



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.

School Description & Mission:

Bagby Elementary School is a California Distinguished School that values educating the whole child. The staff and community believe in the importance of an education that encompasses 21st Century Skills (Creativity, Collaboration, Critical Thinking, Communication), the Arts, CCSS in English/Language Arts and Math, Physical Education, and Social/Emotional Learning. Bagby School serves approximately 460 students in grades TK - 5. Approximately 15.7% of Bagby's students are English Learners. The rate of students who are economically disadvantaged is approximately 18.7%. Bagby is located in West San Jose. Its attendance area includes San Jose and parts of Campbell. Our safe, warm learning environment is evident as one enters the beautifully landscaped campus. We enjoy being the home for both General Education and Special Day Classes. We embrace the whole child by celebrating diversity, instilling not only joy of learning, but also allowing the exploration of talents through art and music. Our students are encouraged to be Upstanders and are given opportunities to be responsible citizens. 21st-century skills drive our instructional practices to provide opportunities for students to grow and become critical thinkers, collaborative workers, and creative problem solvers. It is our goal to not only produce students ready for their academic future but also prepared to be cooperative and caring members of society. Bagby Staff is committed to conflict resolution and strives to help students develop empathy and the ability to work together to solve social issues. Through the use of technology and high device ratios, Bagby is working to provide increased blended learning opportunities for all students.

School Safety:

The school campus has approximately 30 classrooms along with a cafeteria, school office, and multi-purpose room affectionately known as "The Barracuda Tank." The School Safety Plan is updated annually. Staff and students practice responses to a variety of situations through monthly drills. Staff is trained in the Incident Command System so that they are able to respond to disasters during the school day. Bagby underwent a fencing project, so the campus is fully secured during the instructional day. There is a large field that is a hub for the local softball league. Our grounds also house two solar canopy arrays. There are three playground areas for student use during recess. In partnership with the Home and School Club, Bagby was able to update a portion of the large playground in 2015 with a more modern play structure including a climbing wall. Bagby participates in Positive Behavior Interventions and Support (PBIS) to foster a positive school climate. The PBIS team meets every month to review referral data and make informed decisions about possible responses and train the staff on ways to increase PBIS and reduce referrals. Students are recognized for following the "Bagby Bs-Be Safe, Be Respectful, Be Responsible" through Bagby Bravos which are announced to the school weekly. Through PBIS, students in Tier 2 behavior intervention called Check-In/Check-Out with another school staff member to encourage and reinforce positive behavior. Bagby's staff values creating an environment that is emotionally, academically, and physically safe. We support the development of Social/Emotional Learning through the implementation of Second Step curriculum, our Project Cornerstone partnerships, and collaboration with students, teachers, principal, and parents. Bagby's goal is to reduce bullying of all types (physical, relational, cyber) through communication and collaboration.

Opportunities for Parent Involvement:

Bagby's parents volunteer to meet a variety of needs. The Home and School Club donations provide for assemblies, field trip experiences, and enrichment opportunities. Volunteers help out in the classroom, library, and through programs like Art Vistas, Project Cornerstone, and Maker Space. Parents participate in the school community and share stakeholder input through opportunities like School Site Council, English Learner Advisory Committee (ELAC), Home and School Club meetings, and Principal Coffees. The Home & School Club brings parents, students, and our community together for a variety of fun and educational activities including Halloween Fun Night, Family Movie Nights, Crab Feed, Kindness Pep Rally, Art Shows, Variety/Talent Show, and Field Day. Parents help in our classes as Arts Vista docents, Project Cornerstone volunteers, Maker Space guides, and with small groups in academics. Students are able to participate in Mileage Club, run by parent volunteers, three days of the week and participate in supervised sports activities hosted two times a week at lunch recess by Valley Sports Camp. Parents also participate in special events like Back to School Night, Fall Conferences, Music concerts, and Open House, parent Reading, Math, and Science nights along with special classroom or grade-level specific events.

COVID-19 Response:

Due to the Impact of COVID-19, our operations were dramatically transformed. On March 15th, 2020 it became necessary to move solely to an online educational platform. This shift to distance learning greatly impacted our families who rely on the school for more than an education. Site leadership & community organizations worked together to ensure that all students had a device to participate in synchronous and asynchronous instruction. School and district staff were instrumental in reaching out to families whose students were not accessing virtual classes to investigate how to best support participation. We discovered that many families struggled with wi-fi access, access to wifi-enabled devices, and many of our families struggled with food insecurity. District staff coordinated efforts to organize meals, hotspots, and chrome book distribution. On March 8th, we reopened Bagby's doors to support in-person instruction through a hybrid model and further expanded in-person instruction to four full days (MTThF) on May 3rd, 2021.

Reflections: Successes

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

Since 2018, the Bagby staff has worked strategically to identify underperforming student groups through data analysis and to tailor Tier I (provided to all students) and Tier II (intervention services provided to some students) supports to support all learners. The Spring 2019 SBAC showed significant progress in boosting English Language Arts performance in key demographics (English Learners: +13.9%, Socioeconomically Disadvantaged: +15.6%, Students with Disabilities: +34.5%, Hispanic: +30.8%). In Mathematics on the 2019 SBAC significant gains were also made in particular student subgroups' progress (English Learners: +4.9%, Socioeconomically Disadvantaged: +17.3%, Students with Disabilities: +35.7%, Hispanic: +23.7%). This progress was due first to strategic, high quality instruction taking place in the classroom through adopted curricula (Benchmark Advance and Eureka Math). Additionally, the gains are reflective of consistent progress monitoring of students progression in their acquisition of grade level standards. Students identified through such monitoring were referred to Tier II services (Leveled Literacy Intervention and/or Math Intervention) for 6-8 week cycles of intensive intervention. The Tier II supports assisted many students in making significant progress in both ELA and Math.

Over the past three years, Bagby has also seen a significant decline in the number of major student behavior referrals and had zero suspensions during the 2019-2020 and 2020-2021 school years. Positive Behavioral Interventions and Supports implemented school wide, in addition to Second Step Curriculum (SEL) being taught in every classroom, as well as a long standing partnership with Project Cornerstone have resulted in a positive school environment that resulted in 98% of surveyed students reporting that they sometimes, often, or always "like school." Additionally, 97% of the Bagby 2020-2021 PBIS Elementary School Climate Survey student respondents reported "feeling safe" sometimes, often, or always. The Bagby staff and school community have succeeded in creating a learning environment that nurtures student academic and SEL development, while also being a space that students enjoy coming on a daily basis.

The COVID-19 global pandemic forced Bagby and CSD staff to pivot numerous times since March 2020 to respond to varying public health conditions while also providing the most robust education possible for our Barracuda students. This included a shift to distance learning in the Spring of 2020, launching Distance Learning 2.0 in August 2020 built off the successes and lessons learned of Spring 2020, brought students back to campus beginning in March 2021 in a Hybrid/Cohort model, and finally on May 3rd, 2021 all students returned to Bagby for four, full-days of in person instruction. Throughout, Bagby staff worked diligently to keep tabs on our students and promptly identify any needs. Hotspots, Chromebooks, and work packets were delivered to homes. Additionally, since Fall of 2020, Bagby provided full day distance learning support for approximately 28 students. This consistent, daily environment stabilized the learning environment for many at promise youth and their families during uncertain times. Finally, Bagby's Home and School Club raised over \$5,000 to support families severely impacted by COVID-19 and the resulting financial fallout. Bagby Staff and HSC partnered in distributing these funds to support grocery purchases, housing needs, and other necessities to Bagby families during extraordinarily challenging times and circumstances. I couldn't be more proud of how our entire school community rallied to provide support for all of our students and their families throughout the COVID-19 pandemic.

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.

Data available from the California Dashboard shows yellow indicators primarily for our Students with Disabilities (SWD) and Socioeconomically Disadvantaged (SED) students based on SBAC results in 2019. While this was an improvement from previous years, additional work on supporting these students is necessary. Since the SBAC was not administered in Spring 2020 or Spring 2021, local CSD Fastbridge assessments aReading, aMath, CBMReading, and Writing will be utilized to illustrate the present areas of focus for Bagby staff and the support needs of Bagby students.

CSD's local assessments (aReading, aMath, CBMReading, and Writing) show gaps in performance levels between all Bagby students and our students part of our SWD, SED, and Hispanic/Latino subgroups. The results are summarized below:

Fall 2020 aReading (identified high/some risk):

- All assessed Bagby Students-18.9%, SED-35.6%, H/L-30.6%, SWD-30%

Winter 2021 aReading (identified high/some risk):

- All assessed Bagby Students-19.6%, SED-40.0%, H/L-32.0%, SWD-27.5%

Fall 2020 aMath (identified high/some risk):

- All assessed Bagby Students assessed-18.59%, SED-37.7%, H/L-33.3%, SWD-30.0%

Winter 2021 aMath (identified high/some risk):

- All assessed Bagby Students-16.9%, SED-35.6%, H/L-30.5%, SWD-27.5%

Fall 2020 CBMReading (identified high/some risk):

- All assessed Bagby Students-18.0%, SED-40.5%, H/L-35.4%, SWD-35.9%

Winter 2021 CBMReading (identified high/some risk):

- All assessed Bagby Students-17.6%, SED-35.8%, H/L-33.9%, SWD-41.0%

Fall 2020 Writing (identified high/some risk):

- All assessed Bagby Students-28.5%, SED-48.0%, H/L-39.0%, SWD-33.4%

Students with Disabilities (SWD) was another category where the indicator on the CA Dashboard was yellow in ELA. Our Resource Specialist is collaborating with classroom teachers of students on her caseload to address this need and to continue to maximize push-in support when possible. SWD struggle with a variety of aspects of ELA-decoding, reading comprehension, writing, and fluency. Individualized Education Plans (IEP) reflect goals to address these needs. Accommodations were offered for the 2019 SBAC administration and staff will continue to collaborate in better supporting SWD.

Throughout 2020-2021 SED students were monitored and provided with targeted supports and interventions. Specifically, Bagby provided seats in our supervised distance learning hub to stabilize the learning environment and provide robust wifi access for these students.

Due to the COVID-19 closure and non-returning intervention staff, Bagby partnered with other CSD schools to provide Leveled Literacy Intervention to students identified through assessment data. While the students enrolled made growth throughout their 8-10 week intervention cycles, intervention services will need to be expanded during 2020-2021 to adequately support the data-driven, identified intervention needs in both ELA and Mathematics.

LCAP Highlights

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

Four goals have been identified for focus during 2021-2022:

Goal 1: Bagby School will provide high-quality instruction for all students (including EL, SED, Foster Youth, SWD) while preparing them for 21st Century College and Career Readiness

Highlights:

- Build on teachers' preparedness to effectively utilize student data/formative assessments in building strategic instructional groups and tracking student progress in particular those in targeted subgroups.
- Training and implementation of math curriculum-Eureka Math: Intervention component of Eureka Math
- Training and implementation of ELD standards to support our EL student population: GLAD Strategies Training/Retraining; ELD component of Benchmark Advance
- Student access to Tier 2 interventions via math and reading and intervention during the school day
- Training and implementation of strategies for the Next Generation Science Standards (NGSS) aligned curriculum for all grade levels
- Staff training/retraining on Project Based Learning Implementation

Goal 2: Bagby School will provide highly qualified staff through recruitment, retention, and professional development

Highlights:

- 100% of teachers are fully credentialed and properly assigned
- Combination of whole group and more individualized professional development (GLAD, Eureka Math, Designated/Integrated ELD, NGSS, Social-Emotional Development, Tier 1 instructional best practices)
- Professional development to support teachers' preparedness to effectively utilize student data/formative assessments in building strategic instructional groups and tracking student progress.
- Multiple Teacher leadership opportunities provided
- Staff recognized and celebrated in a variety of ways

Goal 3: Bagby School will provide a responsive and orderly environment in which students feel safe academically, emotionally, and physically

to pursue their achievement

Highlights:

- Continue to recognize positive student decision making, behavior, and growth through weekly Bagby Bravos announcements and honor students of the month in whole school assemblies
- Continue to implement the Second Step curriculum and Project Cornerstone to support students' social-emotional development.
- Continue to implement an attendance monitoring system, Attention to Attendance, to maintain low levels of truancies and absenteeism
- Increase the number of staff able to serve as Check-In/Check-Out coaches
- Continue to provide an increase in school-based counseling-individual and group based on staff referrals
- Provide counselor lead presentations and facilitated discussions on social and emotional topics

Goal 4: Bagby School will involve parents, families, and community stakeholders as partners in the education of all students

Highlights:

- Continue to increase multi-language (and closed-captioned) communication to families through multiple avenues: text, email, newsletter, videos
- Increase attendance at Principal Coffees, Home and School Club, and ELAC by diversifying times of meetings providing additional supports if needed (ie. translators).
- Provide parent education in school academics through the district and school events
- Continue to partner with Bagby's HSC and family volunteers to support community events, and organize or support Project Cornerstone, Maker's Space, and Art Vistas.

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.

Bagby Elementary was not identified for CSI in 2020-2021.

Support for Identified Schools

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

Bagby Elementary was not identified for CSI in 2020-2021.

Monitoring and Evaluating Effectiveness

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

Bagby Elementary was not identified for CSI in 2020-2021.

Stakeholder Engagement

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

At the school site level:

School Site Council/English Learner Advisory Committee (SSC/ELAC) was involved in the development of the LCAP including feedback and suggestions. (List the dates you met)

The LCAP is in alignment with the LEA Plan-LCAP priorities English Language Advisory Committee (ELAC): Reviewed data related to EL students and provided input for LCAP.

It is important in the Cambrian SD that we offer ample opportunities for teachers, parents, and the community to participate in providing opportunities to include all stakeholder groups in the process. By having multiple opportunities this ensured that all stakeholder had ample and various opportunities to provide feedback and input. Informational meetings for the Bagby and Cambrian communities to understand the purpose of the LCAP, current LCAP, and how the budget aligns with what is stated in the LCAP. These took place during SSC and ELAC meetings, staff meetings, as well as district-level LCAP and DELAC advisory committee meetings. All stakeholders were invited to attend these meetings including parents, students, school faculty and staff, and teacher representatives. At staff meetings, grade level teams gave input on LCAP goals and provided guidance for actions. Additionally, students completed the PBIS School Climate Survey, and families were provided an opportunity to complete the Bagby Family Engagement Survey. Data from both of these surveys informed 2021-2022 LCAP goals, actions, and resulting expenditures.

A summary of the feedback provided by specific stakeholder groups.

The responses and input were varied. Here are the primary trends that seemed common from many of our stakeholders:

- Continued support for our significant student groups who are not meeting standards: EL, SED, and SWD.
- Support for teachers in professional development around GLAD Strategies, school day intervention support (Tier I and Tier II) for both reading and math, and an understanding of NGSS and how to support it in the classroom.
- Bagby 3rd-5th graders completed a school climate survey. The lowest positive response rate was at 74% (always, often) and will be an area of focus for the 2020-2021 school year.
- -Area of focus: "I feel like I do well in school."
- -Staff and parent volunteers will continue to support students in SEL development, Project Cornerstone Lessons, and school-wide messaging around "Growth Mindset."
- Staff requested Starting Arts Drama return of Starting Arts Drama Workshop six-week series that each class participated in during the 2019-2020 school year, as well as the Schmall Science workshops. Home and School Club donations will continue to fund these programs and all Bagby students will participate during the school day.
- Staff requested supervised sports activities organization continue to support at lunch recess with student exposure to a diversity of sports and support with fair play

- Family feedback included increasing parent volunteer opportunities (after COVID limitations are removed), streamlining district and site communications, increasing parent engagement opportunities, and diversifying the times of such opportunities.
- Grade level team requested continued access to online subscriptions including Newsela, Razkids, Mystery Science, amongst others.
- Teachers also commonly requested more collaboration time including more time to work with their grade level and work on data analysis and planning of strategic instruction
- Teachers were satisfied with Nugent Counseling Services but are requesting an expansion of available service days and service models in order to support more students post-COVID. The counselor worked in a very collaborative manner with teachers. Referrals were handled quickly and students served effectively. Bagby has had four counselors in two years and months where no counselor was available at all. Bagby will be looking to ensure consistency in the next year with staffing for onsite counseling.
- Teachers need time to reflect and plan with other teachers to ensure consistent and connected Common Core implementation around all subject areas.
- Teaching staff also requested additional sub-supported release days to support student assessments including Developmental Reading Assessment (Running Records).
- Provide data-driven collaboration time for teachers to work on Common Core implementation with a focus on data analysis.

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

At staff meetings, grade level teams gave input on LCAP goals and provided guidance for actions. Additionally, students completed the PBIS School Climate Survey and families were provided an opportunity to complete the Bagby Family Engagement Survey. Data from both of these surveys informed 2021-2022 LCAP goals, actions, and resulting expenditures.

Goals and Actions

Goal

Goal #	Description
1	High Academic Achievement

An explanation of why the LEA has developed this goal.

To provide high quality and dynamic instruction for all students while preparing them for "next generation" college and career readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Statewide Assessments (ELA, Math, and Science) for all students, including significant student groups - 3% increase annually	2019 SBAC Data- ELA <ul style="list-style-type: none"> • SED: 19.4 points below standard • SWD: 19.4 points below standard Math <ul style="list-style-type: none"> • SED: 18.4 points below standard • SWD: 16.8 points below standard • H/L: 5.9 points below standard 				SED and SWD will perform in green or better band on California School Dashboard in both Spring 2024 administrations of the ELA & Math SBAC assessments.
Fall 2020, Winter 2021, and Spring 2021 Administrations	Fall 2020 aReading (identified high/some risk):				Elimination of students in significant subgroups identified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>of CSD Local Fastbridge Assessments (aReading, aMath, CBMReading, and Writing) - 3% annual reduction of students in identified groups testing as high risk or some risk</p>	<p>All assessed Bagby Students-18.9%, SED-35.6%, H/L-30.6%, SWD-30%</p> <p>Winter 2021 aReading (identified high/some risk): All assessed Bagby Students-19.6%, SED-40.0%, H/L-32.0%, SWD-27.5%</p> <p>Fall 2020 aMath (identified high/some risk): All assessed Bagby Students assessed-18.59%, SED-37.7%, H/L-33.3%, SWD-30.0%</p> <p>Winter 2021 aMath (identified high/some risk): All assessed Bagby Students-16.9%, SED-35.6%, H/L-30.5%, SWD-27.5%</p> <p>Fall 2020 CBMReading (identified high/some risk): All assessed Bagby Students-18.0%, SED-40.5%,</p>				<p>by local CSD assessments as "high risk."</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>H/L-35.4%, SWD-35.9%</p> <p>Winter 2021 CBMReading (identified high/some risk): All assessed Bagby Students-17.6%, SED-35.8%, H/L-33.9%, SWD-41.0%</p> <p>Fall 2020 Writing (identified high/some risk): All assessed Bagby Students-28.5%, SED-48.0%, H/L-39.0%, SWD-33.4%</p>				
Annual SARC - All students have access to state-aligned instructional materials.	Annual SARC - All students have access to state-aligned instructional materials.				
CA Dashboard - English Learner Progress Indicator (ELPI)	60.9%				
English Learner Reclassification Rate 2021-2022	5.8%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum Implementation	Bagby Instructional staff will implement Benchmark Advance and Eureka Math, utilizing all Tier 1 curriculum components.	\$0.00	No
2	Access to Adopted Curriculum	All students will have access to common core state standards instructional materials in ELA/Literacy, Math and Science.		Yes
3	Implementation of designated and integrated ELD	District provided PD to instructional staff in order to maximize utilization and implementation of designated and integrated ELD to support all English learners to achieve English proficiency and access state standards		Yes
4	Universal Tier I Interventions & Supports	District provided PD to instructional staff in order to maximize utilization and implementation of intervention components of core adopted programs.		Yes
5	Formative, Interim, and Summative Assessments	Staff will identify, develop, and use formative, interim, and summative assessments to measure students' performance and progress towards meeting or exceeding grade levels state standards in ELA/Literacy, Math and Science. Staff will employ the following strategies and process to administer, analyze and monitor students' progress using assessment data in meeting the state standards. They include, but are not limited to the following: District Benchmark assessments, Illuminate assessments (formative, interim, and summative); Unit of Study writing assessments; DRA assessments, etc.		Yes
6	Enrichment Opportunities	Identify, plan and implement enrichment learning opportunities to engage and meet the interests and abilities of all students: Extended STEAM activities, Makers Space, Drama, and Assemblies	\$11,750.00	No
7	ELA Tier II Interventions	Provide Tier II ELA Interventions-Leveled Literacy Intervention	\$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Math Tier II Interventions	Provide Tier II Math Intervention Support	\$47,000.00	No
9	Progress Monitoring Significant Subgroups	Cycle of inquiry and action/progress monitoring of significant student groups (EL, SWD, SED and Hispanic/Latino) at risk of not meeting grade level standards in ELA and Math	\$4,500.00	Yes
10	Next Generation Science Standards	Initiate vertical grade level articulation to align teaching of NGSS standards consistently across grade levels. PD provided to support Mystery Science implementation with fidelity.	\$1,000.00	No
11	Library Support Services	Library Technician	\$15,793.00	No
12	General Supplies, Equipment, Licensing	General Supplies, Equipment (misc replacements; doc cams, bulbs etc), Copier Lease	\$41,070.00	No
13	Testing Coordinator Stipend		\$750.00	No
14	Classroom Aides	3 x Instructional Aides supporting TK/K/Combination Classes and others	\$30,780.00	No
15	Instructional Subscriptions	Newsela, Learning A-Z/Raz-Kids, Brainpop	\$10,000.00	No
16	Provide Extended day. enrichment and support activities	Provide after school support for targeted students in the form of a homework/enrichment center		No

Action #	Title	Description	Total Funds	Contributing
17	Afterschool ELD Intervention Support	Targeted Tier II ELD Intervention	\$3,400.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Effective Leadership, Teaching and Learning

An explanation of why the LEA has developed this goal.

To provide high quality staff through recruitment, retention and professional development so every student thrives.

Measuring and Reporting Results

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 2021-2022)				100% of teachers implementing best Tier 1 instructional practices consistently.
Annual SARC - 100% of Teachers appropriately assigned	100% of Teachers appropriately assigned.				Bagby/CSD will maintain highly effective process for teacher recruitment, selection, and support.
Professional Development, Training & Staff Collaboration Time	___% of teachers/staff indicated that the professional development, training & staff collaboration				90% of teachers/staff indicated that the professional development, training & staff collaboration

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Evaluations/Reflections Tool	was an effective use of their time. (Baseline established in 2021-2022)				was an effective use of their time.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Recruitment and Retention of Staff	Recruit and retain highly qualified staff particularly in Special Education		No Yes
2	Professional Development	Provide training, time and resources for staff for continuous improvement by implementing best practices and providing professional development for staff.		Yes
3	Access to 21st Century Tools and Resources	Provide access to and mastery of 21st century learning tools, resources and skills for staff and students with integration of instructional technology; provide professional development on integrating Next Generation skills, tools and teaching strategies.		Yes
4	Assessment and Progress Monitoring	Staff will identify, develop, and use formative, interim, and summative assessments to measure students' performance and progress towards meeting or exceeding grade level state standards.		Yes
5	Professional Development	Multi-Tiered Systems of Support-Continue to partner with CSD and SCCOE staff in developing districtwide and robust site based MTSS frameworks and systems.		No Yes
6	Professional Development	Professional Development-Tier 1 Instruction Differentiation		Yes

Action #	Title	Description	Total Funds	Contributing
7	Professional Development	Designated & Integrated ELD		Yes
8	Professional Development	GLAD Strategies Training		Yes
9	Professional Development	Project Based Learning		No
10	Stuctured Collaboration Time and Support	Structured collaboration time provided to support the progress monitoring of underperforming students, particularly within identified subgroups		

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

An explanation of why the LEA has developed this goal.

To provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey	74% of students responded that they always/often "feel like I do well in school."				90% of students will respond that they always/often "feel like I do well in school," as reported in the School Climate Survey.
SWIS Major Office Referrals	Less than 1% of students received a Major Office referrals in 2020-2021				Maintain less than 1% of students receive a major office referral by 2023-2024.
Suspension/Expulsion Rate	0 students suspended/0 students expelled in 2020-2021				Maintain less than 1% of students to be suspended or expelled by 2023-2024
Chronic Absenteeism Rate	3.4% 2019 CaSchoolDashboard Report				Less than 1% of students will be chronically absent by 2023-2024

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide for/support SEL and Physical	Provide and develop programs that support the social and emotional learning and physical well-being of all students and staff.		Yes
2	Support and Train	Provide support and training for key stakeholders to ensure a safe positive learning and working environment for students and staff.		Yes
3	Maintain or Increase attendance rates	Promote opportunities to maintain or increase attendance rates.		Yes
4	Maintenance of District Facilities	Ensure that school and district facilities are maintained and are safe learning and working environments.	\$4,000.00	
5	Social Emotional Learning	Continue to implementation of Second Step, PBIS, and Project Cornerstone	\$2,000.00	No
6	Extracurricular	Facilitated Lunch Recess Sports Coaching and Supervision	\$4,000.00	No
7	Extracurricular	Art Vistas	\$12,000.00	No
8	Extracurricular	Starting Arts Performing Arts	\$4,000.00	No
9	Yard/Noon Duty	Supervision for daily recess and lunch	\$39,397.50	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Strong Family and Community Engagement

An explanation of why the LEA has developed this goal.

To 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CSD's Family LCAP Survey	Families' prioritization of support for parent focus groups and parent organizations is 55% in district's Parent LCAP Survey				Increase prioritization of support for parent focus groups and parent organizations to over 75% positive response rate in district's Parent LCAP Survey.
CSD's Family LCAP Survey	49% of community feels there is a need for school support (translators, school/home liaison)				Reduce
Bagby Family Engagement Survey 2021	90.7% of responding families stated that school communication and information is easy to understand and provided in a language families can understand.				99% of responding families state that school communication and information is easy to understand and provided in a language families can understand.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Bagby Family Engagement Survey 2021	98% of responding families state feeling welcomed and valued when visiting school.				100% of responding families state that they feel welcomed and valued when visiting campus

Actions

Action #	Title	Description	Total Funds	Contributing
1	Promote Communication	Promote ongoing and open communication among all stakeholders that maintains a culture of respect, integrity, and inclusion.	\$2,000.00	
2	Provide Family Education	Provide a variety of parent education/classes and district parent information events.		
3	Enrichment Learning Opportunities	Provide a variety of enrichment learning opportunities to increase student engagement and participation before, during and after the instructional day.		
4	Increase Community Participation	Provide opportunities to increase student, staff, parent and community partners participation in schools and district events/activities, advisory committees and task forces.	\$2,000.00	No
5	Zoom Meetings/Video Recordings	Continue to share community updates through video and offer community meetings or presentations through Zoom (recorded for those not able to attend)	\$500.00	No
6	Expand use of Translation Services	Expand staff use of translation services provided by Language Line to support effective family communication.		

Action #	Title	Description	Total Funds	Contributing
7	Streamline School/Family Communication	Streamline teacher-family and school-family communications for more effective information sharing		No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23.20%	85,391

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.

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

The LCFF Supplemental 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

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.

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 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **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
\$232,690.50	\$8,000.00	\$35,250.00		\$275,940.50

Totals:	Total Personnel	Total Non-personnel
Totals:	\$264,190.50	\$11,750.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Curriculum Implementation					\$0.00
1	2		Access to Adopted Curriculum					
1	3	English Learners	Implementation of designated and integrated ELD					
1	4		Universal Tier I Interventions & Supports					
1	5		Formative, Interim, and Summative Assessments					
1	6	All	Enrichment Opportunities			\$11,750.00		\$11,750.00
1	7	English Learners Foster Youth Low Income	ELA Tier II Interventions	\$40,000.00				\$40,000.00
1	8	All	Math Tier II Interventions	\$47,000.00				\$47,000.00
1	9		Progress Monitoring Significant Subgroups	\$4,500.00				\$4,500.00
1	10	All	Next Generation Science Standards	\$1,000.00				\$1,000.00
1	11	All	Library Support Services	\$15,793.00				\$15,793.00
1	12	All	General Supplies, Equipment, Licensing	\$41,070.00				\$41,070.00
1	13	All	Testing Coordinator Stipend	\$750.00				\$750.00
1	14	All	Classroom Aides	\$30,780.00				\$30,780.00
1	15	All	Instructional Subscriptions			\$10,000.00		\$10,000.00
1	16	All	Provide Extended day. enrichment and support activities					
1	17	English Learners	Afterschool ELD Intervention Support	\$3,400.00				\$3,400.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	All	Recruitment and Retention of Staff					
2	2		Professional Development					
2	3		Access to 21st Century Tools and Resources					
2	4		Assessment and Progress Monitoring					
2	5	All	Professional Development					
2	6		Professional Development					
2	7	English Learners	Professional Development					
2	8	English Learners	Professional Development					
2	9	All	Professional Development					
2	10	English Learners Foster Youth Low Income	Stuctured Collaboration Time and Support					
3	1		Provide for/support SEL and Physical					
3	2		Support and Train					
3	3		Maintain or Increase attendance rates					
3	4		Maintenance of District Facilities		\$4,000.00			\$4,000.00
3	5	All	Social Emotional Learning	\$1,000.00		\$1,000.00		\$2,000.00
3	6	All	Extracurricular	\$4,000.00				\$4,000.00
3	7	All	Extracurricular			\$12,000.00		\$12,000.00
3	8	All	Extracurricular		\$4,000.00			\$4,000.00
3	9	All	Yard/Noon Duty	\$39,397.50				\$39,397.50
4	1	English Learners	Promote Communication	\$2,000.00				\$2,000.00
4	2		Provide Family Education					
4	3		Enrichment Learning Opportunities					
4	4	All English Learners	Increase Community Participation	\$2,000.00				\$2,000.00
4	5	All	Zoom Meetings/Video Recordings			\$500.00		\$500.00
4	6	English Learners	Expand use of Translation Services					
4	7	All	Streamline School/Family Communication					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$47,900.00	\$47,900.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$4,500.00	\$4,500.00
Schoolwide Total:	\$43,400.00	\$43,400.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Access to Adopted Curriculum	LEA-wide		All Schools		
1	3	Implementation of designated and integrated ELD	LEA-wide	English Learners	All Schools		
1	4	Universal Tier I Interventions & Supports	LEA-wide		All Schools		
1	5	Formative, Interim, and Summative Assessments	LEA-wide				
1	7	ELA Tier II Interventions	Schoolwide	English Learners Foster Youth Low Income		\$40,000.00	\$40,000.00
1	9	Progress Monitoring Significant Subgroups	Limited to Unduplicated Student Group(s)			\$4,500.00	\$4,500.00
1	17	Afterschool ELD Intervention Support	Schoolwide	English Learners		\$3,400.00	\$3,400.00
2	1	Recruitment and Retention of Staff	LEA-wide				
2	2	Professional Development	LEA-wide				
2	3	Access to 21st Century Tools and Resources	LEA-wide				

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	4	Assessment and Progress Monitoring	LEA-wide				
2	5	Professional Development	LEA-wide				
2	6	Professional Development	LEA-wide				
2	7	Professional Development	LEA-wide	English Learners			
2	8	Professional Development	LEA-wide	English Learners			
2	10	Stuctured Collaboration Time and Support		English Learners Foster Youth Low Income			
3	1	Provide for/support SEL and Physical	LEA-wide				
3	2	Support and Train	LEA-wide				
3	3	Maintain or Increase attendance rates	LEA-wide				
4	1	Promote Communication		English Learners		\$2,000.00	\$2,000.00
4	4	Increase Community Participation		English Learners		\$2,000.00	\$2,000.00
4	6	Expand use of Translation Services		English Learners			

