

# 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
Bellevue School District	Carla J. Haakma Superintendent-Principal	chaakma@mybellevue.org 209.586.5510 x6323

## Plan Summary [2021-22]

### General Information

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

#### EXECUTIVE SUMMARY

**OVERVIEW:** The Local Control and Accountability Plan (LCAP) is the process and document by which we annually engage with stakeholders to incorporate feedback and refine our school plan to ensure dollars are allocated to fulfill the district's mission. Bellevue Elementary School District is a small one-school, school district located in Tuolumne County. It is a rural Pre-K-8 school comprised of 167 students. Approximately 48% of the students qualify as low income and 5.5% foster/homeless youth. There is one English Learner currently enrolled at Bellevue.

**STAFFING:** There are eight full-time multiple subject teachers, one full-time Title I/Special Education teacher, one part-time Intervention teacher and a Superintendent/Principal among its certificated ranks, which provide a teacher: student ratio of approximately 19:1. Classified staff is comprised of one Preschool teacher, nine instructional aides, custodial, kitchen, office, transportation and after school program staff. All teachers are appropriately assigned and fully credentialed

**PROGRAMS:** In addition to the regular school program, there is a State-funded Preschool and After School Program funded through the ASES grant. The teachers have fully implemented the common core state standards and the school has adopted the Eureka & Big Ideas for Math and the Houghton-Mifflin, Benchmark and Study Sync ELA programs for Language Arts. The Amplify Program was adopted in 2020-21 for the Science program that is aligned with the NGSS standards. Teachers participate in site and County-wide professional development. The school has adopted the B.E.S.T. (PBIS) positive behavior and character development program and the staff has participated in "Trauma Informed" and the "Responsive Classroom" training. Classified staff was trained in the F.I.S.H. Philosophy to contribute towards the school's positive school environment. The Parent Club is extremely active in organizing school-wide events and fundraising. The School Site Council serves as the parent advisory committee and has been active in development of the Safe School Plan, Single Plan for School Achievement and the Local Control Accountability Plan (LCAP).

METRICS: Belleview School utilized the following metrics and results in determining its goals, strategies, activities and resource allocation for the development of its LCAP.

State ELA & Math CAASPP (grades 3-8) and local assessment data (gr. K-8) results indicated the following:

The 2018-2019 CAASPP results for ELA indicate that Belleview School scores increased by 1% and are at 45% proficiency on the common core state standards. The 2018-19 CAASPP results for Math indicate that Belleview School scores increased by 2% and are at 21%. CAASPP comparison reports indicate that Belleview ranks slightly below the County & State average (at 47% & 49%). The CAASPP was not administered in 2019-2020 due to the COVID-19 Pandemic.

The STAR Reading and Math tests were administered in 2020-21 and compared to results from the prior year. The data was shared with the School Board on April 8, 2021. SGP is the student growth percentile. And SGP of >50 indicates that the student has made significant progress. SS is the scaled score and a positive number indicates the progress that the student has made from the beginning of the year. GE is the grade equivalent score and indicates the approximate grade level that the child is reading as compared with same age peers. All the scores below indicate an average of all students at that particular grade level.

#### STAR Reading – 2019/2021

8th Grade SGP = 31/64	SS = 18/+67	GE = 4.3/8.2
7th Grade SGP = 6/46	SS = -80/+13	GE = 4.9/6.5
6th Grade SGP = 58/50	SS = +85/+116	GE = 5.9/5.1
5th Grade SGP = 77/67.5	SS = +145/+127	GE = 5.3/5.0
4th Grade SGP = 83/33	SS = +164/-36	GE = 4.4/2.7
3rd Grade SGP = 47/43	SS = +90/+41	GE = 3.0/4.0
2nd Grade SGP = 86/na	SS = +138/+86	GE = 2.4/2.2

#### STAR Math = 2019/2021

8th Grade SGP = 9/40	SS = -36/+34	GE = 5.2/4.7
7th Grade SGP = 4/53	SS = -23/+31	GE = 5.3/6.8
6th Grade SGP = 65/62	SS = +66/+77	GE = 7.3/5.7
5th Grade SGP = 76/54	SS = +80/+77	GE = 5.9/4.6
4th Grade SGP = 20/21	SS = +37/-28	GE = 4.1/3.0
3rd Grade SGP = 48/39.5	SS = +80/+26	GE = 3.0/3.3

Suspensions = 0 students (0%) in 2020-21 which is a significant decrease  
Behavior referrals = 0 students (significant decrease from 109 referrals in 2018-19)  
Attendance Rate = 96.41% (2019-20)  
Middle School Dropout Rates = 0%  
Expulsions = 0%

#### Stakeholder Input Surveys:

- 1) Stakeholder survey data indicated an appreciation for the friendly and welcoming school environment, student: teacher ratio, school safety and excellent communication.
- 2) Students feel safe, appreciate their teachers, and the positive school climate and would like to see the field improved upon.
- 3) Due to increased enrollment, an additional teacher was hired for 2019-2020 and will be increased in 20-21 due to maintenance of the health & safety protocols.
- 4) Several comments on the staff and parent stakeholder surveys indicated a strong desire for robotics, science engineering and other enrichment programs to continue.
- 5) Staff & parent stakeholder survey data indicated a strong desire for intervention programs for struggling students.
- 6) Staff and parent stakeholder surveys indicated a strong desire to maintain small class size
- 7) Staff expressed a desire to increase the amount of time for professional collaboration with their colleagues and improve parent involvement
- 8) An overwhelming percentage of parents (40.4%) and staff (53.9%) expressed concern over the amount of student learning loss due to the COVID-19 Pandemic

The Williams Audit reported no complaints for each quarter during the 2020-2021 school year. The most recent FIT (Facilities) Report in November 2020, indicated that the facility is in "good" repair in all areas as indicated in the SARC.

## Reflections: Successes

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

Bellevue opened for in-person learning on October 12, 2020. Prior to that, the school was on a Distance Learning Model from August 19th through October 12th. Our school has remained open this school year and successfully implemented health and safety protocols that were aligned with the State and Local Public Health guidelines. The suspension/behavior data had a significant improvement in 2020-2021 as there have been 0 suspensions since school opened this year. Enrollment is currently at 167, which is stable from 2017-2018 and an increase from 115 in 2015. More families are being drawn to our community due to our small class sizes and excellent staff. Of the 157 students enrolled, 39 students are on inter-district transfers from neighboring districts. Our school has implemented a foster-youth liaison program beginning 2016-2017. Our foster-youth liaison works closely with our County Office to implement programs and support for our homeless and foster youth. Our low income students are provided an after school program, an Extended Day Kindergarten and a Preschool program that are of no charge to families. There is only one English-Learner enrolled at Bellevue who we anticipate will test out of the program this year. Technology was upgraded this year, with every classroom having a Smart TV installed and teachers issued an iPad and Macbook to assist with instruction. All students were issued a chromebook that they are able to take home for the times when learning needs to happen virtually. Hotspots were purchased and provided to families who struggled with Internet connectivity. Since the State and Local Public Health guidelines do not allow public gatherings, all school assemblies and events were conducted virtually. The Student Council planned virtual pep rallies, awards presentations, and many other interesting school activities. We continued the standards-based instruction with the implementation of the State-adopted math, science and ELA adoptions. For Language Arts, the curriculum is comprised of Benchmark for Gr. K-5 and Study Sync for Gr. 6-8. A supplemental math program (Big Ideas) in grades 6-8 and "Get More Math" was implemented in addition to the core Eureka Math Program. The Amplify Science curriculum was piloted in 19/20 and adopted in 20/21 for

grades 5-8. It is currently being piloted in grades K-4 with the intent to adopt in 2021-22.. We plan to pilot Social Studies materials that are aligned with the State Matrix this year. We've implemented a "Kindness Program" and provided staff with training in the Responsive Classroom Techniques. The SARB process is implemented to address chronic absence issues, however this has been a little trickier to navigate this year due to the COVID Pandemic. We expected a significant amount of learning loss due to the school closure on March 17, 2020 and Distance Learning Model from August 19-October 12, 2020. However, after assessing all students using our local benchmarks, we were pleased to see that the learning loss was not as significant as anticipated and in some cases, students scores increased.

## 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.

Stakeholder surveys indicated an overall high satisfaction rating on school climate, communication, quality of teachers and facility. However, concern was expressed by parents and staff regarding student learning loss. Approximately 50% felt that their students had fallen behind due to the pandemic and inability to be in school for 6 months. The CAASPP was not administer in 2019-20 due to the State Waiver and COVID-19 Pandemic. However, our 2020-21 Local Benchmark data appears to be aligned with the last California Dashboard indicators, ELA and Math are in the "orange" overall performance area, and there are no categories in the "red". All local indicators display that Belleview has "met" the criteria for all four priorities 1, 2, 3 and 6. Areas that Belleview has determined need significant improvement based on review of our State and Local Indicators are 1) student academic performance in ELA and Math on the CAASPP, 2) improve attendance rate (even though this is not indicated as a category in the "orange or red" or "not met" category), 3) according to a local indicator of climate surveys, Belleview would like to implement additional interventions for struggling students. Plans to improve in these areas, include continued implementation and training of the newly adopted ELA curriculum and supplemental Math curriculum, hiring of aides/intervention teacher/regular teacher to maintain small class size and provide academic and behavioral intervention to struggling students and providing staff training, and resources for ' Responsive Classroom' & 'Trauma-informed practices' to improve school climate and meet the social/emotional needs of all students. We also plan to continue with implementation of our "Kindness Program" and follow the SARB process to monitor and improve attendance.

## LCAP Highlights

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

Our LCAP is comprised of four goals that include providing small class sizes, improving our students' academic achievement in Language Arts and Math, providing intervention for struggling students (emotionally, behaviorally & academically), and providing enrichment that includes technology and other areas. Our overarching goal is to continue to provide certificated and classified staff that allow us to maintain small class sizes and a staff: student ratio of less than 20:1 average. Stakeholder feedback also indicates that parents and teachers value small class size and desire more opportunities for intervention for struggling students and support for technology. In particular, staff and parents expressed a desire to address the amount of student learning loss due to the COVID-19 Pandemic in 2020. The State test scores in 2018-2019 indicated that Belleview students are scoring below the State average, therefore student achievement in language arts and math

is a priority. The CAASPP was not administered in 2019-2020 due to the State's waiver, however our local benchmark assessment data indicated a slight decline in student's reading and math scores from the previous year's average. Stakeholder surveys indicated a high rate of satisfaction in the positive school culture, communication, highly qualified teachers and facility.

## **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.

Bellevue is a one-school District and does not qualify for CSI this year

### **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, as Bellevue does not qualify for CSI.

### **Monitoring and Evaluating Effectiveness**

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

Not applicable, as Bellevue does not qualify for CSI.

# Stakeholder Engagement

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

The stakeholder process is extensive at Belleview. The School Site Council meets monthly all year to review the LCAP goals, develop the stakeholder surveys, analyze the survey results and student achievement data, and make recommendation for goals, services and actions. Administration confers with the SELPA and Special Education Director regarding the needs, goals and resource allocation for our students with special needs. Administration, Parents, Resource and the Regular Ed teachers meet regularly throughout the year to determine the needs for our special education students and determine programs to best meet their needs. Administration summarizes all the work in a Power Point presentation and provides this to the Board and community for input at the Public Hearing in May. The draft LCAP is then submitted to the County for final input before bringing it to the Board for approval in June. Below is a summary of the calendarized meetings for review of the LCAP:

SSC & Parent Advisory Meeting 10-8-20 (Review budget, LCFF, LCAP goals and process for this year)  
Board Meeting 12-10-20 - First Interim Report with detailed information regarding the LCFF & LCAP presented to the Board  
SSC Meeting 11-12-20 12-10-20, 1-14-21 (review current LCAP goals, metrics and begin design of stakeholder surveys)  
Board Meeting 1-14-21 (review current LCAP goals, metrics and begin design of stakeholder surveys)  
SSC Meeting 2-11-21 (finalize recommendations for stakeholder input surveys)  
Board Meeting 2-11-21 (finalize stakeholder input surveys)  
Administer stakeholder input surveys to parents, students & staff 2/1-2/12/21  
SSC & Parent Advisory Meeting 3-11-21 (review survey results & student assessment data & plan LCAP Community Forum)  
Board Meeting 3-11-21- (review survey results & student assessment data & plan LCAP Community Forum)  
LCAP Community Forum 4-8-21 LCAP (review goals & draft)  
Board Meeting 4-8-21 - (discussion of recommended goals)  
Parent Advisory Meeting - the PAC reviewed a draft of the LCAP on 5-13-21 (review completed LCAP draft to go to Public Hearing)  
LCAP Public Hearing – Board Meeting 5-27-21  
LCAP approval – Board Meeting 6-10-21

\*\*Please note that there is no bargaining unit at Belleview School. As a very small school with approximately 30 employees, we complete our bargaining agreement mutually with administration and the Board. Due to our size, all staff has an opportunity to give input (not just the bargaining unit).

A summary of the feedback provided by specific stakeholder groups.

The feedback from the stakeholder groups showed a high degree of satisfaction in the strong positive school culture, great communication with families and staff, and a clean facility. Parents also noted that they feel their child's health and safety is a priority at school, that the teacher to student ratio is adequate and their involvement in their child's education is valued at school. Concern was expressed by

stakeholder groups that included parents and staff and that there was a significant amount of learning loss in 2020 due to the COVID-19 Pandemic. Students were on distance learning from March 17, 2020 to the end of the school year and there was no accountability. When school opened on August 12, 2020, it remained in a distance learning model, but students were held accountable for their attendance and graded on their completion of assignments. On October 12, 2020, Belleview opened for in-person learning. Meetings were held for parents and staff to give their input (note Board meeting schedule). These meetings were held virtually and had an attendance of approximately 50% of the parent population and 75% of the staff. Input provided by both parent and staff stakeholder groups influenced the development of the LCAP so that personnel and programs could be targeted for students who need additional academic support. Mental health was not expressed as a significant concern but will be addressed in 21-22 as needed. Students attended on a hybrid model where ALL students attend on a shortened day on M-Th and Fridays they are on Distance Learning. This allows the teachers time to prepare and provide feedback to students who remained on Independent Study. Due to the learning loss, school will resume on a full schedule in August 2021 and long-term Independent Study will no longer be an option, so teachers can focus solely on in-person learning.

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

The aspects of the LCAP were influenced by specific stakeholder input and provided for the focus in the goals and actions. A particular focus will be made on the assessment of students, determining the level of learning loss and addressing that with programs and staffing to improve their academic performance.

# Goals and Actions

## Goal

Goal #	Description
1	Bellevue Elementary will maintain a school & classroom environment that provides high quality, equitable conditions of learning for each student by offering small class sizes and a well-maintained facility.

An explanation of why the LEA has developed this goal.

According to the stakeholder surveys, there is an indication that parents and staff highly value the small class size. The school grew from 123 students in 2015-16 to 175 students in 2019-2020. The school community values the positive culture and family feel at Bellevue and have placed priority on keeping classes small. Surveys indicate satisfaction with the facility and cleanliness of the campus and note that this is important to the school community. There is a high satisfaction rating on the positive school culture, friendliness of staff, and quality of teachers and we want to continue this trend. In addition to the stakeholder input surveys, metrics used to measure the level of achievement of this goal includes the Houghton-Mifflin local measure for reading and math, and the STAR Reading and Math assessments.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Benchmark Student Achievement Data (STAR Reading & Math)	<p>READING</p> <p>8th SGP = 64 GE = 8.2</p> <p>7th SGP = 46 GE = 6.5</p> <p>6th SGP = 50 GE = 5.1</p> <p>5th SGP = 67 GE = 5.0</p> <p>4th SGP = 33 GE = 2.7</p> <p>3rd SGP = 43 GE = 4.0</p> <p>2nd GE = 2.2</p> <p>MATH</p> <p>8th SGP = 40 GE = 4.7</p>				Students will have made up for the learning loss experienced in 2020-2021 due to the COVID-Pandemic and be back at their baseline indicated in 2018-2019.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	7th SGP = 53 GE = 6.8 6th SGP = 62 GE = 5.7 5th SGP = 54 GE = 4.6 4th SGP = 21 GE = 3.0 3rd SGP = 39 GE = 3.3				
Increase % of parents and staff who respond that the school provides small class sizes	100% of staff agree on stakeholder survey 97.7% of parents agree on stakeholder survey				Maintain or increase current satisfaction rating
Attendance Data	91.4%				95% or higher
Suspension Data	0%				0 Suspensions/Expulsions
2018-2019 CAASPP in Gr. 3-8	2018-2019 CAASPP ELA 3-8 Average = 45% Math 3-8 Average = 21%				ELA 3-8 Average All = 55% ELA 3-8 Average SED = +5% from 18/19 Math 3-8 Average All = 45% Math 3-8 Average SED = +5% from 18/19
Facility Inspection Report (FIT)	All areas rated as "good"				All areas rated as "good"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students who have disabilities will meet the goals listed on their IEP	Not yet rated				Students with disabilities will meet 80% of the goals listed on their IEP
Low Income students will meet the local benchmark goals at the same rate as their Non-SED disadvantaged peers on the STAR Reading and Math Assessment	Not yet rated				There will be a variance of <5% between low income student scores and their Non-SED peers on the STAR reading and Math assessment

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Credential Teachers	Maintain all Highly Qualified Credential Teachers	\$68,466.27	Yes
2	Special Ed/Title I Teacher	Maintain the Highly Qualified Special Ed/Title I Teacher at 1.0 FTE	\$115,623.63	Yes
3	Itinerant Staff	Design class distribution to minimize combination classes and maintain low class size by hiring instructional aides and a retired teacher to provide enrichment and intervention.	\$143,162.98	Yes
4	Facility	Roof and dry rot repair as needed. Maintenance and upgrade of playground and field. HVAC, refrigeration and plumbing repairs as needed. Purchase of new bus. Maintenance of district vehicles, including buses, Suburban truck, and golf cart. Purchase of power tools and equipment as needed.	\$24,500.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	All students will meet the State's common core standards in literacy and math. Students will be assured early literacy and math skills that promote physical, social-emotional, cognitive, academic achievement throughout the K- 8 experience.

An explanation of why the LEA has developed this goal.

As a result of the analysis of the stakeholder surveys and student assessment data, this goal statement will remain the same. There will be a change in the actions and services, as additional funding will be allocated for paraprofessional time to work with struggling students and address the learning loss that occurred during the COVID-19 Pandemic. Survey results indicate the stakeholders desire to increase the support for students who are struggling in reading and/or math and a high concern was expressed by both parents and teacher regarding the amount of learning loss experienced by the students during the pandemic. The local benchmark student achievement results for 2020-2021 indicate a need to continue a strong focus on math and reading. In addition to the stakeholder input surveys, metrics used to measure the level of achievement of this goal includes the Houghton-Mifflin local measure for reading and math, and the STAR Reading and Math assessments.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Benchmark Student Achievement Data (STAR Reading & Math)	READING 8th SGP = 64 GE = 8.2 7th SGP = 46 GE = 6.5 6th SGP = 50 GE = 5.1 5th SGP = 67 GE = 5.0 4th SGP = 33 GE = 2.7 3rd SGP = 43 GE = 4.0 2nd GE = 2.2 MATH				Students will have made up for the learning loss experienced in 2020-2021 due to the COVID-Pandemic and be back at their baseline indicated in 2018-2019.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8th SGP = 40 GE = 4.7 7th SGP = 53 GE = 6.8 6th SGP = 62 GE = 5.7 5th SGP = 54 GE = 4.6 4th SGP = 21 GE = 3.0 3rd SGP = 39 GE = 3.3				
Decrease % of parents and staff who respond that they are concerned about their child/student falling behind	53.9% of staff indicated concern on the stakeholder survey 39.6% of parents indicated concern on stakeholder survey				Decrease the % of staff concerned about learning loss from 53.9% to 25% Decrease the % of parents concerned about learning loss from 39.6% to 20%
Attendance Data	91.4%				95% or higher
Suspension Data	0%				0%
2018-2019 CAASPP	2018-2019 CAASPP ELA 3-8 Average = 45% Math 3-8 Average = 21%				ELA 3-8 Average All = 55% ELA 3-8 Average SED = +5% from 18/19 Math 3-8 Average All = 45% Math 3-8 Average SED = +5% from 18/19

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students with Disabilities will meet the goals listed on their IEP	Not yet rated				Students with disabilities will meet 80% of the goals listed on their IEPs
Low Income students will meet the local benchmark goals at the same rate as their Non-SED disadvantaged peers on the STAR Reading and Math Assessment	Not yet rated				There will be a variance of <5% between low income student scores and their Non-SED peers on the STAR reading and Math assessment
Williams Quarterly Report	100% of the students have access to the standards-based core curriculum				Maintain that 100% of students have access to the standards-based core curriculum

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum	Provide curriculum aligned with the common core standards in ELA and Math. Provide aligned curriculum to all students.	\$22,350.00	Yes
2	Supplemental Programs	Computer licensing for supplemental reading and/or math programs. (ie:Waterford, Redbird, Houghton-Mifflin, Accelerated Reading, ESGI, Amplify). Students in targeted groups will receive extra time on the supplemental learning programs.	\$7,500.00	Yes
3	Personnel	Assign paraprofessionals, Title I teacher and/or retired intervention teacher to assist in classrooms. Hire additional 10 hours of aide support (All salaries include benefits).	\$13,133.00	No

Action #	Title	Description	Total Funds	Contributing
4	Professional Development	Provide professional development at the local level during regularly scheduled staff meetings and at the TCSOS. Emphasis placed on behavioral training (Regular Salary Contract time).	\$2,500.00	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	Equity is at Belleview's core with support for the whole child that includes a positive school environment and a learning climate that incorporates instructional practices that support the academic, social, emotional and physical needs of its students

An explanation of why the LEA has developed this goal.

As a result of the analysis of the stakeholder surveys and California Healthy Kids survey data, this goal statement was developed. Survey results indicate that stakeholders desire to increase the support for students who are struggling in reading and/or math as well as provide them with social-emotional supports. The student achievement data indicates a need to continue a strong focus on math and reading. Metrics used to measure the level of achievement of this goal will be comprised of the 2020-21 CAASSP, as well as the local benchmark assessments and stakeholder survey data.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Benchmark Student Achievement Data (STAR Reading & Math)	<p>READING</p> <p>8th SGP = 64 GE = 8.2</p> <p>7th SGP = 46 GE = 6.5</p> <p>6th SGP = 50 GE = 5.1</p> <p>5th SGP = 67 GE = 5.0</p> <p>4th SGP = 33 GE = 2.7</p> <p>3rd SGP = 43 GE = 4.0</p> <p>2nd GE = 2.2</p> <p>MATH</p> <p>8th SGP = 40 GE = 4.7</p>				Students will have made up for the learning loss experienced in 2020-2021 due to the COVID-Pandemic and be back at their baseline indicated in 2018-2019.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	7th SGP = 53 GE = 6.8 6th SGP = 62 GE = 5.7 5th SGP = 54 GE = 4.6 4th SGP = 21 GE = 3.0 3rd SGP = 39 GE = 3.3				
Increase % of parents and staff who respond that the school provides adequate interventions for struggling students.	88.8% of staff agree on stakeholder survey 66.7% of parents agree on stakeholder survey				Increase the satisfaction rate to 90% from staff and 80% from parents
Attendance Rate	91.4%				95% or higher
Suspension Rate	0%				0%
2018-2019 CAASPP	2018-2019 CAASPP ELA 3-8 Average = 45% Math 3-8 Average = 21%				ELA 3-8 Average All = 55% ELA 3-8 Average SED = +5% from 18/19 Math 3-8 Average All = 45% Math 3-8 Average SED = +5% from 18/19
Aeries Student Information System Discipline Data	Not yet rated				Aeries Student Information System Discipline Data will indicate a <5% disparity between the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					number of discipline incidents recorded for student with disabilities as compared to SED and "All" student groups

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Reading Program	An appropriate reading intervention program will be implemented. Low income and students with disabilities are targeted for assistance as needed.	\$1,000.00	Yes
2	Professional Development	Professional development will be provided on curricular areas, as well as behavioral training.	\$1,000.00	Yes
3	Parent Involvement	Family engagement strategies will be implemented to increase parent input, including parent participation and communication. Families of low income students, students with disabilities and foster youth will be targeted. A webmaster will be paid a stipend to keep the website and list of resources for families up-to-date. A phone messenger system will be utilized to provide families email and phone messages on a regular basis to keep them up-to-date on school information. Events will be planned (ie: Spaghetti Feed, Turkey Trot, Jog-a-thon, Eagle Day, etc.) by parents to involve the entire school community. Teachers will utilize Class Dojo, Aeries and Google Classroom to communicate with parents and keep them apprised of student performance and classroom information. Fundraising opportunities (ie: Harvest Festival, candy sales, etc.) will be organized by parents to provide funds for field trips and assemblies. Each classroom will have	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		a room parent assigned to assist the Parent Club with planning all of these schoolwide activities.		
4	Mental Health & Social-emotional Development	Staff training and resources will be provided for trauma-informed practice, nurtured heart, and responsive classroom.	\$1,000.00	Yes
5	School Culture	The "Kindness" program will be implemented, which focuses on development of positive core values that are aligned with the District's Vision and Mission Statements	\$0.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
4	Students will have the opportunity to participate in art, music, technology and other enrichment programs including field trips and activities for the gifted, in addition to the core subjects.

An explanation of why the LEA has developed this goal.

This goal stated was developed as a result of the analysis of the stakeholder surveys and student achievement data. Survey results indicated an overwhelming desire by the stakeholders to increase enrichment opportunities and support for struggling students and provide teachers and students with the technology necessary for teaching and learning.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Benchmark Student Achievement Data (STAR Reading & Math)	<p>READING</p> <p>8th SGP = 64 GE = 8.2</p> <p>7th SGP = 46 GE = 6.5</p> <p>6th SGP = 50 GE = 5.1</p> <p>5th SGP = 67 GE = 5.0</p> <p>4th SGP = 33 GE = 2.7</p> <p>3rd SGP = 43 GE = 4.0</p> <p>2nd GE = 2.2</p> <p>MATH</p> <p>8th SGP = 40 GE = 4.7</p> <p>7th SGP = 53 GE = 6.8</p>				Students will have made up for the learning loss experienced in 2020-2021 due to the COVID-Pandemic and be back at their baseline indicated in 2018-2019.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	6th SGP = 62 GE = 5.7 5th SGP = 54 GE = 4.6 4th SGP = 21 GE = 3.0 3rd SGP = 39 GE = 3.3				
Increase % of parents and staff who respond that the school provides a wide variety of programs	90% of staff agree on stakeholder survey 81.4% of parents agree on stakeholder survey				High satisfaction rate of 90% average or higher in all areas for both parents and staff
Attendance Rate	91.4%				95% or higher
Suspension Rate	0%				0%
After School Program Enrollment and Student Award Recipients	Not yet rated				An analysis of the ASP enrollment will indicate that there is an equitable percentage of SED, Students with Disabilities and All Students enrolled in the after school programs.  An analysis of the number of students recognized for citizenship, student of the month and other awards will indicate an equitable percentage

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>of SED, Students with Disabilities and All Students recognized for these achievements.</p> <p>An "equitable percentage" would indicate a &lt;5% disparity.</p>
Enrollment in electives	This is a new baseline for 21/22				100% of our 6/7/8 graders will the opportunity to enroll in electives during the school day.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Enrichment Programs	Enrichment programs will be provided during the after school program.	\$3,800.00	No
2	Course Offerings	Electives will be provided during the school day to students in grades 6-8 and included STEM, Robotics, Drama, Art, Music, Journalism, Yearbook.	\$1,000.00	No
3	Technology	Technology will be provided to students and teachers for teaching & learning (ie: chromebooks, Smart TVs, iPads, Macbooks, etc.)	\$5,000.00	Yes
4	P.E. Program	A PE Instructor provides PE classes to students in grades K-8	\$44,927.26	Yes

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.19%	143,816

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.

The needs of foster youth, English Learners and low-income students have been considered and will be addressed in each of the four LCAP goals, but particularly in goal #3 which addresses the need for interventions for struggling students. A District Liaison has been hired to identify and provide support and resources for our homeless and foster students. These resources are above what is provided to regular students. The teaching staff disaggregates their achievement data and provides targeted interventions to the identified students. In addition, a SARB Board meets with parents who may be struggling with attendance to discuss ways to mitigate their circumstances and provide them with the resources needed to assist in getting their child to attend school regularly. Currently on waiver, our meal distribution program provides meals to all students that can be consumed on campus or may be picked up. Delivery of meals was provided to students on a Distance Learning Model. An EL Coordinator has been hired who assesses and provides academic support as needed - Belleview currently has only one English Learner enrolled.

For each action being provided for Goals 1-4, a description of how the needs of FY, ELs and SED student were considered and how these actions are effective in meeting their goals is outlined below:

Goal 1 (Actions 1-4 included staffing and facility) - Itinerant staff has been hired specifically to meet the needs of FY (District Liaison), EL (EL Coordinator) and SpEd students (Intervention Teacher and Title I Teacher. These students will receive services above students in the general population by meeting their specific social, emotional or academic needs. Students in the SED category, who are falling behind academically will receive services from the Intervention Teacher and supplemental reading, writing and math programs. We anticipate that due to the current local benchmark academic assessment data results (STAR Reading & Math), students math and reading scores will continue to improve. Therefore, we plan to continue to provide these actions moving forward.

Goal 2 (Actions 1-4 included curriculum, supplemental programs, instructional aides and professional development) - Instructional aides have been hired to work with specific students who need additional support and fall in to the EL or SED categories. Supplemental programs and curriculum are purchased to provide to students in the SED or EL categories either in the regular classroom or during intervention time. Staff (both certificated and classified) receive specific training to meet the social/emotional and academic needs of SED, EL or foster youth - especially those students who may have experienced trauma. The data indicates that student attendance and suspension rates have improved and enrollment has remained steady even during the pandemic. In addition, the local benchmark data indicates that all students (including unduplicated students) made significant progress in the areas of reading and math, even though school was closed and a distance learning model was in place until we opened on a hybrid model. We feel very positive about this data and plan to continue to implement all actions as related to curriculum, supplemental programs, instructional aides and professional develop.

Goal 3 (Actions 1-5 included a reading program, professional development, parent involvement, mental health & social-emotional development & school culture) - This goals has overlapping areas with the previous goals, but with the addition of family engagement strategies and a specific reading intervention program that was purchased to provide the EL, SED or FY students who need additional support. Moving forward we want to continue to target our SED, EL, and students with disabilities who continue to struggle and have fallen behind during the pandemic. All actions under this goal are still relevant and needed to support our unduplicated students. While the data shows that there has been academic progress and positive discipline data, we want to continue to improve in this are. Therefore, all actions including a reading program, professional development, parent involvement, mental health/social emotional development and school culture will continue moving forward.

Goal 4 (Actions 1-4 included enrichment programs, electives, PE and technology) - Technology (chromebooks, hotspots & software) are purchased to provide equal access and additional support for the SED, EL and FY students. A PE teacher was hired to provide PE to all students, yet allow the classroom teacher a prep period or intervention period where the regular classroom teacher would have time to work with small groups or individual students who need additional support. According to our stakeholder surveys, this goal and subsequent actions received the highest percentage of positive feedback. All stakeholder groups (parents, students, staff) indicated that the PE program was the single highest determinate for our positive school culture. The PE teacher hired is highly skilled and also coaches all the sports programs. Students love PE and skills that he is teaching them. Teachers are able to use the time for planning, assessments and providing interventions 1:1 or in small group, while the class attends PE 2-5 times weekly. In addition, PE being in the rotation in grades 6-8 allows the two other teachers to departmentalize effectively and provide other electives such as art, robotics, and drama. Chromebooks are provided to all students, including students with disabilities. All students are able to access core curriculum, supplemental curriculum (such as Get More Math, Accelerated Reader & Waterford) and students who are struggling or have disabilities are provided additional supplemental programs (Redbird, Nesity). Assessment data from these research-based programs is favorable and supports our decision to continue all these actions moving forward.

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

Belleview currently only has one EL student. We provide testing and identification and assure that the academic program is aligned to meet the student's needs. There is a very small percentage of foster youth and homeless enrolled at Belleview. These students are identified and

a stipend is paid to a District Liaison to schedule support meetings and provide resources that could include household needs (ie: gas, heat, transportation, food, clothing, household items) or academic support (ie: intervention programs, speech, occupational therapy, IEP, etc.). The low income population at Belleview is significant at approximately 48%. These students are provided free meals and supports that include all of the aforementioned supports as needed. Supports include a reading and writing program delivered by an Intervention Teacher, instructional aides that provide 1:1 or small group support within the regular classroom, supplemental online reading and math programs that students can access at school in their intervention group or at home with the support of their parent. Preschool, and Extended Day Kindergarten and an After School Program are all provided to SEL students at no cost to their parents. The chronic absenteeism rate will be measured by the daily attendance in the student information system (Aeries) and there is an expectation that there will be an improvement in the attendance rate by 5% and the number of students out on Independent Study will be reduced by at least 50% in the 2021-2022 school year. All of the supports previously mentioned far exceed the 8.19% increase of services above and beyond the base program provided to all students. These actions have proven to be the most effective use of funds to meet the goals of these unduplicated students. Based upon evidence obtained from school data, indication of improved attendance, increased enrollment, and a lower suspension and discipline rate. The academic data from the STAR Reading and Math indicate significant improvement and very little learning loss in the areas of math and reading, despite the school closure and distance learning model. While some grade levels showed a slight decline, other grade levels actually showed progress. Therefore, it is determined that moving forward the same intervention strategies and student supports will remain in effect, but be increased by providing additional personnel, so that more students can receive services.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$265,590.78	\$52,033.29	\$111,330.07	\$26,009.00	\$454,963.14

Totals:	Total Personnel	Total Non-personnel
Totals:	\$385,313.14	\$69,650.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Credential Teachers	\$68,466.27				\$68,466.27
1	2	English Learners Foster Youth Low Income	Special Ed/Title I Teacher	\$6,584.56		\$83,030.07	\$26,009.00	\$115,623.63
1	3	English Learners Foster Youth Low Income	Itinerant Staff	\$126,112.69	\$17,050.29			\$143,162.98
1	4	All	Facility			\$24,500.00		\$24,500.00
2	1	English Learners Foster Youth	Curriculum	\$1,500.00	\$20,850.00			\$22,350.00
2	2	English Learners Foster Youth Low Income	Supplemental Programs	\$7,500.00				\$7,500.00
2	3	All Students with Disabilities EL, Foster, Homeless, SED	Personnel		\$13,133.00			\$13,133.00
2	4	English Learners Foster Youth Low Income	Professional Development	\$2,500.00				\$2,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	English Learners Foster Youth Low Income	Reading Program	\$1,000.00				\$1,000.00
3	2	English Learners Foster Youth Low Income	Professional Development	\$1,000.00				\$1,000.00
3	3	All	Parent Involvement					\$0.00
3	4	English Learners Foster Youth Low Income	Mental Health & Social-emotional Development	\$1,000.00				\$1,000.00
3	5	English Learners Foster Youth Low Income	School Culture					\$0.00
4	1	All Students with Disabilities EL, Foster, Homeless, SED	Enrichment Programs			\$3,800.00		\$3,800.00
4	2	All Students with Disabilities EL, Foster, Homeless, SED	Course Offerings		\$1,000.00			\$1,000.00
4	3	English Learners Foster Youth Low Income	Technology	\$5,000.00				\$5,000.00
4	4	English Learners Foster Youth Low Income	P.E. Program	\$44,927.26				\$44,927.26

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$265,590.78	\$412,530.14
<b>LEA-wide Total:</b>	\$0.00	\$0.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$265,590.78	\$412,530.14

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Credential Teachers	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bellevue K-8	\$68,466.27	\$68,466.27
1	2	Special Ed/Title I Teacher	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bellevue K-8	\$6,584.56	\$115,623.63
1	3	Itinerant Staff	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bellevue K-8	\$126,112.69	\$143,162.98
2	1	Curriculum	Schoolwide	English Learners Foster Youth	All Schools Specific Schools: Bellevue K-8	\$1,500.00	\$22,350.00
2	2	Supplemental Programs	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bellevue K-8	\$7,500.00	\$7,500.00
2	4	Professional Development	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bellevue K-8	\$2,500.00	\$2,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	1	Reading Program	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bellevue K-8	\$1,000.00	\$1,000.00
3	2	Professional Development	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bellevue K-8	\$1,000.00	\$1,000.00
3	3	Parent Involvement			All Schools Specific Schools: Bellevue K-8		\$0.00
3	4	Mental Health & Social-emotional Development	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bellevue K-8	\$1,000.00	\$1,000.00
3	5	School Culture	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bellevue K-8		\$0.00
4	3	Technology	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bellevue K-8	\$5,000.00	\$5,000.00
4	4	P.E. Program	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bellevue K-8	\$44,927.26	\$44,927.26

**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
			<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
			Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

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

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