# 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 |
|---|---|---|
| Pierce Joint Unified School District | Carol Geyer<br>Superintendent | cgeyer@pierce.k12.ca.us<br>(530) 476-2892 ext 13001 |

# Plan Summary [2021-22]

## General Information

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

Pierce Joint Unified School District had an enrollment of 1,444 students in the 2020/21 school year. The district serves the rural communities of Arbuckle, College City, Dunnigan, Grimes, and the surrounding areas that encompass approximately 435 square miles in the southern one-third of Colusa County and extending six miles into Yolo County. Pierce district is located about 50 miles to the north of Sacramento along Interstate 5. Pierce JUSD operates two elementary schools, one TK-5th grade and one TK-6th grade. Arbuckle Elementary has an enrollment just over 550 students and Grand Island Elementary is a Necessary Small School with an enrollment with just over 50 students. Lloyd G. Johnson Junior High School is our one middle school in the district, Pierce High School is our comprehensive senior high school and Arbuckle Alternative High School is our one alternative high school. Agriculture is the main industry in the district including annually cultivated crops and orchards as well as a few food processing plants.

Pierce Joint Unified School District has a diverse student population that it serves as represented below.

Hispanic Students: 77.1%
White Students: 19%
English Learners: 32.5%
Long-term English Learners: 27.2%
Economically Disadvantaged: 73.2%
Homeless: 5.7%
Foster Youth: .76%

Special Education: 12%

State testing results in ELA and math on the 2019 dashboard show a performance disparity for Special Education students, English Learners, Hispanic students and low-income students in the district. Data from the ELPAC also shows a large percentage of English Learners who are classified as long-term English Learners. Teachers and counselors report high levels of concern with students social-emotional well-being and trauma.

# Reflections: Successes

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

Pierce continues to maintain a positive graduation rate among all students and subgroups. The rate for 2020 was 93.6%. Dashboard data in 2019 had the district rated in the 'yellow' for graduation rate of all students. Suspension rates have been on the decline in the district. In the 2018/19 school year 4.5% was the suspension rate in the district which landed the district in the 'green' category for all students. English Learners, Foster Youth, Hispanic and Students with Disabilities all fell within the green on the dashboard for suspensions as well. The College and Career Indicator (CCI) in 19/20 had 70.6% of the graduates listed as prepared. College course credit and a-g completion had the highest areas attributed to the CCI preparedness at the rate of 88.3% and 45.5% respectively. Chronic absenteeism was an area of strength based on the 2019 dashboard. Data showed a district rating of 'green' overall with all subgroups in either the 'green' or 'blue' area of the rating gauge. Data has been shared with stakeholder groups.

# Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2019 California Dashboard for English Language Arts reports that the district is in 'yellow' for the 'All Students' group. Students with Disabilities subgroup is in the 'red' for ELA and English Learners, Hispanics and Socioeconomically Disadvantaged students are in 'orange'. Math on the dashboard reports that 'All Students' group is in the orange. Students with Disabilities is in the 'red' for math, and English Learners, Hispanics, Homeless, and Socioeconomically Disadvantaged students are in the orange. Suspension on the dashboard is positive as a whole; however, the Homeless subgroup is rated as orange on the dashboard. The district has written the Special Education Plan (SEP) to address the needs of students with disabilities in terms of improving academic achievement in math and English Language Arts. Steps the district is taking to address acceleration in language acquisition and academic acceleration in the upcoming year for English Learners is to continue training classroom teachers on designated English Language Development strategies to utilize in their classrooms and provide time for teachers to develop these lessons as grade level or department teams with support from instructional coaches and ELD teachers. A bilingual para-educator will be hired to support English Learner newcomers at the middle school level. With the school closures and less instructional time this past year, many of the youngest students in our schools are going to need additional support with learning to read. An

additional Reading Specialist will be employed at the elementary schools. Additional para-educators will be providing direct support to students in kindergarten and first grade classrooms as well to support reading instruction.

# LCAP Highlights

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

The LCAP contains three goals summarized as academic, school connectedness, and parent engagement. Key features of the academic goal include a focus on English Language Development (ELD) for English Learners, literacy supports at the early grades with two reading specialists and para-educators, and instructional coaches supporting teachers. Training, professional development, and planning time for teachers to continuously build upon their teaching practice is an important element of this academic goal . Additional supports available to students to increase academics are tutoring, summer school, support periods during the regular day, and technology access with Chromebooks and hotspots which allow students to use software for skill development or credit recovery at school and at home. Key features of the school connectedness goal include student access to intervention/prevention counselors, funding for extra- curricular activities, social-emotional learning curriculum for character development at the elementary grades, deferred maintenance funding for facility upkeep for health and safety, and implementing an online reporting system for bullying incidents on school sites. The parent engagement goal includes maintaining communication with parents through our messaging systems, websites and social media outlets, offering parent workshops on relevant topics and continuing to allow parents to attend meetings virtually if unable to attend in person.

# 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.

Not applicable

### Support for Identified Schools

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

Not applicable

### Monitoring and Evaluating Effectiveness

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

Not applicable

# Stakeholder Engagement

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

This year's stakeholder engagement process included virtual meetings with certificated and classified staff, including union members, site administrators, directors, including the SELPA director, parents, including parents of English Learners, and students. A jamboard was used in each of the virtual google meetings. Ideas and feedback were generated. These jamboards were then used to determine recurrences and themes to be included in the LCAP. District English Learner Advisory Committee (DELAC) was presented the draft LCAP to provide feedback prior to board approval. The Parent Advisory Committee (PAC) which includes parent representation of Foster Youth, low-income and Special Education students were presented the draft LCAP to give their input prior to the document going to the school board for approval as well.

A summary of the feedback provided by specific stakeholder groups.

Certificated staff (including union members) feedback included wanting additional counselors, continuing to provide Chromebooks and hot spots to students, hiring another reading specialist, more support for ELD, and adding para-educators at the lower elementary grades.
Classified staff (including union members) feedback included increased counselor time, continuing with providing devices and internet connection, additional library hours, summer school camp, and utilizing the pool for PE.
Parent feedback including DELAC parents included enhancing the ELD program, providing hot spots when needed at homes, maintaining sports, weaving in multi-cultural themed events, supporting Shady Creek financially, providing additional counseling support, adopting new science curriculum, continuing home visit support to families, and inviting parents to informal events to engage them in the school environment.
Student feedback focused primarily on continuing extra-curricular activities such as sports, esports, student body activities, FFA and FBLA and ensuring clubs are inclusive.
Administrator input emphasized the need for additional counseling services in the district and para-educator support for newcomers in the middle school and to support kindergarten and first grade learners.
SELPA director did not have specific feedback for the plan but is part of the Special Education Plan (SEP) committee in the district that helped draft the plan and participates in the monitoring activities.

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

Stakeholder input influenced the LCAP in many aspects including adding an additional intervention/prevention counselor, continuing to provide computer devices and internet connectivity for students to take home, adding an additional Reading Specialist and paraeducators for direct support to students at the elementary level, enhancing the ELD program through training, continuing to offer funds for sports and extracurricular activities, providing funding for Shady Creek for the classes that were not able to go because of school closures in 19/20 and 20/21, and adding science curriculum adoption over the course of the plan.

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 1 | Pierce Joint Unified School District Students will successfully graduate from high school with the qualifications to enter the college or career path of their choosing |

An explanation of why the LEA has developed this goal.

The district has developed this goal in order for all students to have the foundation needed to pursue the next step in their adulthood whether that be college, military, or career in order to be productive citizens in the world. Each of the actions listed below work toward this goal as measured by multiple metrics.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-24 |
|---|---|---|---|---|---|
| High School Graduation Rate | 93.6% (19/20) | | | | 95% |
| UC/CSU Requirements Met | 32.1% (19/20) | | | | 50% |
| ELA CAASPP Standards Met | All - 41.66% (18/19)<br>Hispanic - 36.09% (18/19)<br>Low-Income - 34.83% (18/19)<br>SPED - 3.37% (18/19)<br>English Learner - 10.92% (18/19) | | | | All - 65%<br>Hispanic - 60%<br>Low-Income - 58%<br>SPED - 20%<br>English Learner - 25% |
| Math CAASPP Standards Met | All - 32.36% (18/19)<br>Hispanic - 27.6% (18/19)<br>Low-Income - 27.07% (18/19)<br>SPED - 2.25% (18/19) | | | | All - 50%<br>Hispanic - 45%<br>Low-Income - 45%<br>SPED - 20%<br>English Learner - 25% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | English Learner - 12.55% (18/19) | | | | |
| Long-term English Learner Rate | 27.2% (19/20) | | | | 10% |
| EL Reclassification Rate | 47 students, 9.3% (20/21) | | | | 30% |
| College & Career Indicator | All - 70.6% (19/20) Hispanic - 72.5% (19/20) Low-Income - 66.3% (19/20) SPED - 52.9% (19/20) English Learner - 41.7% (19/20) | | | | All - 80% Hispanic - 82% Low-Income - 76% SPED - 63% English Learner - 51% |
| LCFF Priority 1 - Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials | Teachers without full credentials - 5 Teachers teaching outside of subject area - 1 (20/21) Adopted Science Curriculum not NGSS aligned (20/21) | | | | Teachers without full credentials - 0 Teachers teaching outside of subject area - 0 Science Curriculum NGSS aligned |
| LCFF Priority 2 - Implementation of State Academic Standards | Met (20/21) | | | | Maintain 'Met' |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| LCFF Priority 7 - Access to a Broad Course of Study | Met (20/21) | | | | Maintain 'Met' |
| ELA (reading) NWEA Conditional Growth Index of 0 or higher Fall to Spring (*Winter to Spring) | % of students meet/exceed growth projections<br>1st - 59<br>2nd - 75<br>3rd - 37<br>4th - 54<br>5th - 47<br>6th - 57<br>7th - 47<br>8th - 59<br>9th - 67*<br>10th - 50*<br>11th - 52* | | | | % of students meet/exceed growth projections<br>1st - 75<br>2nd - 75<br>3rd - 75<br>4th - 75<br>5th - 75<br>6th - 75<br>7th - 75<br>8th - 75<br>9th - 75<br>10th - 75<br>11th - 75 |
| Math NWEA Conditional Growth Index of 0 or higher Fall to Spring (*Winter to Spring) | % of students meet/exceed growth projections<br>1st - 68<br>2nd - 85<br>3rd - 43<br>4th - 58<br>5th - 56<br>6th - 80<br>7th - 55<br>8th - 71<br>9th - 62*<br>10th - 48*<br>11th - 31* | | | | % of students meet/exceed growth projections<br>1st - 75<br>2nd - 75<br>3rd - 75<br>4th - 75<br>5th - 75<br>6th - 75<br>7th - 75<br>8th - 75<br>9th - 75<br>10th - 75<br>11th - 75 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Advance Placement Test | English Language and Composition 40% score 3 or above English Literature and Composition 25% score 3 or above Psychology 37% score 3 or above Spanish Language and Culture 87% score 3 or above United States Government and Politics 22% score 3 or above United States History 0% score 3 or above Statistics 25% score 3 or above (2020 data) | | | | English Language and Composition 50% score 3 or above English Literature and Composition 50% score 3 or above Psychology 50% score 3 or above Spanish Language and Culture 90% score 3 or above United States Government and Politics 50% score 3 or above United States History 50% score 3 or above Statistics 50% score 3 or above |
| Early Assessment Program (EAP) 11th graders CAASPP score of 4 in math/ELA college ready CAASPP score of 3 in math/ELA conditionally ready | 2018/19 data Math - 4% college ready ELA - 17% college ready Math - 13% conditionally ready ELA - 37% conditionally ready | | | | Math - 25% college ready ELA - 40% college ready Math - 25% conditionally ready ELA - 20% conditionally ready |
| NWEA Science 5th & 8th grades | Spring 2021 data 5th grade - 51% 8th grade - 40% | | | | 5th grade - 70% 8th grade - 70% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| % Avg & Above (41% and above) | | | | | |

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | ELD teachers - 2 AES/GI, 1 JJH | ELD teachers to support newcomers with language development and support classroom teachers with planning designated ELD lessons | $335,157.00 | Yes |
| 2 | Reading Specialists - 2 AES/GI | Reading specialists at the elementary schools to give additional reading instruction 1:1 or small group to students needing more support | $231,724.00 | Yes |
| 3 | Para-educators | Provide instructional support to students in small group or 1:1 setting, including newcomers at the middle school | $175,982.00 | Yes |
| 4 | Instructional Coaches - 2 | Instructional coaches to support and build capacity of classroom teachers and provide staff development | $204,799.00 | Yes |
| 5 | Three additional staff development days for teachers | Teachers have a total of 6 professional development days. Three of these days were added to the school calendar as additional or increased services to students | $105,673.00 | Yes |
| 6 | Math and English support periods at high school | Teachers have support class periods in math and English for students needing additional time | $125,082.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 7 | College and Career Technician | College and Career Technician works under the direction of the academic counselor providing direct service to students on college and career counseling | $59,161.00 | Yes |
| 8 | Teacher salary and health benefits increase | Teacher salary and health benefits increased in 2014/15 to retain experienced and qualified teachers | $452,877.00 | Yes |
| 9 | PE teacher at middle school & K-3 teacher | Additional PE teacher at middle school and elementary teacher at AES to lower class sizes and balance class sizes throughout the day | $150,442.00 | No |
| 10 | Professional Learning Communities (PLC) | Wednesday staff development time dedicated to grade level and department level planning around grade-level content standard instruction including ELD and lesson delivery informed by student work and NWEA data. This time can include vertical articulation between grades and school sites as well. ELD planning time may require additional paid teacher time. | $220,682.00 | Yes |
| 11 | Professional Development | Training and coaching on curriculum, instruction, standards (including ELD), and data for teachers, administrators, instructional coaches, and superintendent. This includes induction program costs for beginning teachers. | $313,700.00 | Yes |
| 12 | After school tutoring/intervention including transportation | Teachers offer tutoring/intervention after school for students. Tutors available to support students virtually or through chat during evening hours. | $102,332.00 | Yes |
| 13 | Summer School | Summer school classes for enrichment, acceleration, intervention and credit recovery including summer academies at Sacramento State | $192,051.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 14 | Technology | 1:1 devices and internet access for students and staff including classroom technology needs, hot spots and Edunet connections | $220,000.00 | No |
| 15 | Software licensing fees for student assessment and data | purchase licensing for district assessments and data | $32,999.00 | No |
| 16 | Technology Staff & support | technology staff to train teachers on programs, maintain equipment and repair student devices and technology consultants to advise on technology initiatives | $175,144.00 | No |
| 17 | Computer software subscriptions - student use | Computer software subscriptions that students use for skill development and credit recovery | $43,327.00 | Yes |
| 18 | Curriculum Adoption | Sites to adopt NGSS aligned state adopted curriculum for science and math when new materials become available | $240,000.00 | No |
| 19 | Special Education Services | SELPA provides services to the district for students on IEPs | $1,324,584.00 | No |
| 20 | Library Services | Library services include librarian time, increasing book selections including literature book sets for English classes and mobile library services in the summer | $65,237.00 | No |
| 21 | Testing Fees | District cover AP and PSAT student testing fees | $19,500.00 | No |
| 22 | Teacher Instructional Feedback Tool | Online platform for administrators to provide instructional observation feedback to teachers | $2,000.00 | No |

# Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

| Goal # | Description |
|--------|-------------|
| 2 | Pierce Joint Unified School District students will feel a sense of connectedness academically, socially, emotionally, and physically in their schools |

An explanation of why the LEA has developed this goal.

This goal was developed because we know that positive student connectedness and relationships in schools is of utmost importance to have established in order for students to be able to engage in the academic learning process. Students must feel safe at school in order to learn. There are many actions that play into this overarching goal of student connectedness, and need of an action varies by individual student need. Multiple measures are utilized in terms of metrics to determine if the goal has been met.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| Suspension Rate | All - 1.1% (19/20 Covid Closure) Hispanic - 1.1% (19/20 Covid Closure) White - 1% (19/20 Covid Closure) | | | | All - maintain at <3% Hispanic - maintain at <3% White - maintain at <3% |
| Expulsion Rate | 0% | | | | Maintain at 1% or less |
| Chronic Absenteeism | All - 5.4% (18/19) African American - 21.4% (18/19) Hispanic - 4.4% (18/19) White - 7.9% (18/19) | | | | All - <4% African American - <4% Hispanic - <4% White - <4% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| LCFF Priority 6 - School Climate California Healthy Kids Survey (CHKS) | I feel safe in my school - % agree and strongly agree (20/21) 5th grade - 87% 7th grade - 74% 9th grade - 72% 11th grade - 63%<br><br>I feel I am part of this school - % agree and strongly agree (20/21) 5th grade - 79% 7th grade - 63% 9th grade - 65% 11th grade - 55% | | | | I feel safe in my school - % of agree and strongly agree 5th grade - 80% 7th grade - 80% 9th grade - 80% 11th grade - 80%<br><br>I feel I am part of this school - % agree and strongly agree 5th grade - 80% 7th grade - 80% 9th grade - 80% 11th grade - 80% |
| LCFF Priority 1 - Safe, Clean and Functional School Facilities | Facility Ratings - (19/20) AES - exemplary GI - good JJH - good PHS - good AAHS - fair | | | | Facility Ratings - all 'good' or better |
| High School Dropout Rate | PHS - 4.1% (19/20) AAHS - 25% (3/12 students) | | | | PHS - 0 AAHS - 0 |
| Middle School Dropout Rate | 0 (19/20) | | | | maintain at 0 |
| School Attendance Rate | District - 96.82% (19/20) AES - 96.97% GIE - 97.35% JJH - 96.94% | | | | maintain at 96% or higher |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | PHS - 96.43% | | | | |

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Intervention/Prevention Counselors | Three intervention/prevention counselors will work throughout the district | $339,799.00 | Yes |
| 2 | Campus Supervisors | Campus supervisors utilized as crossing guards and student supervision on playgrounds before, during and after school, and in locker rooms | $128,150.00 | No |
| 3 | Elementary Vice-Principal | Vice-principal shared between elementary schools for student support | $128,150.00 | Yes |
| 4 | Physical Education Teacher | Full-time PE teacher at AES | $78,076.00 | No |
| 5 | Nurse & nurse assistant | Nurse in district two days per week. Nurse assistant in district part-time 5 days per week | $44,868.00 | No |
| 6 | Music, art, CTE teacher | Increase fine art offerings and hands-on learning opportunities through Career Technical Education to enrich the lives of our unduplicated pupils and students with exceptional needs. | $383,698.00 | Yes |
| 7 | Afterschool clubs, extra-curricular, & Shady Creek funding | After school clubs and extra-curricular funding to engage students. Shady Creek funding for 7th and 8th graders not being able to attend as 6th graders. | $62,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 8 | Social Emotional Learning & character development curriculum | SEL and character development curriculum for classroom use by teachers at the elementary level and for use as alternatives to suspensions with discipline at all levels | $10,180.00 | Yes |
| 9 | Deferred Maintenance | Deferred maintenance is funded to ensure clean, safe learning environments | $310,000.00 | No |
| 10 | Long-term Independent Study Program | Long-term Independent Study is available for families/students needing this for at least one semester. Student has one hour per week of teacher interaction and completes assignments independently. | $34,300.00 | No |
| 11 | Visitor Management Platform | System is used to sign visitors in and out of the schools and monitor for safety | $2,380.00 | No |
| 12 | Staff training | Staff training (classified and certificated) on social-emotional learning, relationship building, trauma informed instructional practices, bully prevention, school climate. | $7,000.00 | Yes |
| 13 | Student Bullying Reporting online system | Online system for reports of bullying to administration. Allows for trends to be observed. | $2,457.00 | No |
| 14 | Video cameras - buses & school sites | Maintain and upgrade camera systems as needed | $35,000.00 | No |
| 15 | School meals | Free meals to all students for the 2021/22 school year. For 2022 school year and beyond, free school breakfast for TK and Kindergarten students and for students qualifying for reduced priced meals | $28,448.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| 16 | Elective class period | Elective class period will be offered at the middle school | $154,075.00 | 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 | Pierce Joint Unified School District will engage families, including underrepresented subgroups, and members of the greater school community as educational partners |

An explanation of why the LEA has developed this goal.

The district has chosen to focus on family engagement due to the positive impact that parent involvement has on students' academic achievement. Involving the greater school community allows the district to partner with outside individuals and groups for the benefit of additional resources for students. The actions listed are all a component of engaging families and will be measured by the parent survey.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| LCFF Priority 3 - Family Engagement California Healthy Kids Parent Survey Data | Parents feel welcomed to participate at this school - % agree or strongly agree - 80% (20/21)<br><br>School promptly responds to phone calls, messages or emails - % agree or strongly agree - 93% (20/21)<br><br>School encourages me to be an active partner with school in educating my child - % agree or strongly agree - 84% (20/21) | | | | Parents feel welcomed to participate at this school - % agree or strongly agree - maintain at 80%<br><br>School promptly responds to phone calls, messages or emails - % agree or strongly agree - maintain at 90%<br><br>School encourages me to be an active partner with school in educating my child - % agree or strongly |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | School keeps me informed about school activities - % agree or strongly agree - 84% (20/21) | | | | agree - maintain at 80%<br><br>School keeps me informed about school activities - % agree or strongly agree - maintain at 80% |

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Communication tools | District will utilize a message system to communicate with all parents, including parents of unduplicated pupils and individuals with exceptional needs, through phone, email and text messages in English and Spanish. Information will be disseminated through district websites and school site social media accounts as well. | $7,892.00 | No |
| 2 | Parent trainings/workshops/support groups | District and school sites will offer trainings or workshops to parents on pertinent topics that support student growth and achievement with a specific emphasis to encourage parents of EL, low-income, Special Education, Foster Youth, and homeless. These trainings will be offered in-person and virtually to be able to increase participation. Counselors facilitate parent support groups such as the Parent Cafes | $18,000.00 | Yes |
| 3 | Healthy Kids Parent Survey | Healthy Kids Parent Survey will be administered annually for feedback | $700.00 | No |
| 4 | Parent meetings - virtual option | Parents will have the option to attend meetings virtually if they choose. Meeting links will be available on websites and child's google classroom page. Examples of virtual meeting options would include | $500.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|          |       | parent conferences, Student Study Team meetings, 504 meetings, DELAC, etc. |             |              |

# 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 |
|---|---|
| 22.34% | $2,867,435 |

**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.

Pierce Joint Unified analyzed its data for unduplicated student groups, including English Learners, low-income, Foster Youth, homeless and students with disabilities, to determine where additional services needed to be provided to increase academic and social-emotional success for this group which makes up over 70% of our student population. Unduplicated student needs were at the forefront of these action decisions, although all students are eligible to benefit from the service if there is a need.

Goal 1

Action 1. ELD Teachers
When analyzing data for English Learners, the district has a high percentage of long-term English Learners. The goal is to provide services to EL students so that they are able to meet reclassification criteria prior to entering high school. ELD teachers will provide additional service to newcomers and students not making yearly proficiency level growth above the designated and integrated supports EL students receive in their content classes every day. ELD teachers will support classroom teachers with lesson design for designated and integrated ELD in classrooms.

Action 2. Reading Specialists
With the closure of schools due to the pandemic, students at the primary school level had interrupted reading instruction. Data show that unduplicated students were affected at a higher degree than other students. Having two Reading Specialists to serve two elementary sites will allow more intervention primarily directed to unduplicated students during the school day.

Action 3. Para-Educators

NWEA data in kindergarten and grade 1 indicate that upwards of 60% of the students are not proficient in reading standards at the end of the school year. Unduplicated students make up a major portion of these students. Para-educators will work individually and in small groups to provide instruction to support students in the acceleration of their learning. A bi-lingual para at the middle school will provide support to EL newcomers during the school day in their content classes.

Action 4. Instructional Coaches
Instructional Coaches work with the teachers to build their capacity in delivering effective lessons that are engaging to students focusing specifically on strategies for the unduplicated students in order to raise their achievement levels. Coaches work with teachers on research based practices including the Plan, Do, Study, Act cycle.

Action 5. Three Additional Staff Development Days
Teachers have a total of 6 staff development days as part of their contract. Originally there were three days. Staff training time is necessary to improve educational outcomes for our unduplicated student population. Examples of this training includes English Language Development strategies, social-emotional learning, trauma informed instructional practices and data analysis leading to the development of individual learning plans.

Action 6. Math and English Support Periods at the High School
Unduplicated students are a high percentage of the students struggling in math and English classes at the high school based on grades and test data. Support periods are built into the master school for students needing additional time and support to enroll in the class in addition to their regular math or English class.

Action 7. College and Career Technician
College and Career Technician works directly with students with a focus on unduplicated students who tend to need additional support in understanding the college and career systems beyond high school and how to ensure access for first-generation, unduplicated students to obtain their adulthood goals of college and career. A-g college course rates and the College and Career Indicator (CCI) are associated with this action.

Action 8. Teacher Salary and Health Benefits Increase
Each of the schools in the district are Title I schools. Title I schools tend to have difficulties recruiting and retaining teaching staff. Teacher salaries and health benefits were increased for recruiting and retention purposes with the goal of having fully credentialed teachers that do not have misassignments with their credentials.

Action 10. Professional Learning Communities (PLC)
Professional Learning Communities time allows teachers to have dedicated time for planning as a team and discussing disaggregated data of subgroups. Differentiated instruction for English Learners, Special Education Students and other struggling students is part of this planning and goal setting process. The unduplicated students require this specific planning in order to advance academic achievement and tailor support.

Action 11. Professional Development

Academic and climate data continue to show a need for continuous improvement specifically as it relates to our unduplicated student population. This continual improvement focus will be throughout the system in the district including the superintendent, administrators, coaches and teachers, including beginning teachers. Training will be on looking at student performance data and planning instruction based on that data. Training will also include the relationship and social-emotional learning aspect. All levels of the system will be building their content knowledge and capacity on how to effectively meet the needs of all students academically, including language acquisition, and social-emotionally.

Action 12. After School Tutoring/Intervention including Transportation
Unduplicated students show lower performance levels which leads to the need of additional instructional time. After school tutoring is offered by classroom teachers for this needed support. Transportation is provided to ensure the unduplicated students can remain after school and still have a ride home. All students can access this support though it is principally directed toward the unduplicated student group.

Action 13. Summer School
Achievement data of unduplicated students and qualitative data from intervention/prevention counselors indicates a need for both academic and social-emotional support for students. Summer school will have a variety of academic supports as well as engaging activities that will increase participation and create a safe and caring learning environment through a camp-like style program. Unduplicated students received priority enrollment to the programs. Transportation is provided too to increase access for unduplicated students.

Action 17. Computer Software Subscriptions for Students
NWEA data indicates student deficiencies that need attention, with unduplicated students being the majority of those needing this additional service. Computer software skill building is available to interface with NWEA data to create student plans for filling those academic gaps. Students are able to access these programs on their own time at their own levels at home or during class assigned time.

Goal 2

Action 1. Intervention/Prevention Counselors
Counseling service documentation in Aeries indicates a need primarily for unduplicated student groups, specifically homeless, Foster Youth and students of poverty. Caseloads of the two counselors have increased greatly and school sites are needing full-time support to help with SEL and trauma needs of students.

Action 3. Elementary Vice-Principal
The highest number of unduplicated students is at our largest school in the district. Additional administration is needed to provide behavior supports to students, facilitate SST meetings, create an engaging and safe school environment, and to ensure academic success through correctly assigned accomodations in student testing systems based on students' IEPs and 504 plans.

Action 6. Music, Art, CTE Teacher
High school student feedback indicated that hands-on, project-based learning was important to them. Adding programming such as music, art and CTE courses enriches the learning environment for students which can lead to fewer absences and discipline referrals and leads to

creating school connections for students, particularly unduplicated student groups. Special Education students, particularly the most severely disabled students, benefit greatly when integrated into these high school courses.

Action 8. Social Emotional Learning and Character Education Development Curriculum
Counseling documentation indicates a need for consistent teaching and curriculum for SEL needs of students beginning at the elementary level. Unduplicated student groups have higher incidences of behavior problems inside and outside of the classroom. In addition to the curriculum taught in the classrooms, other curriculum modules are used as an alternative to suspensions that lead to students learning about appropriate ways to manage situations versus misbehaving.

Action 12 Staff Training
Staff development records indicate that classified staff receives minimal training, typically just annually required training. This group needs to be included in SEL training, relationship building, bully prevention and school climate training to build their understanding of why students at times display inappropriate behaviors and how adults should react to these behaviors with the goal of reducing suspensions from school and the bus.

Action 16 Elective Class Period
California Healthy Kids Survey data at the 7th grade level indicates that just 63% of the students feel they are a part of the school. As mentioned in previous areas, unduplicated student groups struggle in academic success and many feel disconnected to the school. By adding elective classes to the daily schedule that change 3-4 times per year, students can find an area of interest and increase that connection to school.

Goal 3

Action 2. Parent Trainings/Workshops/Support Groups
In meetings with parents of our unduplicated students, families requested trainings and support groups to better understand how to help their child at home on with school success.

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

Each of the 20 actions/services above indicate how the district intends to increase or improve services for foster youth, English Learners, and low-income students. Actions in goal 1 focus on academic and English language acquisition supports. Goal 2 has the focus of the overall well-being of the student and connection to school. Actions in goal 3 are about connecting parents and the community as partners in support of student success.

## Total Expenditures Table

| | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|
| | $4,665,899.00 | $342,518.00 | | $1,559,709.00 | $6,568,126.00 |

| | Totals: | Total Personnel | Total Non-personnel |
|---|---|---|---|
| Totals: | | $4,229,393.00 | $2,338,733.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1 | English Learners | ELD teachers - 2 AES/GI, 1 JJH | $178,829.00 | | | $156,328.00 | $335,157.00 |
| 1 | 2 | English Learners Foster Youth Low Income | Reading Specialists - 2 AES/GI | | | | $231,724.00 | $231,724.00 |
| 1 | 3 | English Learners Foster Youth Low Income | Para-educators | $61,003.00 | $114,979.00 | | | $175,982.00 |
| 1 | 4 | English Learners Foster Youth Low Income | Instructional Coaches - 2 | | | | $204,799.00 | $204,799.00 |
| 1 | 5 | English Learners Foster Youth Low Income | Three additional staff development days for teachers | $105,673.00 | | | | $105,673.00 |
| 1 | 6 | English Learners Foster Youth Low Income | Math and English support periods at high school | $125,082.00 | | | | $125,082.00 |
| 1 | 7 | English Learners Foster Youth Low Income | College and Career Technician | $59,161.00 | | | | $59,161.00 |
| 1 | 8 | English Learners Foster Youth Low Income | Teacher salary and health benefits increase | $452,877.00 | | | | $452,877.00 |
| 1 | 9 | All | PE teacher at middle school & K-3 teacher | | | | $150,442.00 | $150,442.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 10 | | Professional Learning Communities (PLC) | $220,682.00 | | | | $220,682.00 |
| 1 | 11 | English Learners Foster Youth Low Income | Professional Development | $222,500.00 | | | $91,200.00 | $313,700.00 |
| 1 | 12 | English Learners Foster Youth Low Income | After school tutoring/intervention including transportation | $77,024.00 | $25,308.00 | | | $102,332.00 |
| 1 | 13 | English Learners Foster Youth Low Income | Summer School | | $192,051.00 | | | $192,051.00 |
| 1 | 14 | All | Technology | | | | $220,000.00 | $220,000.00 |
| 1 | 15 | All | Software licensing fees for student assessment and data | $32,999.00 | | | | $32,999.00 |
| 1 | 16 | All | Technology Staff & support | $37,572.00 | | | $137,572.00 | $175,144.00 |
| 1 | 17 | English Learners Foster Youth Low Income | Computer software subscriptions - student use | $11,900.00 | | | $31,427.00 | $43,327.00 |
| 1 | 18 | All | Curriculum Adoption | $240,000.00 | | | | $240,000.00 |
| 1 | 19 | Students with Disabilities | Special Education Services | $1,324,584.00 | | | | $1,324,584.00 |
| 1 | 20 | All | Library Services | | | | $65,237.00 | $65,237.00 |
| 1 | 21 | All | Testing Fees | $19,500.00 | | | | $19,500.00 |
| 1 | 22 | All | Teacher Instructional Feedback Tool | $2,000.00 | | | | $2,000.00 |
| 2 | 1 | English Learners Foster Youth Low Income | Intervention/Prevention Counselors | $130,656.00 | | | $209,143.00 | $339,799.00 |
| 2 | 2 | All | Campus Supervisors | $128,150.00 | | | | $128,150.00 |
| 2 | 3 | English Learners Foster Youth Low Income | Elementary Vice-Principal | $128,150.00 | | | | $128,150.00 |
| 2 | 4 | All | Physical Education Teacher | $78,076.00 | | | | $78,076.00 |
| 2 | 5 | All | Nurse & nurse assistant | $44,868.00 | | | | $44,868.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 2 | 6 | English Learners Foster Youth Low Income | Music, art, CTE teacher | $383,698.00 | | | | $383,698.00 |
| 2 | 7 | All | Afterschool clubs, extra-curricular, & Shady Creek funding | $12,000.00 | | | $50,000.00 | $62,000.00 |
| 2 | 8 | English Learners Foster Youth Low Income | Social Emotional Learning & character development curriculum | | $10,180.00 | | | $10,180.00 |
| 2 | 9 | All | Deferred Maintenance | $310,000.00 | | | | $310,000.00 |
| 2 | 10 | All | Long-term Independent Study Program | $34,300.00 | | | | $34,300.00 |
| 2 | 11 | All | Visitor Management Platform | | | | $2,380.00 | $2,380.00 |
| 2 | 12 | English Learners Foster Youth Low Income | Staff training | | | | $7,000.00 | $7,000.00 |
| 2 | 13 | All | Student Bullying Reporting online system | | | | $2,457.00 | $2,457.00 |
| 2 | 14 | All | Video cameras - buses & school sites | $35,000.00 | | | | $35,000.00 |
| 2 | 15 | All | School meals | $28,448.00 | | | | $28,448.00 |
| 2 | 16 | English Learners Foster Youth Low Income | Elective class period | $154,075.00 | | | | $154,075.00 |
| 3 | 1 | All | Communication tools | $7,892.00 | | | | $7,892.00 |
| 3 | 2 | English Learners Foster Youth Low Income | Parent trainings/workshops/support groups | $18,000.00 | | | | $18,000.00 |
| 3 | 3 | All | Healthy Kids Parent Survey | $700.00 | | | | $700.00 |
| 3 | 4 | All | Parent meetings - virtual option | $500.00 | | | | $500.00 |

# Contributing Expenditures Tables

| Totals by Type | Total LCFF Funds | Total Funds |
|---|---|---|
| Total: | $2,329,310.00 | $3,603,449.00 |
| LEA-wide Total: | $1,239,312.00 | $2,010,420.00 |
| Limited Total: | $0.00 | $0.00 |
| Schoolwide Total: | $1,089,998.00 | $1,593,029.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|---|---|---|---|---|---|---|---|
| 1 | 1 | ELD teachers - 2 AES/GI, 1 JJH | Schoolwide | English Learners | Specific Schools: AES, GI, JJH TK-8 | $178,829.00 | $335,157.00 |
| 1 | 2 | Reading Specialists - 2 AES/GI | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: AES/GI 1-5 | | $231,724.00 |
| 1 | 3 | Para-educators | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: GI, AES, JJH TK-8 | $61,003.00 | $175,982.00 |
| 1 | 4 | Instructional Coaches - 2 | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $204,799.00 |
| 1 | 5 | Three additional staff development days for teachers | LEA-wide | English Learners Foster Youth Low Income | All Schools | $105,673.00 | $105,673.00 |
| 1 | 6 | Math and English support periods at high school | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: PHS | $125,082.00 | $125,082.00 |
| 1 | 7 | College and Career Technician | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: PHS | $59,161.00 | $59,161.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|--------------|-------|-------------------------------|----------|------------|-------------|
| 1 | 8 | Teacher salary and health benefits increase | LEA-wide | English Learners Foster Youth Low Income | All Schools | $452,877.00 | $452,877.00 |
| 1 | 10 | Professional Learning Communities (PLC) | LEA-wide | | All Schools | $220,682.00 | $220,682.00 |
| 1 | 11 | Professional Development | LEA-wide | English Learners Foster Youth Low Income | All Schools | $222,500.00 | $313,700.00 |
| 1 | 12 | After school tutoring/intervention including transportation | LEA-wide | English Learners Foster Youth Low Income | All Schools | $77,024.00 | $102,332.00 |
| 1 | 13 | Summer School | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $192,051.00 |
| 1 | 17 | Computer software subscriptions - student use | LEA-wide | English Learners Foster Youth Low Income | All Schools | $11,900.00 | $43,327.00 |
| 2 | 1 | Intervention/Prevention Counselors | LEA-wide | English Learners Foster Youth Low Income | All Schools | $130,656.00 | $339,799.00 |
| 2 | 3 | Elementary Vice-Principal | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: AES/GI | $128,150.00 | $128,150.00 |
| 2 | 6 | Music, art, CTE teacher | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: PHS | $383,698.00 | $383,698.00 |
| 2 | 8 | Social Emotional Learning & character development curriculum | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $10,180.00 |
| 2 | 12 | Staff training | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $7,000.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|--------------|-------|-------------------------------|----------|------------|-------------|
| 2 | 16 | Elective class period | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: JJH | $154,075.00 | $154,075.00 |
| 3 | 2 | Parent trainings/workshops/support groups | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $18,000.00 | $18,000.00 |

## Annual Update Table Year 1 [2021-22]

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

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

| Totals: | Planned Expenditure Total | Estimated Actual Total |
|---|---|---|
| Totals: | | |

# Instructions

*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.