LCFF Budget Overview for Parents

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

CDS Code: 12627296007710

School Year: 2021-22
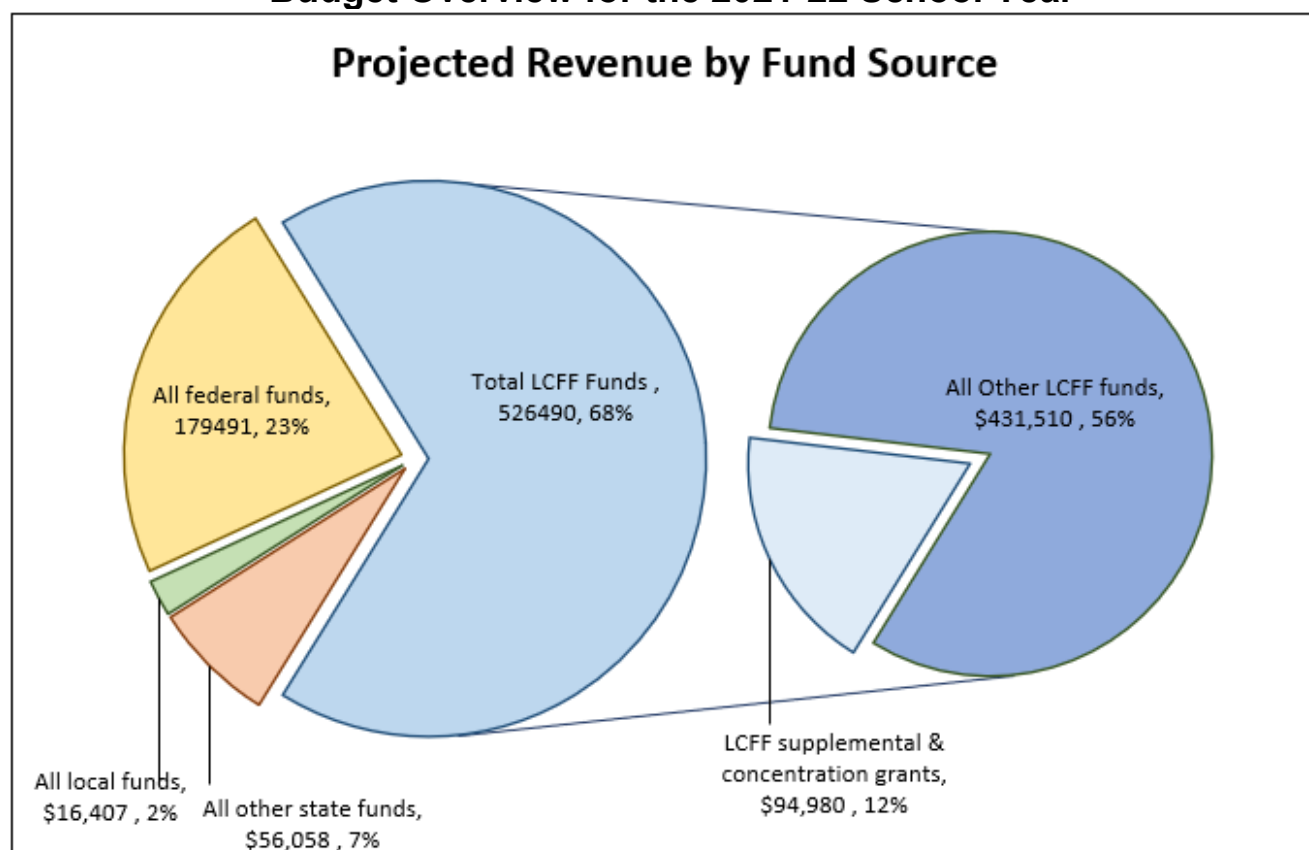
LEA contact information:

John Blakely

Superintendent

jblakely@bridgevilleschool.org

707-777-3311

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, 179491, 23%

Total LCFF Funds, 526490, 68%

All Other LCFF funds, $431,510, 56%

All local funds, $16,407, 2%

All other state funds, $56,058, 7%

LCFF supplemental & concentration grants, $94,980, 12%

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

The total revenue projected for Bridgeville Elementary School District is $778,446, of which $526,490 is Local Control Funding Formula (LCFF), $56,058 is other state funds, $16,407 is local funds, and $179,491 is federal funds. Of the $526,490 in LCFF Funds, $94,980 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP
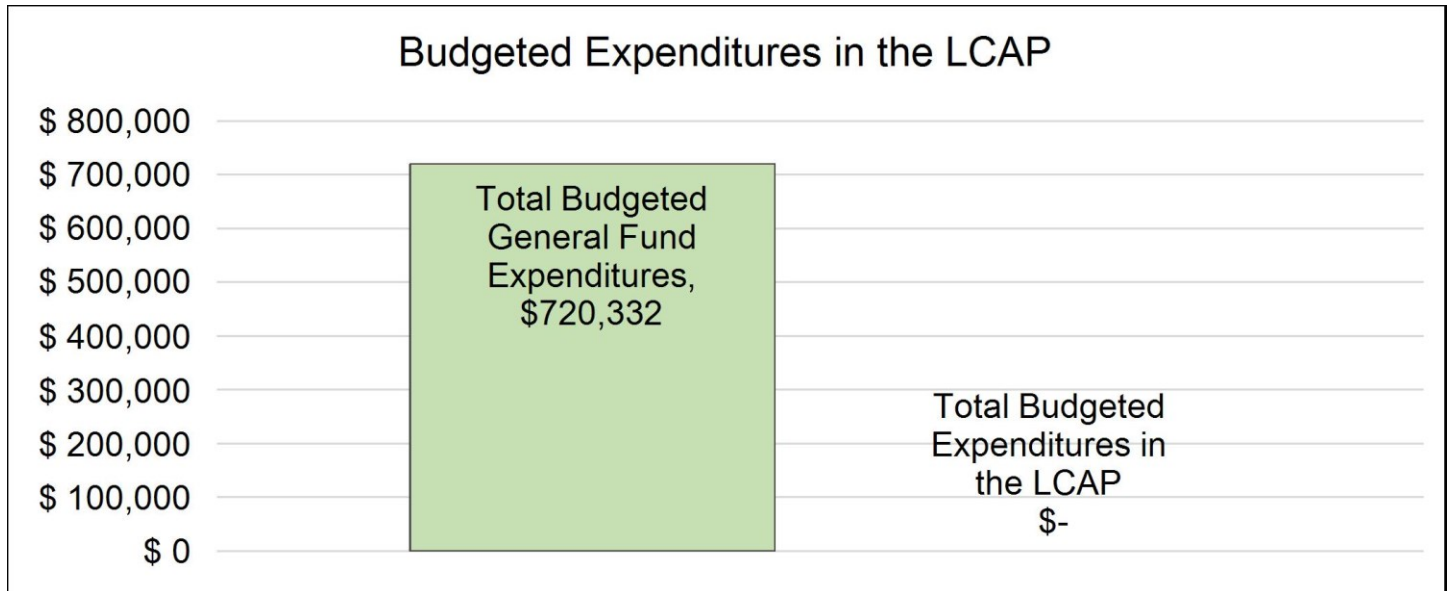
This chart provides a quick summary of how much Bridgeville Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Bridgeville Elementary School District plans to spend $720,332 for the 2021-22 school year. Of that amount, $ is tied to actions/services in the LCAP and $720,332 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
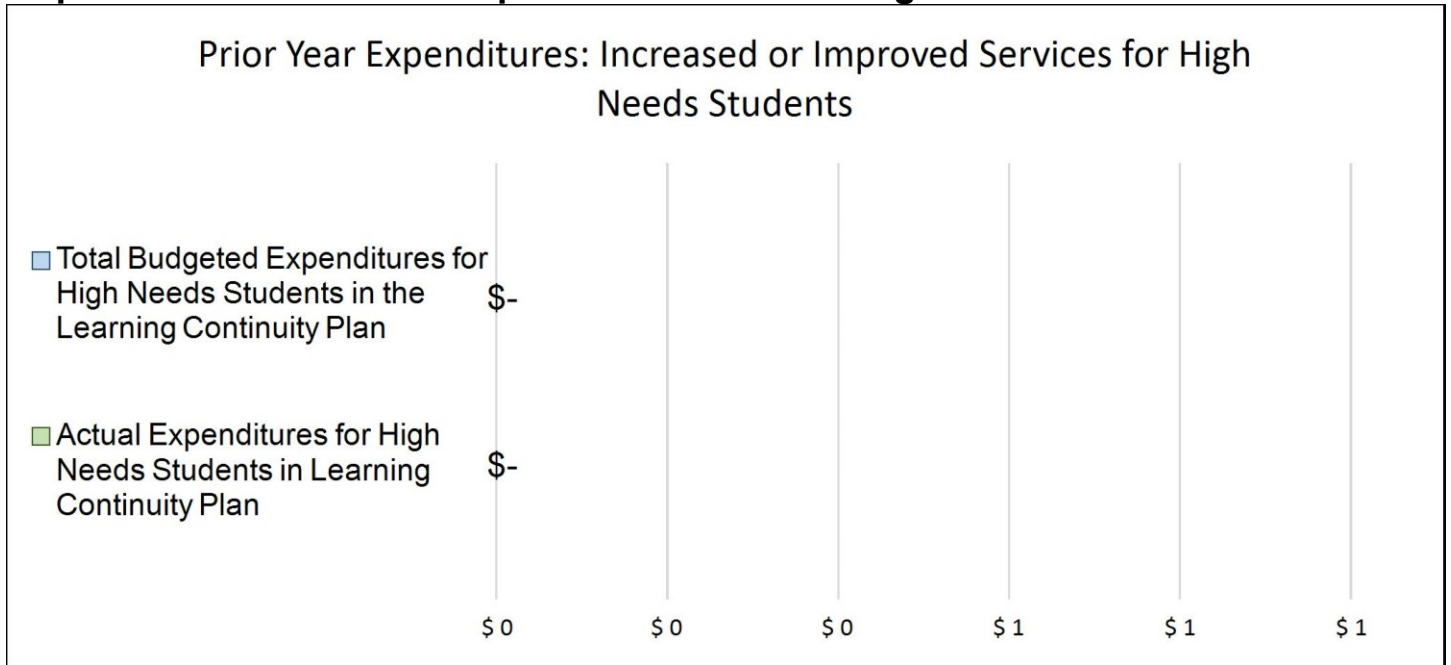
Certificated Salaries: 188K, Classified Salaries: 128K, Employee Benefits: 119K, Materials & Supplies: 25K, Services: 236K, Cafeteria Transfer: 22K

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

In 2021-22, Bridgeville Elementary School District is projecting it will receive $94,980 based on the enrollment of foster youth, English learner, and low-income students. Bridgeville Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Bridgeville Elementary School District plans to spend $ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $-

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $-

$0 $0 $0 $1 $1 $1

This chart compares what Bridgeville Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Bridgeville Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Bridgeville Elementary School District's Learning Continuity Plan budgeted $ for planned actions to increase or improve services for high needs students. Bridgeville Elementary School District actually spent $ for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Bridgeville Elementary School District	John Blakely Superintendent	jblakely@bridgevilleschool.org 707-777-3311

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

Goal 1

All students will attain proficiency in the core content areas

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 2: State Standards (Conditions of Learning)
                     Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Metric: State Priority 4: Standardized Test performance (CAASSP/SBAC results) **19-20** The district goal is to maintain 65% (students meeting or exceeding standard) in ELA and 60% (student meeting or exceeding standard) in Math in and 2018-19 testing results. **Baseline** Baseline numbers were develop using 2014-15 CAASPP results (55% of Bridgeville School students (including unduplicated pupils) had met or exceeded the standard in ELA and 50% had met or exceeded the standard in Math.) The district goal was to increase by 5% to 60% in ELA and 55% in Math in 2015-16 testing. Since that goal was not met, we are working to meet it in 2016- 17 testing.	2018-19 Dashboard results indicated district average in ELA was 86.2 points below standard and 115.4 below in Math. No color was assigned to either subject due to very small number tested.

Expected	Actual
Metric/Indicator Metric: State Priority 7: Teacher schedules, grades and report cards include all required areas of study including English Language Arts, Math, Science, History/Social Science, Music, and Physical Education. **19-20** Maintain. 100% of students including unduplicated pupils and students with disabilities have access and are enrolled in all required areas of study for their grade level including English Language Arts, Math, Science, History/Social Science, Music, and Physical Education. **Baseline** All students (100%) (including unduplicated pupils) currently have access and are enrolled in all required areas of study including English Language Arts, Math, Science, Social Science, Music, and Physical Education as evidenced by their local report cards.	100% of students had access to a broad course of study despite the COVID pandemic
Metric/Indicator Metric: State Priority 8: Local Metric: District benchmark results - Local Report Cards **19-20** Maintain. 100% of students (including unduplicated pupils) will show at least a growth of 1 point (Report Card Rubric is as follows: 1 = Grade level standard not yet met, 2=Grade level standard nearly met, 3=Grade level standard met, 4=Grade level standard exceeded) from Trimester 1 to trimester 3 on local report cards for each CCSS ELA and CCSS Mathematics. **Baseline**	JOHN - NEED DETAILS ON GROWTH SHOWN NO REPORT CARDS XXXXXX

Expected	Actual
100% of students (including unduplicated pupils) showed at least a growth of 1 point (Report Card Rubric is as follows: 1 = Grade level standard not yet met, 2=Grade level standard nearly met, 3=Grade level standard met, 4=Grade level standard exceeded) from Trimester 1 to trimester 3 on local report cards for each CCSS ELA and CCSS Mathematics. **Metric/Indicator** Metric: State Priority 8: California Physical Fitness Test results (Increase to 75% students (including unduplicated pupils) scoring in Healthy Fitness Zone range: 2014-15 results = 50% in grade 5 and 67% in grade 7 **19-20** Maintain 75% or higher – Students scoring in the Healthy Fitness Zone range in 16--17. **Baseline** California Physical Fitness Test results (Increase to 75% students scoring in Healthy Fitness Zone range in 15-16) (2014-15 results = 50% in grade 5 and 67% in grade 7)	In 2019 75% of 5th and 7th graders were in the HFZ in 6/6 or 5/6 standards.
Metric/Indicator Metric: State Priority 8: Registration records of student participation in site level and/or county History Day, Science Fair and other academic related competitions and Visual Performing Arts performance events (grades 4-8) **19-20** 100% of students, including SWD, will participate in one or more site or county-wide academic or VPA competition or performance offered for their grade level	NA - County-wide student events were not conducted in 2020.

Expected	Actual
Baseline Met. 100% participation by all students.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Provide opportunity and compensation for quality staff development opportunities (especially for CCSS curriculum and instructional practices)	RS 4035 (Title II) $752 RS 6010 (ASES) $400 Travel and conferences (Object 5210) $1,152	Travel and conferences (Object 5210) 5000-5999: Services And Other Operating Expenditures Title II $188

1.2. Retain highly qualified teachers (we are at 100%) and maintain a .2 Music Teacher to help ensure broad course of study metric is met.	RS 0000 (Base) $33,818/$14,543. RS 1400 (EPA). RS 1400 (EPA) $46,070/ $19,325. RS 5820 (REAP) $9,536/$4,431 RS 7690 (STRS on Behalf) $12,204 RS 0001 (Sup/Con) $9,401/$1,903
	
	Teacher Salaries and Benefits (Objects 11XX, 3XX1)
	
	  $151,231
		RS 0000 (Base) $69,316. RS 1400 (EPA). RS 1400 (EPA) $42,224. RS 5820 (REAP) $17,321 RS 7690 (STRS on Behalf) $16,672 RS 0001 (Sup/Con) $72,826
		
		Teacher Salaries and Benefits (Objects 11XX, 3XX1)
		  $218,359

1.3. Purchase sufficient materials to supplement the math curriculum for all students and continue Nat. Geo. ELA purchases to complete curriculum materials for all grades and students (including unduplicated pupils) to ensure access to high quality and modern instructional materials aligned to CCSS	Textbooks: RS 6300 (Lottery)$1,500. Materials and Supplies: RS 1100 (Lottery) $7,800 RS 4127 (Title IV) $1,492.
	
	Textbooks (Object 4110) Materials and Supplies (Object 4310)
	
	  $10,792
		Textbooks: RS 6300 (Lottery)$1,211. Materials and Supplies: RS 1100 (Lottery) $4,288 RS 4127 (Title IV) $230.
		
		Textbooks (Object 4110) Materials and Supplies (Object 4310)
		
		  $5,729

1.4 Support students (including unduplicated pupils) with Spelling Bee, GATE, History Day and Science Fair projects with specifically	Teacher Salary Other Pay and Benefits (Object 1150 and 3000s) $4,500/$913 Other Classified	Teacher Salary Other Pay and Benefits (Object 1150 and 3000s) $4,603. Other Classified Salaries

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
scheduled and planned After School Program activities. Provide reading and literacy support programs in the After School program.	Salaries and Benefits (Object 2900 and 3000s) $31,092/$5,508 Materials and Supplies (Object 4310) $793 Contracted Services (Object 5800) $1,250 After School Education and Safety (ASES) $44,056.00	and Benefits $23,519. Materials and Supplies (Object 43xx) $5,438 Contracted Services (Object 5800) $2,566. Indirect $1,806 After School Education and Safety (ASES) $37,932 FN 2420 LCFF Supplemental and Concentration $291 FN 2420 Title IV $8,008
1.5 To support physical fitness and health awareness with athletic programs and activities in the after school program for all students (including unduplicated pupils).	RS 6010 (ASES) Coaches and Advisors Salaries and Benefits (Objects 2160 and 3000s) $1,600.00/$487 Medical Supplies (Object 4392) $113 Gasoline (Object 4364) $400 Employee Mileage (Object 5201) $500 Student Travel (Object 5801) $1,305 $4,405.00	Included in Goal 1 Action 4
GOAL 6 REMOVED AND ACTION ADDED TO THIS GOAL - 1.6 Provide support for Foster Youth through contract with regional school for a regional Foster Youth Liaison position to serve and support Foster Youth.	RS 0001 Other Inter LEA contracts (obj 5819) $500	RS 0000 Other Inter LEA contracts (obj 5800) 5800: Professional/Consulting Services And Operating Expenditures LCFF Base $500

1.7 Provide unduplicated pupils with increased support and services to better their home learning environment. Including but not limited to purchasing computers for student checkout for home use, materials and supplies needed to be successful in the home environment (textbooks,	RS 0001 Materials and Supplies (Object 4000s) $2,685
	  LCFF Supplemental and Concentration $2,685
		RS 0001 Materials and Supplies (Object 4000s)
		  LCFF Supplemental and Concentration $1,581

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
calculators, binders, paper, pens, pencils, highlighters, literature books, books on tape, etc.).		
Plan and promote events highlighting student successes including attendance rewards and special recognition lunches.	RS 0001 Student Travel (Object 5801) $570.00 Student Awards (Object 5885) $350.00 LCFF Supplemental and Concentration $920	Student Travel (Object 5801) 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $487 Student Awards (Object 5885) 5800: Professional/Consulting Services And Operating Expenditures Lottery $165

Provide maximum number of certificated staff possible to keep class sizes lowand grade spans to 5 grades or less to ensure more individualized learning practices (differentiated instruction, tutoring, etc.) can be implemented to support unduplicated pupils. Also, professional development support for teachers who work with students in poverty, foster youth, homeless youth, and students who have experienced trauma or neglect.	RS 0001 (Supp./Conc.)
	RS 3010 (Title I)
	
	RS 0001 Teacher Salaries and Benefits
	(Objects1100 and 3000s) $30,030/$6,078
	RS 0001 Travel and Conferences for
	Professional Development (Object 5210) $300
	RS 3010 Teacher Salaries and Benefits
	(Objects1100 and 3000s) $12,870/$2,605
	  $51,883
		Staffing Expenses Included in Goal 1 Action 2
		
		RS 0001 Travel and Conferences for
		Professional Development (Object 5210)
		  5000-5999: Services And Other

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Operating Expenditures LCFF Supplemental and Concentration $1,290

Goal Analysis

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

Funds were expended on actions as budgeted.

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

Although COVID 19 presented serious challenges from its beginning in March 2020 through the 2020-21 Bridgeville School was able to mitigate some of the effects by offering in-person instruction for the entire 2020-21 school year. Approximately 92% of the students enrolled took advantage of in-person instruction and 8% chose distance learning. Health and safety protocols and restrictions prohibited fully implementing some programs however in-person instruction significantly minimized learning loss during the 2020-21 school year.

Goal 2

Develop and maintain a technologically progressive school

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                     Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Indicator: Local Measure: Inventory records and purchase orders of technology devices **19-20** Maintain 1:1 ratio of students to devices. **Baseline** We have reached a 1:1 technology device to student (including unduplicated pupils) ratio.	1:1 ratio was maintained to ensure all students had necessary technology to be successful during COVID
Metric/Indicator Indicator: Local Measure: 4th- 8th grade classroom records of technology integrated projects **19-20** Each student including unduplicated pupils in grades 4--8 will complete at least two technology integrated projects during the year. **Baseline**	Technology was fully integrated into student learning in 2019-20

Expected	Actual
Due to the grade span change for next year due to declining enrollment, the 2 technology integrated projects will be completed in graders 4--8 in the 2017--18 year.	
Metric/Indicator Metric: State Priority 7: Class schedules, purchase orders and contracts of VPA and other performances and fees associated with field trip locations **19-20** All classes will participate in at least one field trip per trimester and all classes will attend the school funded guest presenters and performances. **Baseline** All classes will participate in at least one field trip per trimester and all classes will attend the school funded guest presenters and performances.	Field trips were conducted early in the year before COVID

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1. Provide professional development for integrating technology based teaching strategies into classroom practice.	See Goal 1 Action 1	See Goal 1 Action 1
2.2. Promote the use of instructional technology for project based learning and purchase of and in class use of technology based curriculum in grades 48. Purchase internet connection contract and needed technology to keep school online with required bandwidth and WiFi.	Audio Visual Contract (Object 5813) $1,250.00 Information Network Service Contract (Object 5845) $2,574 Technology Lines (Object 5922) $2,964.00 $6,788	AV Contract: RS 4127 (Title IV) $1,250.00 Information Network Service Contract Obj 5845 RS 0000 (Unrestricted) $2,044 Technology Lines (Object 5922) $691 $3,985

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.3. Balance direct instruction with project oriented teaching and learning methods. Provide field trips and guest presenters, teachers and performers.	Field Trips: RS 1100 (Lottery) $2,647 Student Travel: RS 1100 (Lottery) $453, RS 0000 (Base) $523 Co-op Contract RS 4035 (Title II) $1,250 Field Trips (Object 5715) $2,647.00 Student Travel (Object 5801) $453 & $523 Professional Development through Co op. Contract and Interprogram Services (Object 5811) $1,250 $4,911	Field Trips: RS 1100 (Lottery) $735 Student Travel: RS 5820 (REAP) $171 Co-op Contract RS 4035 (Title II) $1,327 Field Trips (Object 5715) $0 $2,233
2.4. Provide staff and student trainings (including unduplicated pupils) on responsible digital citizenship and Internet safety.	RS 0000 (Unrestricted) $300.00 I-Safe Curriculum Renewal Contracted Services (Object 5800) $300.00	RS 0000 (Unrestricted) $300.00 I-Safe Curriculum Renewal Contracted Services (Object 5800) 5800: Professional/Consulting Services And Operating Expenditures LCFF Base $300

Goal Analysis

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

Funds were expended for actions as budgeted with the exception of reduced costs for field trips and PD travel due to COVID.

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

Student use and district support of technology was maintained for in-person instruction and necessarily increased for those families opting for distance learning. The focus of technology during COVID 19 was to insure proper equipment and connectivity for all students while understanding the critical need of distance learning families.

Goal 3

Provide a safe and secure environment for all staff and students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Metric: State Priority 1: Safety Inspection recommendations reports with dates **19-20** Maintain at 100%. All Safety Inspection recommendations will be completed within 6 months. **Baseline** All Safety Inspection recommendations will be completed within 6 months.	Safety inspection schedule was met and enhanced protocols put in place for COVID
Metric/Indicator Indicator: Local Measure: School schedules and records of monthly and yearly safety drills (Fire, Earthquake, Lockdown, Evacuation) **19-20** Maintain at 100%- All monthly and yearly safety drills will be completed as required	All safety drills were completed as required

Expected	Actual
Baseline All monthly and yearly safety drills (Fire, Earthquake, Lockdown, Evacuation, Bus Evacuation) will be completed as required/scheduled.	
Metric/Indicator Metric: State Priority 1: FIT report and SARC **19-20** Maintain at 100%. Facilities will be maintained with at least a "good" rating as measured by the FIT **Baseline** Facilities will be maintained with at least a "good" rating as measured by the FIT	Good or Better rating
Metric/Indicator Metric: Sate Priority 5: State Attendance Rate **19-20** School attendance will be a minimum of 93%. **Baseline** School attendance will be a minimum of 97% (2015- 16 results = 97.8%), Middle school dropout rate will be maintained at 0%, Student chronic absenteeism will be less than 3% (2015-16 rate = 0%)	FINAL ATTENDANCE %XXXXXXX
Metric/Indicator Metrics: State Priority 6: Local survey of school safety and connectedness **19-20**	SURVEY RESULTS - XXXXXX

Expected	Actual
x% of students and x% of families and x% of staff agree or strongly agree the school is a safe x% of students and x% of families and x% of staff agree or strongly agree students fell connected to the school and other students **Baseline** Distribute school climate and safety survey to all staff, students and families and use data to drive local decisions. **Metric/Indicator** Metric: State Priority 6: State Rates for Suspensions and Expulsions **19-20** Maintain <3% Suspension rate Maintain 0% Expulsion rate **Baseline** Student suspension (including unduplicated pupils) rates will be maintained at less than 5% (2015-16 = 0%), Student expulsion rates (including unduplicated pupils) will be maintained at 0%.	Suspension rate in 2019 was 2.7%, an increase of 2.7% from 2018
Metric/Indicator Metric: State Priority 6: State Chronic absenteeism rate **19-20** Chronic absenteeism rate will remain below 5%. **Baseline** Chronic absenteeism rate will remain below 5%.	Chronic Absenteeism in 2019 was 26.5%, and increase of 16.8% from 2018
Metric/Indicator Metric: State Priority 6: Middle school dropout rates	O%

Expected	Actual
19-20 Middle school dropout rates will remain at 0%. **Baseline** Middle school dropout rates will remain at 0%.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1. Implement plans and drills to support knowledge and training of safety measures	RS 0000 Employee mileage for training of trainers (Object 5201) LCFF Base $1,500	RS 0000 Employee mileage for training of trainers (Object 5201) 5000-5999: Services And Other Operating Expenditures LCFF Base $1,798
3.2. Implement programs that support the emotional and physical well-being of all students (including unduplicated pupils and special education students) and staff	No cost – Project Wisdom curriculum previously purchased	No cost – Project Wisdom curriculum previously purchased
3.3. Promote opportunities and incentives to increase attendance rates for all students (including unduplicated pupils)	RS 1100 Student Awards (Object 5885) Lottery $340.00	Included in Goal 1 Action 8
3.4 Ensure school facilities are maintained and safe	RS 0000 Classified Salaries/Benefits (Objects 2213 and 3000s) $7,095/$775 Custodial and Grounds Supplies and Maintenance/Repairs (Objects 4374, 4377, 4381, 4391) $1,940, (OBJ 5560, 5631, 5635, 5800, 5881, 5884) $7,377 Employee Mileage (Object 5201) $400	RS 0000, Goal 1193 Classified Salaries/Benefits $16,147 Custodial, Grounds and Maintenance Supplies:$1,668 Maintenance Services: $26,662 LCFF Base $44,477

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Utilities (Objects 5510, 5520, 5530) $26,080 DOJ and Local Fingerprinting fees (Object 5861) $332.00 Telephone Lines (Object 5909) $2,500.00 LCFF Base $46,499	

3.5 Provide transportation to school (including unduplicated pupils) to ensure access to curriculum and instruction and increase attendance rates/decrease tardiness.	RS 0210 (Pupil Transportation)
	
	Classified Salaries and Benefits (Object 200s and 3000s) $36,166/$13,929 Materials and Supplies, Gasoline and Diesel (Object 4000s) $6,090 Employee mileage, dues and memberships, insurance, bus maintenance, contracted services, in lieu, TB and physical exams, drug testing, license and permits (Object 5000s) $6,688
	  $62,873
		RS 0210 (Pupil Transportation)
		
		Classified Salaries and Benefits: $51,318
		
		Gasoline and vehicle supplies: $7,777
		
		Employee mileage, dues and memberships, insurance, bus maintenance, contracted services (Object 5000s) $14,428
		  LCFF Base $73,523

3.6 Maintain .5 administration position to operate, evaluate and maintain a safe and secure environment.
 	
This includes overseeing the upkeep and safety of the physical plant, evaluating and maintaining a professional staff and best practices for a positive environment for students and staff.
	RS 0000 (Unrestricted)
	RS 7690 (STRS on behalf pension contribution)
	
	Superintendent/Principal Salary and Benefits (Object 1301 and 3000s)
	$40,000/$8,469
	  $48,469.00
		RS 0000 (Unrestricted)
		
		Superintendent/Principal Salary and Benefits (Object 1301 and 3000s)
		
		  LCFF Base $41,384

Provide meals to low--income students by supporting child nutrition program	Transfer to Cafeteria Fund OBJ 7616 $19,705
	
	RS 0001
	  LCFF Supplemental and Concentration $15,764
		Transfer to Cafeteria Fund OBJ 7616 $15,764
		
		RS 0001
		  LCFF Supplemental and Concentration $15,764

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Provide social-emotional counseling services to students	RS 0000 LCFF Base $3,941
	
	RS 3010
	
	Certificated Salaries Object 1205 and benefits Object 3000's $4,656/$943
	  Title I $5,599
		RS 0000 LCFF Base $5,243
		
		RS 0001
		
		Certificated Salaries Object 1205 and benefits Object 3000's
		  LCFF Supplemental and Concentration $2,922

Goal Analysis

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

Funds were expended on actions as budgeted

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

The focus of this goal by necessity was dominated by health and safety protocols and restrictions presented by COVID 19. Bridgeville School implement comprehensive measures such as but not limited to a universal mask requirement, daily temperature checks, required student spacing in all classrooms, desk shields around all desks, air purifiers, increased custodial time to sanitize all desk and table surfaces. In addition, weekly schedule was modified to include 3 early release days.

Goal 4

Improve volunteer time and attendance at school events by parents, staff, and community members

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Indicator: Local Measure: Meeting minutes, sign-ins and attendance records for certificated staff at meetings and school events **19-20** Maintain at least 97% attendance. **Baseline** Baseline is 95%. (100% in 16-17).	100%
Metric/Indicator Metric: State Priority 3: Counts conducted by staff of all parents, including parents of unduplicated pupils and parents of students with disabilities, on school surveys and attending input meetings and school events **19-20** Parents representing a minimum of 80% of students will provide input at meetings or through surveys and attend school events **Baseline** Baseline was 65% attendance. We are focusing on school events for 17-18 rather than meetings and events.	90% of students had a parent participate in meetings, or complete surveys

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1. Promote ongoing and open communication among stakeholders	No anticipated costs	No costs
4.2. Implement plans to increase parent/guardian (including parents of students with disabilities and parents of unduplicated pupils) participation and support.	RS 0000 Postage (Object 5950) $450.00	RS 0000 Postage (Object 5950) 5000-5999: Services And Other Operating Expenditures LCFF Base $230

4.3. Ensure common understanding and interpretation of the LCAP and school goals among all stakeholders	RS 0000
	
	Employee mileage to LCAP Stakeholder Input trainings and PLCs at County Office of Education (Object 5201)
	  LCFF Base $100
	
	RS 1100 Lottery $100
		RS 0000
		
		Employee mileage to LCAP Stakeholder Input trainings and PLCs at County Office of Education (Object 5201)
		  LCFF Base $61
		
		 5000-5999: Services And Other Operating Expenditures Title II $25

4.4 Maintain employment of district/school secretary to assist in outreach programs and parent communication efforts.	RS 0000
	
	Classified Salaries- school secretary salary and Benefits (Object 2403, 2450 and 3000s) $18,422/$10,433
	  LCFF Base $28,865
		RS 0000
		
		Classified Salaries- school secretary salary and Benefits
		  LCFF Base $29,952

Goal Analysis

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

Funds were expended on actions as budgeted.

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

Achieving this goal was especially challenging due to the health and safety protocols and restrictions necessitated by COVID 19. Presence of anyone on campus other than staff and students was necessarily limited. Clear communication was maintained via notes sent home, telephone, and digital technologies . This was especially effective due to the enrollment of only 48 students and the small number of families this represents. 2021-22 hopefully will see a renewed focus on promoting volunteer time and attendance at school events by parents, staff, and community members.

Goal 5

Provide high -quality services and supports for students with disabilities including initial assessments and to meet all requirements for IEPs and offers of FAPE.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Metric: State Priority 7: Required records for IEPs and offers of FAPE **19-20** Maintain 100% of IEPs completed on schedule and in compliance in SEIS. Maintain 100% of required IEP services, offers of FAPE, initial assessments and required triennial assessments completed on schedule and in compliance **Baseline** Completed all IEPS on schedule and maintain compliance in SEIS. Meet all required IEP services from offers of FAPE and complete all initial assessments and required triennial assessments.	All services included in IEPs were provided on time in compliance

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.1 Complete all IEPS on schedule and maintain compliance in SEIS. Meet all required IEP services from offers of FAPE and complete all initial assessments and required triennial assessments.	RS 6500 Special Ed Teacher Salary and Benefits (Objects 1104, 3000s)	RS 6500 Special Ed Teacher Salary and Benefits: $11,907

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	$15,087/$3,927 Special Ed. Classified Salaries and Benefits (Object 2000s and 3000s) $38,064/$11,379 Contracted Services (Object 5800) $11,355 Materials and Supplies (Object 4310) $318 Other Tuition/CDE Excess Costs (Object 7142) $2,949 Special Education $65,000 RS 3310 Special Education $18,042	Special Ed. Classified Salaries and Benefits: $36,442 Contracted Services: $2,831 Other Tuition/CDE Excess Costs (Object 7142) $4,350 Special Education $55,529 RS 3310 Special Ed. Classified Salaries and Benefits: $22,660 Materials: $75 Special Education $22,735

Goal Analysis

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

Funds were expended on actions as planned

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

Bridgeville School is a tiny district and although our Resource Teacher is a 0.2 FTE employee the district was able to increase that time to 0.4 FTE to better serve students with disabilities. Our RST with support from the Humboldt County Office of Education via multiple home visits, constant communication, and exceptional effort was able to maintain all initial assessments and meet all requirements for IEPs and offers of FAPE at a level equal to years previous to COVID 19.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Installed touchless faucets, soap dispensers and paper towel dispensers in all facility buildings and rooms	1,500.00		Yes
Maintained staffing in classified positions providing direct support to students and to maintain a safe and clean campus (instructional aides, student nutrition, maintenance supervisor, school transportation)	See actions for in person instruction		Yes
Compensated staff for non-contracted time to prepare campus for the return of students and to meet safety protocols			Yes
Equipped all student desks with three-sided plexiglass shields and all student desks with individual hand sanitizing stations.	3,000.00		Yes
Contract with HCOE Resource Center (HERC) for literacy and library support, learning resource collections, courier service, and learning specialist support including professional development. This action contributes to increased and improved services by providing customized support to teachers to address the learning needs of unduplicated pupils, especially those who have incurred learning losses during the pandemic.	See action for in person instruction		
Cleaning and Sanitation Supplies	1,500.00		
A 0.2 FTE increase in the RST position will provide targeted support for special needs and IEP students.			

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

Analysis of In-Person Instructional Offerings

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

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Title II federal funding allocated for professional development: Elementary and Secondary Education Act (ESEA). Title II Part A – Supporting Effective Instruction.	834.00		Yes
Online subscriptions to curriculum programs and virtual meeting programs will be purchased and implemented as supplemental support to on-site instruction to facilitate a seamless transition to distance/at-home learning should the need arise.	1,500.00		Yes
Contract with HCOE Resource Center (HERC) for literacy and library support, learning resource collections, courier service, and learning specialist support including professional development. This action contributes to increased and improved services by providing customized support to teachers to address the learning needs of unduplicated pupils, especially those who have incurred learning losses during the pandemic.			
Compensate teachers for extra time necessary to prepare for distance/at-home learning. This action contributes to increasing or improving services because the District does not assume or expect any particular level of economic resources, technological expertise, or parent level of education.			
Purchase of materials and supplies to be sent home to distance/at-home learning families to ensure full access to classroom activities and curriculum.			
Technology- Laptops, Document Cameras, to enable access to instruction and curriculum	3,500.00		
A 0.2 FTE increase in the RST position will provide targeted support for special needs and IEP students to ensure appropriate distance learning instruction.			

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

Analysis of the Distance Learning Program

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

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
A 0.2 FTE increase in the RST position will provide targeted support for special needs and IEP students to address any learning loss determined by previously discussed indicators.	See action for instruction		Yes
Maintain an After School p program to support students in appropriately addressing any assessed learning loss from the previous school year in addition to supporting those students struggling with current year curriculum.	See action for instruction		Yes

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

Overall Analysis

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

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

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

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

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

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

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

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

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

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	577,165.00	574,691.00
	343,754.00	230,306.00
After School Education and Safety (ASES)	44,056.00	37,932.00
LCFF Base	80,905.00	197,468.00
LCFF Supplemental and Concentration	19,369.00	22,335.00
Lottery	440.00	165.00
Special Education	83,042.00	78,264.00
Title I	5,599.00	0.00
Title II	0.00	213.00
Title IV	0.00	8,008.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	577,165.00	574,691.00
	577,165.00	569,708.00
5000-5999: Services And Other Operating Expenditures	0.00	3,531.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	1,452.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	577,165.00	574,691.00
		343,754.00	230,306.00
	After School Education and Safety (ASES)	44,056.00	37,932.00
	LCFF Base	80,905.00	194,640.00
	LCFF Supplemental and Concentration	19,369.00	20,558.00
	Lottery	440.00	0.00
	Special Education	83,042.00	78,264.00
	Title I	5,599.00	0.00
	Title IV	0.00	8,008.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	2,028.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	1,290.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	213.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	0.00	800.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	487.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery	0.00	165.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	267,624.00	274,530.00
Goal 2	11,999.00	6,518.00
Goal 3	184,985.00	185,111.00
Goal 4	29,515.00	30,268.00
Goal 5	83,042.00	78,264.00

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$6,000.00	
Distance Learning Program	$5,834.00	
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$11,834.00	

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$1,500.00	
Distance Learning Program	$3,500.00	
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$4,500.00	
Distance Learning Program	$2,334.00	
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$6,834.00	
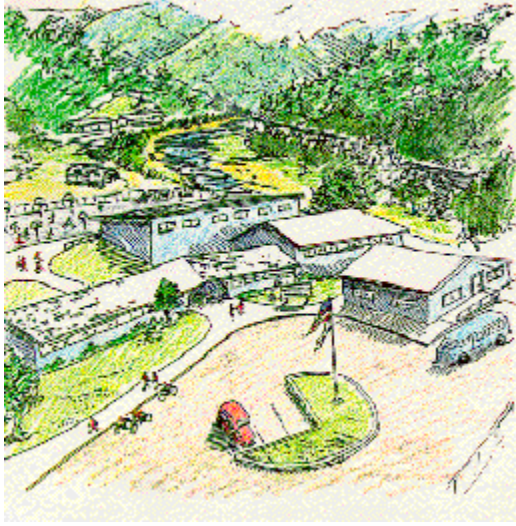
Local Control Accountability Plan

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
Bridgeville Elementary School District	John Blakely Superintendent	jblakely@bridgevilleschool.org 707-777-3311

Plan Summary [2021-22]

General Information

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

Bridgeville School District is a very small one-school district that serves 40 to 50 students grades K-8. The District is vast (approximately 500 square miles), remote, and economically depressed. The school has three self-contained classrooms and three regular education teachers as well as a 0.3 FTE RST. No English Learners or Foster Youth are currently enrolled in Bridgeville and more than 90% of the student population is socio-economically disadvantaged. Due to the high percentage of low income students, all school programs designed to assist these students are implemented schoolwide.

Reflections: Successes

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

In-person instruction throughout the 2020-21school year. Improved attendance rate (CSI support). Increased resources and staffing to suport unanticipated Special Education special needs students.

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.

Continued improvement in attendance. Increase in high stakes State test scores.

LCAP Highlights

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

The key features of this year's LCAP are student academic support (particularly in the CCSS subjects), support of whole student through a broad course of study including a music program and a school climate program (Project Wisdom), teacher support through professional development related to CCSS instructional methods and technology integration, a focus on maintaining school safety and a positive school culture, and continued support for our special needs student population.

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.

Bridgeville Elementary School

Support for Identified Schools

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

The LEA is working with the Humboldt County Office of Education in developing and implementing a CSI plan to support all students in attendance and academic achievement.

Monitoring and Evaluating Effectiveness

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

The LEA is working in conjunction with the Humboldt County Office of Education in developing a monitoring plan and evaluation strategies to ensure continued improvement in student academic achievement and student attendance.

Stakeholder Engagement

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

The District enrollment is currently 48 students from 20 households. Stakeholder involvement and input takes place continually throughout the school year via telephone, digital, surveys, parent/teacher/student conferences and in-person is ongoing daily. Board meetings are held the 2nd Tuesday of each month excepting July and the public is always invited. The District overwhelmingly passed a General Obligation Bond in March 2020 to address facilities and transportation needs. Parent/Teacher conferences were held twice during the 2020-21 school with 90% parent attendance. In August a survey was sent out to all families regarding preferences for in-person, blended, or distance instruction.

A summary of the feedback provided by specific stakeholder groups.

District voters indicated their support of comprehensive facilities improvements and transportation upgrades by passing a GOB bond. At a meeting 9-3-20 staff indicated their concerns regarding COVID19 health and safety protocols, transportation needs, and daily schedules. Parents voiced concerns regarding COVID19 health and safety issues and 4 families opted for distance learning. At the 9-15-20 Board meeting the trustees discussed the District the Learning Continuity and Attendance Plan and LCAP goals. At the 5-18-21 meeting the LCAP draft Annual Review was approved.

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

The District is continuing with facilities and transportation improvements as indicated on the Bond project list. Considering input from the school community and direction from State and local health agencies the District implemented comprehensive health and safety measures in response to COVID19. With direction from the School Board the District is continuing current LCAP goals. The District also responded to the mode of instruction survey at the beginning of the school year by offering in-person instruction to 41 students and distance learning to 4 students.

Goals and Actions

Goal

Goal #	Description
1	All students will attain proficiency in the core content areas

An explanation of why the LEA has developed this goal.

Academic achievement is one of the fundamental purposes of public education. Due to the small number of students being tested at Bridgeville School group test score results are not made public. However, the most recent State testing indicated that District averages were significantly below standard in ELA and Math. For both of these reasons this goal has been established and will remain ongoing through 2023-24.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4: Standardized Test performance ELA (CAASSP/SBAC results)	2019 District average was 86.2 points below standard in ELA				At state average, equivalent to Green on Dashboard
State Priority 7: Teacher schedules, grades and report cards include all required areas of study including English Language Arts, Math, Science, History/Social	All students (100%) (including unduplicated pupils) have access and are enrolled in all required areas of study				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Science, Music, and Physical Education.					
State Priority 8: Local Metric: Growth on District ELA benchmark assessments -as shown on Local Report Cards (Report Card Rubric is as follows: 1 = Grade level standard not yet met, 2=Grade level standard nearly met, 3=Grade level standard met, 4=Grade level standard exceeded)	100% of students showed growth of 1 point or more from Trimester 1 to trimester 3 in CCSS ELA				100%
State Priority 8: California Physical Fitness Test results scoring in Healthy Fitness Zone	Of students tested in 2018-19 75% scored in the HFZ on 5 or more of 6 standards				Maintain 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 8: Registration records of student participation in site level and/or county History Day, Science Fair and other academic related competitions and Visual Performing Arts performance events (grades 4--8)	100% participation in academic or VPA events				Maintain 100%
State Priority 4: Standardized Test performance Math (CAASSP/SBAC results)	2019 District average was 115.4 points below standard				At state average, equivalent to Green on Dashboard
State Priority 8: Local Metric: Growth on District Math benchmark assessments -as shown on Local Report Cards	100% of students showed growth of 1 point or more from Trimester 1 to trimester 3 in CCSS Mathematics				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4: Standardized Test performance Science (CAASSP/SBAC results)	No results are available, fewer than 10 tested				Compile 3-year trend, increasing average from 2019

Actions

Action #	Title	Description	Total Funds	Contributing
1	CSS Professional Development	1.1 Provide opportunity and compensation for quality staff development (especially for CSS curriculum and instructional practices)	$2,659.00	No
2	Certificated Staff	1.2. Retain highly qualified teachers (we are at 100%) and maintain a .2 Music Teacher to help ensure broad course of study metric is met. Provide maximum number of certificated staff possible to keep class sizes low and grade spans to 4 grades or less to ensure more individualized learning practices (differentiated instruction, tutoring, etc.) can be implemented to support unduplicated pupils.	$174,761.00	No
3	Instructional Materials	1.3. Purchase sufficient materials to supplement the math curriculum for all students and continue Nat. Geo. ELA purchases to complete curriculum materials for all grades and students (including unduplicated pupils) to ensure access to high quality and modern instructional materials aligned to CCSS	$3,825.00	No

Action #	Title	Description	Total Funds	Contributing
4	Student Events and Enrichment	1.4 Support students (including unduplicated pupils) with Spelling Bee, GATE, History Day and Science Fair projects		No
5	PE and Athletics	1.5 To support physical fitness and health awareness with athletic programs and activities for all students (including unduplicated pupils).		No
6	Foster Youth and Homeless	1.6 Provide support for Foster Youth and Homeless students through contract with regional school for a regional Foster Youth and Homeless Liaison position	$500.00	Yes
7	Additional Resources for Home Use	1.7 Provide unduplicated pupils with increased support and services to better their home learning environment. Including but not limited to purchasing computers for student checkout for home use, materials and supplies needed to be successful in the home environment (textbooks, calculators, binders, paper, pens, pencils, highlighters, literature books, books on tape, etc.).		Yes
8	Student Recognition	Plan and promote events highlighting student successes including attendance rewards and special recognition lunches.	$225.00	No

Action #	Title	Description	Total Funds	Contributing
9	PD for Social Emotional Health	Professional development support for teachers who work with students in poverty, foster youth, homeless youth, and students who have experienced trauma or neglect. Cost included in PD budget in Action 1		Yes
10	Afterschool Program	Afterschool Program - Provide reading and literacy support programs, physical fitness and health awareness with athletic programs, and support for student projects and participation in events aligned with classroom instruction	$31,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Develop and maintain a technologically progressive school

An explanation of why the LEA has developed this goal.

Technology is an ongoing goal. In the past the state of technology in the District both hardware and instructional implementation was not adequate. The District has made progress to address this need and the goal is ongoing. The geographical vastness and remoteness of the District also present an ongoing challenge to clear internet accessibility for all of our families. Funding for significant improvement in technology was secured in March 2020 by the passage of a 1.2 M GOB bond by District voters as well as funding from the District CSI grant.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: Inventory records and purchase orders of technology devices	1:1 technology device to student (including unduplicated pupils) ratio.				Maintain 1:1
Local Indicator: 4th-8th grade classroom records of technology integrated projects	2 Technology integrated projects completed in grades 4--8 in 2017--18				5 or more
State Priority 7: Class schedules, purchase orders and contracts of VPA and other performances and	All classes participated in one or more field trips per trimester and all classes attended school funded guest				Maintain All

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
fees associated with field trip locations	presenters and performances.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	PD in Technology	2.1. Provide professional development for integrating technology based teaching strategies into classroom practice and to balance direct instruction with project oriented teaching and learning methods. Cost included in PD budget, Goal 1, action 1.		No
2	Technology resources	2.2. Purchase technology devices and curriculum in grades 4-8. Purchase internet connection contract and needed technology to keep school online with required bandwidth and WiFi. Costs will be paid as part of GOB Bond.		No
3	Field trips and guest performers	2.3. Provide field trips and guest presenters, teachers and performers.	$500.00	Yes
4	Digital Citizenship	2.4. Provide staff and student trainings on responsible digital citizenship and Internet safety. Included in PD budget Goal 1, Action 1		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
3	Provide a safe and secure environment for all staff and students

An explanation of why the LEA has developed this goal.

Health and safety are fundamental to academic achievement and education in general. A secure, safe, and aesthetically impressive campus fosters a positive attitude for the entire school community which can improve academic achievement. In addition, Bridgeville School is funded using the Necessary Small School model and enrollment triggers large funding increases which allows the District to offer smaller class sizes and more leaning opportunities. A safe, healthy, beautiful campus is a more attractive option for parents when choosing a school for their children. The need to maintain a safe and secure environment was emphasized in March of 2020 when District voters overwhelmingly supported a 1.2 million dollar GOB for Bridgeville School.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 1: Safety Inspection recommendations reports with dates	All Safety Inspection recommendation completed within 6 months.				Maintain All
Local Indicator: School schedules and records of monthly and yearly safety drills (Fire, Earthquake, Lockdown, Evacuation)	All monthly and yearly safety drills (Fire, Earthquake, Lockdown, Evacuation, Bus Evacuation)completed as required/scheduled.				Maintain All

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 1: FIT report and SARC	"Good" rating overall as measured by the FIT				Maintain Overall Good rating
Sate Priority 5: State Attendance Rate	School attendance CURRENT DATA				95%
State Priority 6: Local survey of school safety and connectedness for parents, students and staff	No data is currently available for both elements from all 3 groups. Baseline to be established in 2021-22				95% of participants in each group will report feeling both safe and connected to school
State Priority 6: State Rates for Suspensions and Expulsions	Student suspension (including unduplicated pupils) rates less than 2.7% 2018-19				Less than 5%
State Priority 6: State Chronic absenteeism rate	Chronic absenteeism 26.5% in 2018-19				Less than 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 6: Middle school dropout rates	0%.				Maintain 0%
State Priority 6: State Rates for Expulsions	0%.				Maintain 0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Safety Drills	3.1. Implement plans and drills to support knowledge and training of safety measures		No
2	Social/Emotional Health Programs	3.2. Implement programs that support the emotional and physical well-being of all students (including unduplicated pupils and special education students) and staff		No
3	Attendance Incentives	3.3. Promote opportunities and incentives to increase attendance rates for all students (including unduplicated pupils)		No
4	Facilities Maintanence	3.4 Ensure school facilities are maintained and safe	$54,416.00	No

Action #	Title	Description	Total Funds	Contributing
5	Home/School Transportation	3.5 Provide transportation to school (including unduplicated pupils) to ensure access to curriculum and instruction and increase attendance rates/decrease tardiness. X% "Contributing"???	$68,913.00	No
6	Administrative Leadership	3.6 Maintain .5 administration position to operate, evaluate and maintain a safe and secure environment. This includes overseeing the upkeep and safety of the physical plant, evaluating and maintaining a professional staff and best practices for a positive environment for students and staff.	$19,798.00	No
7	Meal Program	Provide meals to low--income students by supporting child nutrition program	$24,018.00	Yes
8	Counseling Program	Provide social-/emotional counseling services to students - BUDGET to be adjusted to reflect this expense and 1st Interim		No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Improve parent and community involvement in such activities as volunteering in classrooms, attending school events and meetings, and contributing to school planning and decision making opportunities.

An explanation of why the LEA has developed this goal.

Due to the large rural geographic location of the district, family involvement at school has historically been limited. COVID restrictions further isolated many. The district recognizes the value of parent engagement in their children's education and will promote utilizing increased phone and tech-based methods of communication to improve participation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator - PARENT INVOLVEMENT IN DECISIONS Meeting minutes, sign-ins and attendance counts for meetings and survey responses.	1. School function severely limited by COVID19. 2. 90% participation in Parent/Teacher conferences. 3. 0 attendance at Board meetings				50% parent/guardian attendance at school functions.
State Priority 3: Counts conducted by staff of all parents, including parents of SWD, attending school events and	Baseline was 65% attendance. We are focusing on school events for 17--18 rather than meetings and events.				1. 65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
volunteering in classrooms					
1. Parent conference and 2. IEP meeting attendance	1. 90% 2. 1 parent failed to attend an IEP				1. 100% 2. 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Home/school communication	4.1. Promote ongoing and open communication among stakeholders using mailings, phone and texts, school website and in-person meetings.	$450.00	No
2	Parent participation	4.2. Administrator and staff will develop plans to increase parent/guardian (including parents of students with disabilities and parents of unduplicated pupils) participation in school events and in classrooms. [Cost included in Admin salary.]		No
3	Parent Input	Administrator will work with parents and staff to ensure parent input on LCAP planning and progress and other school priorities is collected and analyzed. [Cost included in Admin salary.]		No

Action #	Title	Description	Total Funds	Contributing
4	Secretarial support/Communication	4.4 Maintain employment of district/school secretary to assist in outreach programs and parent communication efforts.	$35,156.00	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
5	Provide high-quality services and supports for students with disabilities including initial assessments and to meet all requirements for IEPs and offers of FAPE.

An explanation of why the LEA has developed this goal.

This is a maintenance goal. Special Education services have been successfully implemented and have met all student needs and compliance requirements as monitored by SELPA for the past four years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 7 Required records for IEPs and offers of FAPE	100% of IEPS completed on schedule in compliance with SEIS. All required IEP services, offers of FAPE, initial and required triennial assessments completed.				Maintain 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Special Education	Provide programs and services identified as needed for special education students. Complete all IEPS on schedule and maintain compliance in SEIS. Meet all required IEP services from offers of FAPE and complete all initial assessments and required triennial assessments.	$71,850.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
25.13%	94,980

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Programs and actions which will increase or improve services for unduplicated students which will be delivered school-wide and which were identified as of greatest benefit To support the needs of these students by stakeholders include:
1. Certificated staff to keep class sizes low and grade spans per teacher as small as possible to ensure more individualized learning practices (differentiated instruction, tutoring, etc.) are provided to support unduplicated pupils.
2. Provide counseling services to address the social/emotional needs of students
3. Provide all students in need with nutritious meals
4. Provide unduplicated pupils with increased support to better their home learning environment. Including but not limited to purchasing computers for
student checkout for home use, materials and supplies needed to be successful in the home environment (textbooks, calculators, binders, paper, pens, pencils, highlighters, literature books, books on tape, etc.)
5. Plan and promote events highlighting student successes including attendance, behavior and academic rewards and special recognition lunches.
6. Provide professional development support for teachers who work with students in poverty, foster youth, homeless youth, and students who have
experienced trauma or neglect.

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

The planned actions land services listed above represent increased and/or improved services for our unduplicated student populations The quality of

services will be improved by implementing those actions.

BESD will also focus on improving intervention programs and services currently provided to students during the school day, especially through the use of our school climate program. We will purchase additional materials and supplies to support students at home with their schoolwork (school supplies, etc.). Increased communication with, engagement of and involvement by parents and guardians of our unduplicated students is another key part of our plan.

The District currently has no foster youth or English learners, however, support for Foster Youth, should any enroll in BESD, will be provided through a contract with the regional liaison for Foster Youth.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$315,792.00	$111,974.00		$60,305.00	$488,071.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$369,144.00	$118,927.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	CSS Professional Development				$2,659.00	$2,659.00
1	2	All	Certificated Staff	$112,041.00	$12,355.00		$50,365.00	$174,761.00
1	3	All	Instructional Materials		$3,825.00			$3,825.00
1	4	All	Student Events and Enrichment					
1	5	All	PE and Athletics					
1	6	Foster Youth	Foster Youth and Homeless	$500.00				$500.00
1	7	Foster Youth Low Income	Additional Resources for Home Use					
1	8	All	Student Recognition		$225.00			$225.00
1	9	Foster Youth Low Income	PD for Social Emotional Health					
1	10	All	Afterschool Program		$31,000.00			$31,000.00
2	1	All	PD in Technology					
2	2	All	Technology resources					
2	3	Low Income	Field trips and guest performers	$500.00				$500.00
2	4	All	Digital Citizenship					
3	1	All	Safety Drills					
3	2	All	Social/Emotional Health Programs					
3	3	All	Attendance Incentives					
3	4	All	Facilities Maintanence	$54,416.00				$54,416.00
3	5	All	Home/School Transportation	$68,913.00				$68,913.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	6	All	Administrative Leadership	$19,798.00				$19,798.00
3	7	Foster Youth Low Income	Meal Program	$24,018.00				$24,018.00
3	8	All	Counseling Program					
4	1	All	Home/school communication	$450.00				$450.00
4	2	All	Parent participation					
4	3	All	Parent Input					
4	4	All	Secretarial support/Communication	$35,156.00				$35,156.00
5	1	Students with Disabilities	Special Education		$64,569.00		$7,281.00	$71,850.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$25,018.00	$25,018.00
LEA-wide Total:	$24,518.00	$24,518.00
Limited Total:	$500.00	$500.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**6**	Foster Youth and Homeless	Limited to Unduplicated Student Group(s)	Foster Youth		$500.00	$500.00
1	**7**	Additional Resources for Home Use	LEA-wide	Foster Youth Low Income	All Schools		
1	**9**	PD for Social Emotional Health	LEA-wide	Foster Youth Low Income	All Schools		
2	**3**	Field trips and guest performers	LEA-wide	Low Income	All Schools	$500.00	$500.00
3	**7**	Meal Program	LEA-wide	Foster Youth Low Income	All Schools	$24,018.00	$24,018.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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