioeconomically Disadvantaged:15.4% Students with Disabilities:17.2% Two or More Races:18% White:14.4%				
Middle School Dropout Rate Percentage of students in grades 7 and 8 who dropped out of school as reported in CalPads	2020-21: No data available at this time 2019-20: 0 dropouts				2023-24: 0 middle school dropouts
Facilities Condition Number of areas where facilities do not meet "good repair" standards as measured by data collected using the Facilities Inspection Tool (FIT)	2020-21: 7 areas were rated in "good repair" out of a total of 32 areas				2023-24: 24 areas rated in "good repair"

Actions

Action #	Title	Description	Total Funds	Contributing
1	Positive Behavioral Interventions & Supports (PBIS)	Training to effectively implement a PBIS framework focused on proactive practices and interventions with an emphasis on prevention and instruction rather than punitive discipline. Both PBIS and SEL are considered fundamentals in creating positive school climates and cultures for all student, especially for student groups who experience unhealthy environments in and/or out of school and disproportionate discipline.	$26,000.00	Yes
2	Social Emotional Learning Support	Counselors and psychologist to support the social emotional and behavioral needs of students in order to build competency the CASEL (Collaborative for Academic, Social, and Emotional Learning) competencies of in self-management, self-awareness, social awareness, relationship skills, and responsible decision-making; provide recommendations and support for academic and social emotional interventions and accommodations needed for students to fully access instruction. Includes an intensive social emotional learning support program.	$1,067,470.00	Yes
3	School Resource Officer	Partnership with Red Bluff Police Department to provide a School Resource Office (SRO) housed at the middle school to teach G.R.E.A.T (Gang Resistance Education and Training), an evidence-based prevention program, to promote safety, and serve as a liaison to community resources.	$36,550.00	Yes
4	Instructional Assistants	Provide additional social emotional learning and engagement support to students with personnel who will assist with behavioral and engagement interventions, including but not limited to CICO (Check-In/Check-Out) for example, to support student access to teaching and learning.	$338,738.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Attendance & Health Support	A district nurse and health/attendance assistants at each site will assist to promote health in our school and to support regular school attendance, manage chronic conditions, and provide mandatory school and emergency care services. A nurse will connect students and families with health information and resources, as well as help to proactively identify physical and mental needs. Health/attendance assistants serve an important role in the efforts to reduce chronic absenteeism by making contact with families when a student is absent and identifying students at-risk of becoming truant.	$277,305.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	The district will strengthen the engagement between home, school and community by enhancing relationships and empowering families to be proactive in their children's education on a continuous basis. Goal Indicators: - Recruit and organize volunteer help and support - Provide opportunities for service - Help families establish home environments to support children as students - Implement more effective forms of school-to-home and home-to-school communications - Provide information and ideas to families about how to help students at home with homework and other curriculum related activities, decisions and planning - Include families in school decisions - Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning

An explanation of why the LEA has developed this goal.

This is one of three district goals established by our school board. It is a broad goal focused on family and community engagement. Engaging families in meaningful ways and empowering parents as partners in their child's education continue as a district focus. The CA Dashboard (2019) local indicator for parent and family engagement addresses receiving parent input in decision-making and promoting parental participation in education programs for students. In the majority of areas on this measure, the district rated a 3 (Initial Implementation) out of 5 (Full Implementation and Sustainability). These past two years, due to the school closures and the pandemic, have heavily impacted family engagement opportunities and access.

The family response rate on our survey, Youth Truth, was very high this year with a participation rate of almost 40%. This is a great increase from the prior year. One major shift caused by the pandemic was increased use of technology, which promoted increased access to the survey. Consistent across the district, the highest rated theme was Communication and Feedback and the lowest theme was Engagement. The district will continue to improve ways to for families to actively engage parents in advisory groups and decision-making. Actions will include the use of the two-way communication platform and continued refinement of our District Advisory Committee teams to ensure parents are involved and representative of our underrepresented families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Raising A Reader (RAR) Percentage of classrooms in TK-1 implementing RAR	2020-21: 100%				2023-24: 100%
Family Survey Response Rate	39% response on Youth Truth parent survey				2023-24: 30% or higher
Parent Engagement Rating as measured by completion of LCFF local indicator for Parent Engagement reported on the CA Dashboard	2019: Standard Met				2023-24: Standard Met rating

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Communication Tools	All student groups benefit from site and district outreach for collaborative exchanges about important structural and academic developments in the district approach and program. Surveys, collaborations and direct outreach for families and students from subgroups is a necessary part of enrolling families in partnership in their students education. It is particularly important for our low income, foster and homeless populations that this family communication is effective. Considering climbing participation rates for our collaborative and survey tools, as well as through our social media and home to	$37,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school communication tools, these actions are warranted and expected to continue as part of the comprehensive plan.		
2	Raising A Reader	An early literacy program building school and home partnerships strengthening family literacy routines and community literacy connections by providing a weekly book bag to families. Site coordinators facilitate the launch and implementation at each elementary site.	$4,000.00	Yes
3	District Advisory Committee & SPSA Alignment	Parents site groups formed to focus work and align district advisory committee and site improvement plan priorities, as well as inform stakeholders about the current status of achievement in all areas and current and/or evidence based practices found to improve outcomes for students in all areas.	$3,000.00	Yes
4	ESL Parent Support	English as a Second Language (ESL) support for materials for parents learning English in order to better support their children's education. In partnership with an outside agency, the district offers ESL to families in response to input from our EL parents.	$2,000.00	Yes
5	Foster Youth and Homeless Liaisons	Foster Youth and Homeless Liaison at each site assist to connect families to community resources, conduct monthly data reviews to accurately identify families and provide outreach. Liaisons will continue to participate in county-wide Foster Youth and Homeless Advisory sessions and meet annually, as a group, with our county representative.	$0.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
30.1%	5,052,980

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.

Structured Collaboration Time (Goal 1, Action 1): the district provides grade level teams with weekly time for collaborative work to analyze data, evaluate student work, and plan instruction to meet the needs of unduplicated pupils. This structured time follows an evidence based process with the goal to increase the effectiveness of teaching and learning. As part of the data review, data for specific student groups, in particular our unduplicated pupils, is analyzed and used to identify next steps for instruction including the use of high effect size strategies. The collaboration work is recorded and monitored through the use of goals using dat and progress monitoring to ensure there is progress and goals are reached.

Class Size Reduction for K-3 (Goal 1, Action 2): the efforts to reduce class size in grades K-3 helps to provide assistance in the form of additional staffing across all our elementary sites and all students including our unduplicated pupils. Disadvantaged groups, like all students, benefit from more individaulized instruction, which this action makes more possible.

Professional Development & Instructional Coaches (Goal1, Actions 6 & 7): Instructional coaches provide a range of professional development and learning opportunities including job-embedded professional learning. Recent work has focused on the implementation of ELD and differentiated support or instruction to students. This work is part of the work to improve the overall effectiveness of first best instruction to increase the percentage of students responding successfully to instruction and support provided in the classroom. The work is critical and the collaborative efforts focus on providing grade level standards aligned instruction to accelerate learning for all students, in particular those with disabilities and our unduplicated students. Explicit evidence based instruction and maximize the use of time are intended to improve the outcomes for unduplicated students in meeting academic standards across the content areas as measured by state and local assessments.

Performing Arts (Goal 1, Action 9): our district has a high percentage of low income students with limited access and exposure to arts education. Student input at the middle school level affirmed the desire for more engaging experiences and electives. The activities are

intended to improve engagement for all students, especially students of high poverty who may not otherwise have access to these activities. The improved engagement will be measured by student input on surveys and class attendance.

Information Technology & Data Services & Materials (Goal 1, Action 12): Access to information technologies was found to be distributed unequally in the target groups mentioned, particularly as it relates to covid-19 and the necessity of remote learning. Investments in these technologies and services is necessary to bridge the gap for Foster Youth, English Learners, and Low Income Students.

Positive Behavioral Interventions & Supports- PBIS & Social Emotional Learning (Goal 2, Actions 1 & 2): PBIS and social emotional learning are important programs in the district's overall effort to improve climate and culture at the classroom, school, and community level. The programs align to the district's core value of inclusiveness and equity for all students. While a positive school climate is important for all students, it is particularly important for unduplicated pupils and student groups with historically high suspension rates and the negative impact on the climate and learning for these students. Suspension rates show inequitable outcomes across student groups. The Socioeconomically Disadvantaged student suspension rate (6.4%) and Foster Youth rate (10.8%) is higher than that of All Students (5.5%). The continued work with PBIS and social emotional learning will focus on efforts to target student groups and increase students connectedness to school by directing resources in the most effective and efficient manner. The SEL efforts continue and include professional learning for the integration of SEL into instruction, as well as PBIS practices as part of the district's core programs.

School Resource Officer (Goal 2, Action 3): The SRO allows for a proactive approach to potential discipline issues arise. Evidence indicates a decline in extreme behaviors reported to local PD when the SRO is present. The relationship building that is part of the SRO training prevents behaviors from escalating into more serious infractions.

Attendance & Health Support (Goal 2, Action 5): Structures specific to monitoring and supporting attendance are best practices to increase student attendance and levels of school connectedness for students and families. Attendance teams meet regularly to review data, set goals and provide outreach and support to families. The support of our health office, including the nurse and attendance/health assistants help to create a proactive system with the appropriate supports and resources. Each site is staffed with a full time attendance/health assistant supported by a district-wide nurse. Attendance for all students is a focused effort for our district to reduce chronic absenteeism, especially for our unduplicated students whose rate of absenteeism exceeded the rate for All Students. Foster Youth were chronically absent at a rate of 21.3% compared to All Students who were chronically absent at a rate of 13.8%. Teams review individual student data and intervene accordingly. Each site administrator is provided a list monthly of the unduplicated pupils to ensure there is support.

Family Communication Tools (Goal 3, Action 1): Mandates to increase Home to School communication and involvement are particularly impactful for the above mentioned sub groups, who classically lack the same level of family involvement and engagement with schools. The action of creating annual and intentional outreach pathways year over year has increased connections with these groups, as reported in the surveys that are part of the action item budget.

Raising A Reader (Goal 3, Action 2): Aside from the community partnership funding the majority of this effort, the raising a reader program builds school and home partnerships and strengthens family literacy routines and community literacy. For the target groups mentioned above, assessment data suggest increased literacy is essential to move students to meet or exceed the state standards.

District Advisory Committee & SPSA Alignment (Goal 3, Action 3): Parent site groups focus work and align district advisory committee and site improvement plan priorities, as well as inform stakeholders about the current status of achievement in all areas and current and/or evidence based practices found to improve outcomes for students in all areas. Specific agenda items to reinforce the necessity of tracking progress for the target groups in the planning stage both communicates the necessity of such prioritization, and assists in keeping SPSAs and DAC work focused on outcomes for these students.

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

All the actions and services described in this plan are being provided as an increase or improvement to unduplicated students. Further analysis of the needs of low-income, foster youth, and English learners gaps in academics, ELA and Math as measured by the CA Dashboard, averaged 8.7 points for Socioeconomically Disadvantaged, 19.1 points for English Learners and 51.1 points for Foster Youth when compared to all students. In order to address these gaps, the deeper analysis of data will include the evaluation of disaggregated data and monitoring of teaching and learning to improve outcomes. There are several actions provided across the LEA we expect will impact all students, but especially the student groups identified as a result of intentional focus and targeting of instruction to address individual student needs.

In the area of attendance, foster youth have one the highest rates at 21.3% and are suspended at almost twice the rate as all students.

To address this, we are implementing a tiered system of support which formerly include the a health aide and the school nurse. Changes to that ongoing plan include the addition of administrative support in the form of assistant principals who should be more able to target reductions in this rate. Homeless and foster liaisons at each site have been clarified and those roles amplified with increased training participation of those employees in local and state professional development focused on foster and homeless students.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$18,113,651.00			$2,169,687.00	$20,283,338.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$19,932,788.00	$350,550.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Structured Collaboration Time	$175,248.00				$175,248.00
1	2	English Learners Foster Youth Low Income	Class Size Reduction (K-3)	$84,195.00				$84,195.00
1	3	English Learners Foster Youth Low Income	Instructional Assistants	$546,799.00				$546,799.00
1	4	English Learners Foster Youth Low Income	Transitional Kindergarten (TK) Full Day and Expanded TK					
1	5	English Learners Foster Youth Low Income	Supplemental Materials and Software	$100,000.00				$100,000.00
1	6	English Learners Foster Youth Low Income	Professional Development	$200,000.00				$200,000.00
1	7	English Learners Foster Youth Low Income	Instructional Coaches	$514,304.00				$514,304.00
1	8	English Learners	English Language Learner Assistants	$175,269.00				$175,269.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Performing Arts	$95,330.00				$95,330.00
1	10	All	Summer Program	$10,000.00				$10,000.00
1	11	English Learners Foster Youth Low Income	Information Technology & Data Services & Materials	$463,196.00				$463,196.00
1	12	All	Provide fiscal foundation for district operations	$14,295,985.00				$14,295,985.00
1	13	English Learners Foster Youth Low Income	Provide fiscal foundation for district operations				$1,830,949.00	$1,830,949.00
2	1	English Learners Foster Youth Low Income	Positive Behavioral Interventions & Supports (PBIS)	$26,000.00				$26,000.00
2	2	English Learners Foster Youth	Social Emotional Learning Support	$1,067,470.00				$1,067,470.00
2	3	English Learners Foster Youth	School Resource Officer	$36,550.00				$36,550.00
2	4	English Learners Foster Youth Low Income	Instructional Assistants				$338,738.00	$338,738.00
2	5	English Learners Foster Youth Low Income	Attendance & Health Support	$277,305.00				$277,305.00
3	1	English Learners Foster Youth Low Income	Family Communication Tools	$37,000.00				$37,000.00
3	2	English Learners Foster Youth Low Income	Raising A Reader	$4,000.00				$4,000.00
3	3	English Learners Foster Youth Low Income	District Advisory Committee & SPSA Alignment	$3,000.00				$3,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	English Learners	ESL Parent Support	$2,000.00				$2,000.00
3	5	Foster Youth	Foster Youth and Homeless Liaisons					$0.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$3,807,666.00	$5,977,353.00
LEA-wide Total:	$3,771,116.00	$5,940,803.00
Limited Total:	$824,068.00	$1,162,806.00
Schoolwide Total:	$36,550.00	$36,550.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Structured Collaboration Time	LEA-wide	English Learners Foster Youth Low Income	All Schools	$175,248.00	$175,248.00
1	2	Class Size Reduction (K-3)	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: K-3	$84,195.00	$84,195.00
1	3	Instructional Assistants	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: TK-K	$546,799.00	$546,799.00
1	4	Transitional Kindergarten (TK) Full Day and Expanded TK	Schoolwide	English Learners Foster Youth Low Income	All Schools TK and K		
1	5	Supplemental Materials and Software	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$100,000.00	$100,000.00
1	6	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	$200,000.00
1	7	Instructional Coaches	LEA-wide	English Learners Foster Youth	All Schools	$514,304.00	$514,304.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
1	8	English Language Learner Assistants	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	$175,269.00	$175,269.00
1	9	Performing Arts	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,330.00	$95,330.00
1	11	Information Technology & Data Services & Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	$463,196.00	$463,196.00
1	13	Provide fiscal foundation for district operations	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,830,949.00
2	1	Positive Behavioral Interventions & Supports (PBIS)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,000.00	$26,000.00
2	2	Social Emotional Learning Support	LEA-wide	English Learners Foster Youth	All Schools	$1,067,470.00	$1,067,470.00
2	3	School Resource Officer	Schoolwide	English Learners Foster Youth	Vista Preparatory Academy Specific Schools:	$36,550.00	$36,550.00
2	4	Instructional Assistants	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$338,738.00
2	5	Attendance & Health Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$277,305.00	$277,305.00
3	1	Family Communication Tools	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,000.00	$37,000.00
3	2	Raising A Reader	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	$4,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	3	District Advisory Committee & SPSA Alignment	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	$3,000.00
3	4	ESL Parent Support	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,000.00	$2,000.00
3	5	Foster Youth and Homeless Liaisons	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$0.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.