



# 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
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## Plan Summary [2021-22]

### General Information

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

Steindorf STEAM school is a magnet school located in the Cambrian School District. Our demographics include 453 students, 4.5% Socio-economically disadvantaged, 6.5% English Language Learners, 6.7% special education, and no foster youth at this time. Steindorf emphasizes STEAM (Science, Technology, Engineering, Art, and Math) education through Project-Based Learning and content integration. PBL is an instructional method where students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex problem that features real-world context, tasks, or interests. Students of Steindorf consistently engage in learning and innovation skills of creativity, collaboration, critical thinking, and communication. Steindorf has high standards where success for all is expected, supported, and achieved. Our school environment allows for all students to achieve in a variety of ways to meet each child's social and academic goals. Collaboration is evident in all facets of our school community including all stakeholder groups of staff, teachers, parents, students as well as the broader community working together to create a safe learning environment where failure is part of the process and sparks new opportunities for learning. Learning occurs in a safe, comfortable environment where students feel known, valued, and cared for. Quality teaching is deliberate and by design. Students are supported socially and emotionally in a variety of ways. Positive Behavior Interventions and Supports (PBIS) are implemented throughout the school day. The school rules consist of the Steindorf Expectations: We are caring and respectful. We are responsible decision-makers. We are problem solvers.

Steindorf has strong parent involvement. The HSC board works with the administrator and broader community to plan community and fundraising events to support Steindorf. In addition to planning community events and fundraisers, parents spend many hours volunteering in classrooms. They serve as experts for our PBLs and on panels for our exhibitions, guest teachers for small instruction, and clerical support for daily tasks.

Cambrian is a small school district with a long history of a safe learning environment. We participated in Incident Command Systems ICS training this year. All students and staff participated in lockdown, earthquake, and fire drills. We work closely with our local fire department and police departments to keep our campus safe.

Due to the Impact of COVID-19, our operations were dramatically transformed. On March 16, 2020, it became necessary to move solely to an online educational platform. The site and district leadership worked together to ensure that all students had a device to participate in synchronous and asynchronous instruction. Our school counselor was instrumental in reaching out to families whose students were not accessing virtual classes to investigate how to best support participation. Principals across the district coordinated efforts to organize meals, hot spots, and chrome book distribution. We transitioned to a Hybrid method of instruction on March 15, 2021. During Hybrid learning, students attended school in person two days a week for a half-day and received instruction online the other two days. Wednesdays have remained asynchronous learning days with the teacher checking in and taking attendance in the morning. On May 3, the Cambrian School District returned to full in-person instruction 4 days a week. Wednesdays remained non-in-person asynchronous learning days.

## Reflections: Successes

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

Steindorf is most proud of our STEAM implementation through Project-Based Learning. The 2020-21 school year was met with more successes than challenges. In the absence of state data we used local data to determine our successes and needs. We continue to survey our students and parents as well as develop assessments that help monitor our students' growth. Four goals have been identified for focus during the 2021-22 school year. The bullet points are areas identified within the goals. We are dedicated to maintaining a safe environment that supports diversity and student's voice and choice. Families are an integral part of our community and have been extremely supportive and collaborative during this very difficult year.

Implementation of Lucy Calkins Readers and Writer's Workshop, Eureka, Second Step, and Habitudes social-emotional curriculum, have all contributed to the successes.

Highlights include:

Goal 1 High Academic Achievement:

Steindorf STEAM School will provide high-quality and dynamic instruction for all students (including English Learners, Socio-economically disadvantaged Students, Foster Youth, and Special Education) while preparing students for 21-century college and career readiness. Implementation of at least 2 PBLs at each grade level including public exhibitions focus on Gold Standard quality. Continue MakerSpace time for all students Implementation of NGSS K-8, Implementation of writer's workshop K-8 Focus on K-8 math articulation

2018-2019 CA Smarter Balanced Assessments:

- Overall English Language Arts (ELA) performance was 85 points above standard; these scores increased by 12.2 points.
- Overall Math performance was 70 points above standard; these scores increased by 11.9 points.

- 63.6% of English Learner (EL) students were making progress towards English language proficiency.
- Reclassified English Learners in ELA were 85 points above standard with an increase of 12 points. In Math, Reclassified English Learners scored 99 points above standard with an increase of 24 points.
- Chronic absenteeism was in the Blue Tier with only 1.5% and decreased by .5%

Local Data: 2020-21

Fastbridge ELA Fall:

1: High Risk: 8 (1.94%)  
 2: Some Risk: 38 (9.22%)  
 3: Low Risk: 75 (18.2%)  
 4: On/Above: 288 (69.9%)  
 Not Taken: 3 (0.73%)

Fastbridge ELA Winter:

1: High Risk: 15 (3.64%)  
 2: Some Risk: 32 (7.77%)  
 3: Low Risk: 85 (20.63%)  
 4: On/Above: 272 (66.02%)  
 Not Taken: 8 (1.94%)

88% of students scored on/above or low risk in ELA in the Fall and 86% in the Winter.

Fastridge Math Fall:

1: High Risk: 14 (3.4%)  
 2: Some Risk: 21 (5.1%)  
 3: Low Risk: 75 (18.2%)  
 4: On/Above: 294 (71.36%)  
 Not Taken: 8 (1.94%)  
 Total: 412

Fastbridge Math Winter

1: High Risk: 7 (1.7%)  
 2: Some Risk: 28 (6.8%)  
 3: Low Risk: 80 (19.42%)  
 4: On/Above: 290 (70.39%)  
 Not Taken: 7 (1.7%)  
 Total: 412

Students in the high-risk category decreased by 7 students from the Fall to Winter and 89% of students are performing in the on /above level or Low risk.

- Attendance during the 2020-21 school year was 98% while in distance learning & hybrid model.

Goal 2 Effective Leadership, Teaching, and Learning: Steindorf STEAM School will provide highly qualified staff through recruitment, retention, and professional development so every child thrives.

- Project-Based Learning, Professional Development, Process, and Procedures for PLCs to focus on continued student growth.
- All teachers at Steindorf possess credentials appropriate to their position;
- All General Education and most Special Education teachers are GLAD Certified
- ELA, Math, Science, and SEL curricula have been used for at least two years and teachers have breadth and depth of experience teaching them. Teacher leaders have provided training to peers on topics like PBL, Guided Reading, and Writer's Workshop.
- Teachers have mastered the usage of digital curriculum and tools to facilitate 21st Century learning (Seesaw, Google Classroom, Nearpod, etc)

Goal 3 Positive School Environment, Climate, Culture: Steindorf STEAM School will provide a supportive, orderly and purposeful environment so that students can reach their full potential.

- Continued support of PBIS
- Leadership students providing weekly assemblies that focus on community building
- Steindorf behavior expectations, and cultural awareness.

2020-2021 Local Student Climate Survey:

- Over 90% of students feel safe during distance learning, feel that students treat each other well, feel safe at school, get along with other students, and feel that teachers treat them with respect.
- Our support team has had over 46 initial and follow-up SST meetings over the year.
- Our counselor provided support for 26 students needing academic check-ins and 23 needing individual counseling sessions
- Suspension rates in 2018-2019 were less than 1% and the rate declined from the year prior

Goal 4 Strong Parent and Community Engagement: Steindorf STEAM School will promote a welcoming and inclusive environment for all parents, families, and community stakeholders as partners in the education and support of all students' success in school.

Parent/Family Engagement Survey Results April 2021

- Parent engagement survey-Over 90% of families that responded agree that communication is consistent and timely.
- Over 90% agree that their ethnicity and culture are recognized and respected by staff.
- 99% of Families reported feeling welcome on campus and 83% agree that parents are encouraged to communicate to school staff any concerns.
- 95% agree that volunteer parents are welcome and appreciated (we love our volunteers!)

# 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.

## 2018-2019 CA State Assessments

### Goal 1 High Student Achievement

#### 2018-2019 CA Smarter Balanced Assessments

- Students with disabilities performed 6.1 points below grade level in ELA. (increased 21 points)
- Students with disabilities performed 35 points below grade level in Math (increased 5 points)

Fastbridge ELA Students with disabilities scored 56% on/above or low risk:

1: High Risk: 5 (14.71%)  
2: Some Risk: 10 (29.41%)  
3: Low Risk: 5 (14.71%)  
4: On/Above: 11 (32.35%)  
Not Taken: 3 (8.82%)  
Total: 34

Fastbridge Math students with disabilities scored 61% on/above or low risk:

1: High Risk: 3 (8.82%)  
2: Some Risk: 10 (29.41%)  
3: Low Risk: 9 (26.47%)  
4: On/Above: 12 (35.29%)  
Total: 34

Our goal is to see an increase in scores over the next year to demonstrate growth for both ELA and Math. We will be purchasing a more intensive and evidence-based reading curriculum for our resource program.

Writing Fall:

null: 5 (1.11%)  
0: 5 (1.11%)  
1: 26 (5.79%)  
2: 218 (48.55%)  
3: 143 (31.85%)  
4: 52 (11.58%)

Writing instruction has been difficult during distance learning. Only 42% of students were writing on grade level at the beginning of the year. Writing will be an area of focus next year. We will continue to provide PD for teachers. We will also begin a Tier II intervention in 4-5 and Middle School to address the deficit in writing skills.

Hispanic students scored lower overall in Fastbridge Math with only 75% scoring on/above or low risk:

1: High Risk: 2 (3.7%)  
2: Some Risk: 10 (18.52%)  
3: Low Risk: 17 (31.48%)  
4: On/Above: 24 (44.44%)  
Not Taken: 1 (1.85%)  
Total: 54

Hispanic students scored lower overall in Fastbridge ELA with only 69% scoring on/above or low risk:

1: High Risk: 10 (18.52%)  
2: Some Risk: 6 (11.11%)  
3: Low Risk: 15 (27.78%)  
4: On/Above: 23 (42.59%)  
Total:54

Our focus on Tier I will focus on providing designated ELD in the classroom using the reader's and writer's curriculum. We will also continue to have additional supports for our novice EL students.

Goal 3 Positive School Climate:

Student School Climate Survey

- 21% of students in Middle School and elementary disagree that students are frequently recognized for good behavior.
- Our goal is to work with our PBIS team to implement reinforcement strategies for students inside and out of the classroom.

Goal 4 Strong Parent and Community Engagement:

According to the Parent Engagement Survey, parents would like an updated website with an up-to-date calendar of events

- More updates about student progress, and would like more information about community organizations that support learning.

## LCAP Highlights

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

This LCAP will provide an overview of our priorities for the next school years and beyond. It will include our successes and areas that need improvement. Data will be provided from the SBAC 2018-2019 as well as information from the Fastbridge Universal Screeners aReading and aMath. There is a focus on supporting the teachers with effective professional development in PBL, Makerspace integration, GLAD strategies, Reader's and Writer's Workshop, guided reading, intervention supports, and equity for all students. It also includes information from key stakeholders including students, staff, families, and the greater community.

# 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.

Steindorf was not identified for comprehensive support and improvement for the 2020-2021 school year.

## Support for Identified Schools

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

Steindorf was not identified for comprehensive support and improvement for the 2020-2021 school year.

## Monitoring and Evaluating Effectiveness

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

Steindorf was not identified for comprehensive support and improvement for the 2020-2021 school year.

# Stakeholder Engagement

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

Site: Steindorf STEAM School

- a. School Site Council (SSC) was directly involved in the development of the Local Control Accountability Plan, including feedback and suggestions. Reviewed School Plan and LCAP goals with both our School Site Council and ELAC over a series of meetings during the year. Also reviewed parent survey results with both teams and discussed their feedback. Full agendas and minutes are available on our website.
- b. Newsletters published to update actions pertinent to LCAP goals.
- c. HSC reviewed LCAP goal areas (student achievement, EL language Learners, School Climate and Community Engagement). Parents asked for feedback and input at session.
- d. Staff reviewed LCAP goals and provided feedback via an online survey for each goal at scheduled staff meetings.
- e. Positive Behavior Intervention Support (PBIS) SWIS data will be reviewed with staff on May 2021 at our year-end PBIS team meeting. We will review target areas for support on campus and student referrals to date, and use this data to plan our focus next year.
- f. Parent survey developed and issued to parents in January 2021. Multiple emails and written reminders were sent out. A total of 149 families responded. The results were disseminated to HSC, SSC, ELAC, at parent coffees, and at our staff meetings during the February and March timeframe.
- g. Parent engagement survey was sent to parents to determine actions for State Priority 3. We had 61 responses.
- h. Students in grades 3-8 filled out a school climate survey to determine their feelings toward school.

In general, the review of SPSA/LCAP goals occurred in 5 steps with stakeholder groups including Home and School Club, ELAC and SSC:

Step 1. Inform and educate all stakeholder groups of SPSA/LCAP process. During this step in the process, informational sessions on LCFF/LCAP in various venues across the school community were held. The goal of these sessions was to ensure that our community, staff, including teachers and support staff, and students were informed about the law and its impact on our school and the district. All stakeholders were invited to attend these meetings including parents, students, school faculty and staff and teacher representatives. These engagements included Site Leadership Meetings, School Staff Meetings, School Site Council Meetings, English Learner Advisory Committee Meetings, Home & School Club Meetings and Principal Coffees. All meetings were facilitated and presented by the Principal and staff leadership when appropriate. In addition to hosting the informational sessions, information about the LCAP was posted on the district website. Having an informed community is essential to ensuring that they are able to provide relevant feedback on how the district should develop its LCAP.

Step 2: Review current goals and progress/status to date. We initiated this process by participating in the District LCAP team, comprised of teachers, staff, parents, principals and district administration. As a member of the District LCAP team, we provided feedback on the current School and District LCAP goals, actions and services. Following the District LCAP meetings, we held a series of community meetings to collect feedback on strategies to address the eight priority areas. We met with staff, Home and School Club, School Site Council, and with our English Learner Advisory Committee (ELAC). During the meetings, participants were asked to provide feedback regarding our current LCAP goals and the plans about how to address them. Participants were asked to give feedback on the ideas as well as to suggest new ideas to consider. In addition, a school-wide survey covering the areas connected to the 8 state priority areas was sent to the Price community. The results of this survey was summarized and shared with our community and stakeholders in forums such as Home and



School Club, SSC, ELAC, and Principals Coffees. These sessions provided the site with some clear areas of identified need and suggested strategies to address that need. We used the information gained during the listening phase to inform our goal-setting and strategy development for the LCAP.

Step 3. Drafting an LCAP plan was the third step in the LCAP process. During this phase, we developed draft goals and actions and services. Goals were developed to correspond with the district's strategic plan and the feedback gathered from the community. Data was reviewed related to the eight state priority areas and identified which data sources were relevant and most significant to focus on for each strategic plan area. The data reviewed included:

1. Proficiency Rates in District Illuminate CCSS Benchmarks for ELA & Math
2. Proficiency Rates on the State ELA and Math assessments
3. English Learner Re-designation rates
4. Results from the Community LCAP Survey

Step 4. Review the draft LCAP for 2020-2021 with stakeholders and gather feedback. The site leadership reviewed the draft LCAP with the staff to gather feedback. The staff then shared the draft LCAP with the School Site Council and English Learner Parent Advisory Committee representatives in order to gather further feedback on community priorities and needs. The information developed during this phase led directly to the goals, progress indicators and actions that appear in this LCAP

Step 5: Revision of the LCAP based on final review. Finally, the site leadership shared the draft LCAP with the school district Board of Trustees. Staff took careful notes of the comments collected and adjusted the LCAP to align with that feedback. The final LCAP and budget were adopted in a regular board meeting on TBD.

#### A summary of the feedback provided by specific stakeholder groups.

##### Local Control Accountability Plan Survey:

Parents: Parents would like to see communication continue in a hybrid model when we return next year. They feel more families will be involved and attend meetings if we continue to have an option to Zoom. Parents would also like to see more extracurricular and enrichment activities and programs. These activities include art, Foreign languages, sports, coding, and music. Parents expressed concerns that our math program does not provide enough rigor. They also expressed concern that communication is not in more languages to support non-English language speakers. Some parents feel that having a liaison at school to help families would be helpful. Parents would like to see more advanced class offerings as well.

Teachers: As indicated by the LCAP survey as well as feedback gathered at a staff meeting, teachers would like to see more paid opportunities for them to support students outside of the school day. They also would like smaller class sizes. At Steindorf, teachers would like more time to collaborate on a school-wide PBL for next year that emphasizes student diversity. Teachers would like continued professional development in the areas of Project-Based Learning, GLAD and Lucy Calkins, Readers and Writers Workshop.

Students: As indicated by the School Climate Survey, most responses were positive with over 90% of elementary and middle school students strongly agreeing or somewhat agreeing with the following statements: My school has clear rules for behavior, teachers treat me with respect, I get along with other students, I feel safe on campus, I feel safe during distance learning, and students treat each other well. However, only 77% of middle school students feel good behavior is noticed at school, 78% of elementary students reported liking school and 79% of middle school students feel there is an adult to talk to at school who will help them.

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

Stakeholder input obtained during the 2020-2021 LCAP Survey, School Climate Survey, Parent Engagement Survey, Principal Coffee Meetings, Staff, SSC, and HSC Meetings that influenced the LCAP are summarized below.

##### Priority 1: Basic Services

Our stakeholders identified the following areas of the highest importance to focus on:

1. Teacher recruitment, selection, and support
2. Access to textbooks teaching materials and technology (including infrastructure and devices)
3. Clean, safe, and well-maintained campus

##### Priority 2: Common Core Standards

1. Additional/extended learning opportunities (e.g. reading and math intervention, before or after school academic support, summer school...)
2. Common core aligned instructional materials
3. Next Generation Learning Opportunities (technology, STEM, NGSS, PBL)
4. Engaging learning opportunities that connect to real world
5. Additional supports/differentiated instruction and support to accelerate learning for all students

##### Priority 3: Parent Involvement

1. Continue consistent school-wide communication (emails, texts, newsletters, automated phone calls, Principal Coffees)
2. Support for parent focus groups and organizations (e.g. English Learner Advisory Committee, Home and School Club...)
3. School community support and connection (e.g. translation services, communication accessible in multiple languages)
4. Families want to partner with the school and be a part of the decision making process in their child's education

##### Priority 4, 7, 8: Student Achievement

1. Designated, integrated ELD instruction
2. Enrichment offerings (e.g. languages, comp sci, music, maker space)
3. Intervention support for students not meeting grade-level standards

##### Priority 5: Student Engagement

1. Increase in extra-curricular activities (e.g. sports, visual and performing arts, music, MakerSpace/Steam...)
2. Whole child education (music, PE, performing arts, sports, Makerspace...)

Priority 6: School Climate

1. Social and emotional support as students transition back to full in-person learning as the top priority for school climate/student engagement
2. Continue to emphasize positive culture programs (Second Step, Project Cornerstone, restorative justice, PBIS, social justice, bullying prevention)
3. Behavior prevention/intervention
4. Provide leadership opportunities and opportunities for students to feel connected to the whole school community

# Goals and Actions

## Goal

Goal #	Description
1	High Student Achievement: STEAM School will provide high quality and dynamic instruction for all students (including EL, SED, and SpEd)while preparing them for the 21st century, college and career readiness.

An explanation of why the LEA has developed this goal.

In reviewing student assessment data (Fastbridge English Language Arts (ELA) and Math Winter 2021 and SBAC ELA and Math 2018-2019) we identified the need to focus on Tier I instruction to meet the needs of all students. Per 2021 Fastbridge data, in Math 89% and in ELA 86% of students in 1st- 8th grade are meeting or exceeding grade-level standards. For significant student groups Students with Disabilities (SWD) and Hispanic/Latino students and Socioeconomically Disadvantaged Students (SED), the percentage of students meeting or exceeding grade-level standards in both ELA and Math is 52%-71%. If we focus on integrated/designated ELD, language acquisition, differentiated instructional practices at Tier 1 then meeting or exceeding grade-level standards will be achievable for all students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fastbridge aMath	89% of all students in grades 1-8 are meeting or exceeding grade-level standard on Fastbridge aMath.				98% of all students in grades 1-8 are meeting or exceeding grade-level standard on Fastbridge aMath
Fastbridge aReading	86% of all students in grades 1-8 are meeting or exceeding grade-level standard on Fastbridge aReading.				98% of all students in grades 1-8 are meeting or exceeding grade-level standard on Fastbridge aReading

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner (EL) Fastbridge aMath and aReading.	62% of EL students are meeting or exceeding grade-level standard on Fastbridge aMath and 49% on Fastbridge aReading.				80% of all students in grades 1-8 are meeting or exceeding grade-level standard on Fastbridge aReading and aMath
Students with Disabilities (SWD) Fastbridge aMath and aReading.	61% of SWD are meeting or exceeding grade-level standard on Fastbridge aMath and 46% on Fastbridge aReading.				80% of all students in grades 1-8 are meeting or exceeding grade-level standard on Fastbridge aReading and aMath
Annual State Smarter Balanced Assessment in ELA/Literacy & Math for All students and by Significant Student Groups (ELs, SED, SWD, Ethnicities)	SBAC 2019 Baseline				
SED Fastbridge aMath and aReading.	65% of SED students are meeting or exceeding grade-level standard on Fastbridge aMath and 51% on Fastbridge aReading.				80% of all students in grades 1-8 are meeting or exceeding grade-level standard on Fastbridge aReading and aMath
CA Dashboard English Language Proficiency Indicator (ELPI)	64% making progress towards English Language Proficiency per CA Dashboard 2019.				80% EL students making progress towards English Language proficiency per CA Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Redesignated Fluent English Proficient	7% EL students Redesignated Fluent English Proficient				15% EL students Redesignated Fluent English Proficient
100% Sufficiency of Instructional Materials per School Accountability Report Card (SARC) Local Indicator	100% Sufficiency of Instructional Materials per School Accountability Report Card (SARC) Local Indicator				100% Sufficiency of Instructional Materials per School Accountability Report Card (SARC) Local Indicator
District Writing PBA	<ul style="list-style-type: none"> <li>49% of students K-8 are scoring at a 2-just below grade level on writing assessments</li> <li>43% of K-8 students are scoring at or above grade level</li> </ul>				80% of of K-8 students will be on or above grade level on writing assessment

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Reader and Writer's Workshop Implementation	Teachers will utilize and implement best instructional practices with fidelity to support all students achieving grade-level proficiency in the common core state standards.  Readers and Writers Workshop (K-8)  Purchase books as well as Up the Ladder Units to provide accelerated learning for students not working at grade level.	\$2,000.00	No
2	Intervention	Implement Tier II interventions for struggling students, including English Learners, SocioEconomically Disadvantaged, and Foster/Homeless Youth, needing additional support to meet grade-level proficiency in common core state standards in ELA/Literacy & Math.  LLI teachers, Kindergarten Aides, After School Classes	\$35,509.00	Yes
3	Administration costs	Administration costs to support student learning -copy machines rentals, postage, supplies, equipment replacement	\$20,000.00	No
4	Technology Software Supports	Teachers will integrate technology-embedded instruction through all content areas, which will provide access to a digital learning environment to support student achievement. (Seesaw 4-8, Newsela, EPIC, Nearpod, Flocabulary, Brainpop, Typing Club, Raz kids, Library software)	\$12,368.00	No
5	SBAC testing Coordinator	Classified staff member to support teachers and students during SBAC testing	\$500.00	No

Action #	Title	Description	Total Funds	Contributing
6	After School Support-Enrichment and Homework Club	Certificated teachers will provide support to students outside of the school day 4 days a week for 1.5 hours. Supported by HSC		No
7	Handwriting Without Tears Curriculum	In order to support writing, purchase handwriting curriculum K-3 starting with formation of letters to cursive. There is also an online component.	\$2,800.00	No
8	Library Aide	Library aide to organize and check out books and materials to students and teachers to support our PBLs and curriculum in all content areas.	\$13,000.00	No
9	ALEKS	Software program to support accelerated math-paid by District	\$0.00	No
10	Math support k-5	Math teacher pulls small groups to provide acceleration for K-5.		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	Effective Leadership, Teaching and Learning: Steindorf STEAM School will provide high quality staff through recruitment, retention and professional development so every student thrives.

An explanation of why the LEA has developed this goal.

Input received via LCAP Surveys, SSC, HSC, and Staff meetings emphasized the importance of hiring, retaining, and supporting our teachers and staff. Due to the COVID-19 Pandemic, school-wide community and team-building opportunities for staff have been limited. Additional professional development is needed around MTSS, Designated ELD, GLAD, Differentiated Instruction (ELA and Math), behavior/emotional regulation support for students, PBL and Reader's and Writer's Workshop.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All teachers are appropriately assigned and credentialed in subject area per the annual School Accountability Report Card (SARC) report.	100% teachers are appropriately assigned and credentialed in subject area per the annual School Accountability Report Card (SARC) 2020				100% teachers are appropriately assigned and credentialed in subject area per the annual School Accountability Report Card (SARC).
Staff Professional Learning/Collaboration Evaluation Tool	___% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time. (Baseline established in 2021-22)				90% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Principal Walkthrough Tool to monitor classroom implementation of best Tier 1 instructional practices consistently, including GLAD, Number Talks, Designated/Integrated ELD, Guided Reading, etc.	___% of teachers implementing best Tier 1 instructional practices consistently. (Baseline established in 2021-22)				90% of teachers implementing best Tier 1 instructional practices consistently.
Begin tracking baseline data of Glad Trained Teachers routinely implementing hip pocket strategies	___% of teachers implementing best Tier 1 instructional practices consistently. (Baseline established in 2021-22)				90% of teachers implementing best Tier 1 instructional practices consistently. (Baseline established in 2021-22)
Designated/Integrated ELD	___% of teachers implementing designated/integrated ELD consistently. (Baseline established in 2021-22)				100% of teachers teach designated integrated ELD.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	scope and sequence for NGSS engineering standards	Two Teacher leaders will develop a scope and sequence of the engineering standards during the summer for K-8 integration.	\$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
2	Release time / professional development opportunities	Training provided to continue our journey to providing Gold Standard PBL (school wide PBL design), Reader's and Writer's training as well as SEL PD opportunities	\$2,000.00	No
3	Professional Development	Professional development: GLAD refresh training for all GLAD certified teachers-provided by District	\$0.00	No
4	Professional Development	Professional Development: Designated/Integrated ELD-Provided by District	\$0.00	Yes
5	ACSA Membership	PD opportunities for Administration	\$1,200.00	No
6	Professional Development	Professional development: Zones of regulation (TK-5) Provided by District	\$0.00	No
7	Professional Development	Inquiry/Action Cycle: Structured Grade Level & Team Collaboration to monitor student progress and share best practices/strategies to accelerate progress towards grade-level standards.-Provided by District	\$0.00	No
8	Coaching	Teacher On Special Assignment/Coaching Support for SPED and ELD-Provided by District	\$0.00	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
3	Positive School Environment, Climate and Culture: Steindorf STEAM School will provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.

An explanation of why the LEA has developed this goal.

Students will not learn unless they feel safe in their home and school environment. In the School Climate Survey (April 2021) taken by third through eighth graders, Over 90% of students feel safe during distance learning, students treat each other well, feel safe at school, get along with other students, and teachers treat them with respect, we would like this to continue and approve.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey - Students would like to see good behavior noticed at school	Only 77% of elementary and 78% middle school feel good behavior is noticed.				90% of students in 3rd-8th grade will report that they feel like good behavior is noticed.
SWIS Major Office Referrals	Less than 1% of students received a Major office referrals in 2020-2021				Maintain less than 1% of students to receive a major office referral
Suspension Rate	0 students suspended in 2020-2021				Maintain less than 1% of students to be suspended
Chronic Absenteeism Rate	1.2% of our students are chronically absent according to the 2019 California Dashboard				Less than 1% of students will be chronically absent according to the California Dashboard

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Noon Duty Supervision	Supervision for recess and lunch	\$20,000.00	No
2	Tier 1 Social Emotional Learning	Continue Second Step social emotional curriculum school-wide, hold PD that promotes mental health for students, have school counselor create and present regularly scheduled lessons. SWIS software	\$584.00	No
3	Enrichment Opportunities	Arts4kids program that includes a trained docent and materials. HSC will pay 11,000 of total.	\$10,000.00	No
4	After School Sports Program	Classified and Certificated Coaches, uniforms, refs, and memberships	\$17,500.00	
5	Project Cornerstone	Membership Dues	\$1,000.00	
6	Safety	Provide an extra crossing guard at Ross and Foxworthy for student safety with coming to school and leaving to go home.	\$2,000.00	No
7	Health Office Supplies	Provide extra supplies for the health office	\$500.00	

## 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	Strong Parent and Community Engagement: Promote a welcoming and inclusive environment for all parents, families, and community stakeholders as partners in the education and support of all students' success in school.

An explanation of why the LEA has developed this goal.

Strong parent and community engagement is paramount to student success. In our parent engagement survey, parents expressed a strong desire to bring back the community events that were put on hold due to the restrictions surrounding the COVID 19 pandemic.

Parent engagement survey:

- Over 90% of families that responded agree that communication is consistent and timely.
- Over 90% agree that their ethnicity and culture are recognized and respected by staff.
- 99% of Families reported feeling welcome on campus 83% agree that parents are encouraged to communicate to school staff any concerns,
- 95% agree that volunteer parents are welcome and appreciated (we love our volunteers!)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent participation in school events, such as Principal's Coffees and HSC meetings.	20% of parents participate in parent coffees, 5% of parents participate in HSC meetings.				30% of parents will participate in parent coffees, 10% of parents will attend HSC meetings.
Parent Participation in School Committees, such as School Site Council, ELAC, Home & School Club, etc.	Steindorf has all positions required filled on all committees. The meeting participation usually consists of sitting Board or committee members only.				10% increase of parents will attending and participating in HSC meetings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement Survey	61 parents responded to survey.				200 parents or more will respond to parent survey

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Steindorf Representation on District Committees	Maintain standing committees in which information is provided and ideas sought concerning the school and increase participation and parent representatives from our diverse community. District committees: District Local Control Accountability Plan Advisory Committee, District English Learner Advisory Committee, Home & School Club President Meetings with the Superintendent		No
2	Home Visits	Continue to provide home visits to families to increase the home and school connection.		No
3	Volunteers	Re-introduce/expand parent volunteer opportunities in the classroom and at school-wide events. Parent volunteer opportunities will be reestablished to help parents partner in their child's education. These programs may include, Project Cornerstone ABC Readers, Art Vista, Garden Adventures, other.		No
4	Parent Education	Provide parent education opportunities around supporting students and families social and emotional needs and academic programs		No
5	Goal Setting Conferences	Continue to refine goal setting conferences and input process and track attendance.		No

Action #	Title	Description	Total Funds	Contributing
6	Classroom Communication	Build site plan around classroom communication best practices/tools to streamline communication with families.		No
7	Parent Outreach	Hold focus group meetings with underperforming/underrepresented student group families to better understand & identify areas of support/needs		No
8	Parent Outreach	Create opportunities for belonging and engagement for families who are immigrants to better represent the diversity of Steindorf students- invite them to help plan school-wide PBL		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
4.08%	\$0

**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.

For CalPADS 2021, Cambrian School District reflects an unduplicated percentage of 22.35% of district enrollment. District's LCFF Estimated Supplemental Grant funding will be \$1,217,095 for FY 2021-22 and \$0 for Concentration Grant funding due to a low unduplicated count percentage. The amount of supplemental funds used for (district-wide) level services is \$645,060. The remaining balance supplemental funds of \$572,035 are allocated to school sites for site-level services for high-needs pupils. School site level services include additional and extended learning time, supplemental instructional materials, and professional development on ELD and differentiated instruction for high-needs students.

### 2021-22 SUPPLEMENTAL & TITLE PROGRAMS ALLOCATIONS:

Steindorf School: 4.08% of High Needs Students/Total Site Enrollment - (LCFF Supplemental: \$99,484)

Total Expenditures for High Needs Students for 2021-22: 0

The LCFF Supplemental, Title I, Title II, Title III, and Title IV funds will be combined to provide supplemental programs, services, and resources for target and high needs students in addition and above the core programs for all students. In addition to site-level services, the districtwide level services, programs and resources will include 2.5 FTE ELD/Tier II Teachers on Special Assignment to provide instructional support/coaching and professional development for staff focused on supporting teaching and learning for English Learners, Socio-economically Disadvantaged students, and Homeless & Foster Youths at all 6 school sites TK-8. The services will also include additional counseling for all sites, supplemental materials, and instructional technology, and other support services to increase/improve services, including extended learning time beyond the school day and school year for high needs students. Because there is not a large concentration of high needs students at any one school, the district provides instructional coaching and support, Tier II facilitation and coordination, training and implementation, additional instructional technology tools & resources, and professional development for all staff to address the needs of targeted and high needs students at all sites to provide additional learning support as needed.

The primary benefit of the expenditures is for the target students, but all high needs student groups will be served in the plan. The research supports that these are the most effective uses of the additional funds; to improve the overall educational program improves equity and access for targeted, at-risk, and high-needs pupils while providing all students an excellent program. Improving the overall educational program is augmented with targeted supports as described.

#### District-wide Services:

Information in the Multi-tiered Systems of Support, English Language Arts/English Language Development & Universal Design for Learning frameworks describes the benefit of explicit language instruction for all students to better access the state standards, so these strategies will be shared with all teachers to enhance language instruction across all grades and content areas. The supplemental funds are being spent on actions and services that are principally directed toward unduplicated student groups. These include:

- Staff professional development focused on differentiated instructional strategies for at-risk students;
- Additional social-emotional learning & mental health services;
- Teachers on Special Assignment - coordination and facilitation of services; instructional support/coaching for staff; professional development; community engagement;
- Purchase of instructional supplemental materials, including instructional technology and resources for blended learning, such as Imagine Learning Language & Literacy;
- Supplemental reading and math intervention programs & services implementation; and
- Extended learning programs and services beyond the school day and school year

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

The professional development training provides for staff working with English Learners, Socio-economically Disadvantaged students, and Foster and Homeless Youths is designated district-wide. All teachers will receive training on strategies and differentiated instruction for ELs, SED, and Homeless/Foster Youth students and high achieving students. CSD believes that these strategies are effective teaching strategies that will benefit all students. The amounts listed in the LCAP are estimates and include a combination of both district and site services and programs. Actual costs may vary depending on the number of teachers in professional development, the number of new teachers at the site, and if the district moves ahead with materials adoption, to cite some examples. Targeted, differentiated instruction and learning for all students and selected students per data review, as well as extended learning time, will be provided. Student progress is monitored with formative and summative assessments on a regular basis and instruction is adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes."

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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



# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

## Goals and Actions

## Purpose

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

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

## Requirements and Instructions

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

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

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

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

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

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

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

### ***Broad Goal***

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### Purpose

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

### Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))



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

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

### **For School Districts Only:**

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

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

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

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

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$141,961.00	\$500.00			\$142,461.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$39,500.00	\$102,961.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	Reader and Writer's Workshop Implementation	\$2,000.00				\$2,000.00
1	2	English Learners Foster Youth Low Income	Intervention	\$35,509.00				\$35,509.00
1	3	All	Administration costs	\$20,000.00				\$20,000.00
1	4	All	Technology Software Supports	\$12,368.00				\$12,368.00
1	5	All	SBAC testing Coordinator	\$500.00				\$500.00
1	6	All	After School Support-Enrichment and Homework Club					
1	7	All	Handwriting Without Tears Curriculum	\$2,800.00				\$2,800.00
1	8	All	Library Aide	\$13,000.00				\$13,000.00
1	9	All	ALEKS					\$0.00
1	10	All	Math support k-5					
2	1	All	scope and sequence for NGSS engineering standards	\$1,500.00				\$1,500.00
2	2	All	Release time / professional development opportunities	\$2,000.00				\$2,000.00
2	3	All	Professional Development					\$0.00
2	4	English Learners	Professional Development					\$0.00
2	5	All	ACSA Membership	\$1,200.00				\$1,200.00
2	6	All	Professional Development					\$0.00
2	7	All	Professional Development					\$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	8	All	Coaching					\$0.00
3	1	All	Noon Duty Supervision	\$20,000.00				\$20,000.00
3	2	All	Tier 1 Social Emotional Learning	\$584.00				\$584.00
3	3	All	Enrichment Opportunities	\$10,000.00				\$10,000.00
3	4		After School Sports Program	\$17,500.00				\$17,500.00
3	5		Project Cornerstone	\$1,000.00				\$1,000.00
3	6	All	Safety	\$2,000.00				\$2,000.00
3	7		Health Office Supplies		\$500.00			\$500.00
4	1	All	Steindorf Representation on District Committees					
4	2	All	Home Visits					
4	3	All	Volunteers					
4	4	All	Parent Education					
4	5	All	Goal Setting Conferences					
4	6	All	Classroom Communication					
4	7	All	Parent Outreach					
4	8	All	Parent Outreach					

**Contributing Expenditures Tables**

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$35,509.00	\$35,509.00
<b>LEA-wide Total:</b>	\$0.00	\$0.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$35,509.00	\$35,509.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Intervention	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Steindorf STEAM School K-8	\$35,509.00	\$35,509.00
2	4	Professional Development	LEA-wide	English Learners	All Schools		\$0.00

