

2021 - 2024

Local Control Accountability Plan

Year 2021-2022



2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Bayshore Elementary School District
CDS Code:	416885860000000
LEA Contact Information:	Name: Audra Pittman Position: Superintendent Email: apittman@thebayshoreschool.org Phone: 4154675443
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$4,212,982
LCFF Supplemental & Concentration Grants	\$668,866
All Other State Funds	\$530,739
All Local Funds	\$537,192
All federal funds	\$369,376
Total Projected Revenue	\$5,650,289

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$5,408,456
Total Budgeted Expenditures in the LCAP	\$4,712,842
Total Budgeted Expenditures for High Needs Students in the LCAP	\$756,247
Expenditures not in the LCAP	\$819,612

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$403,016
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$319,535

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$87,381
2020-21 Difference in Budgeted and Actual Expenditures	\$-83,481

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General Fund Budget Expenditures not included in the Learning Continuity Plan include: General expenses District & School Adm, School Board, Fund 14 Def Maint Transfer, Student Health Screenings, STRS on Behalf, Title II, Title III (LEP & Immigrant). Included in the total LCAP expenditures is Pre-School funds from Fund 12.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-	While we budgeted for Chromebooks, iPads, and Reading materials in the Learning Continuity and Attendance Plan to support our students in the

21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.

2020-2021 school year, we purchased the items in June, 2020 falling under the 2019-2020 fiscal year.

LCFF Budget Overview for Parents

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

CDS Code: 416885860000000

School Year: 2021-22

LEA contact information:

Audra Pittman

Superintendent

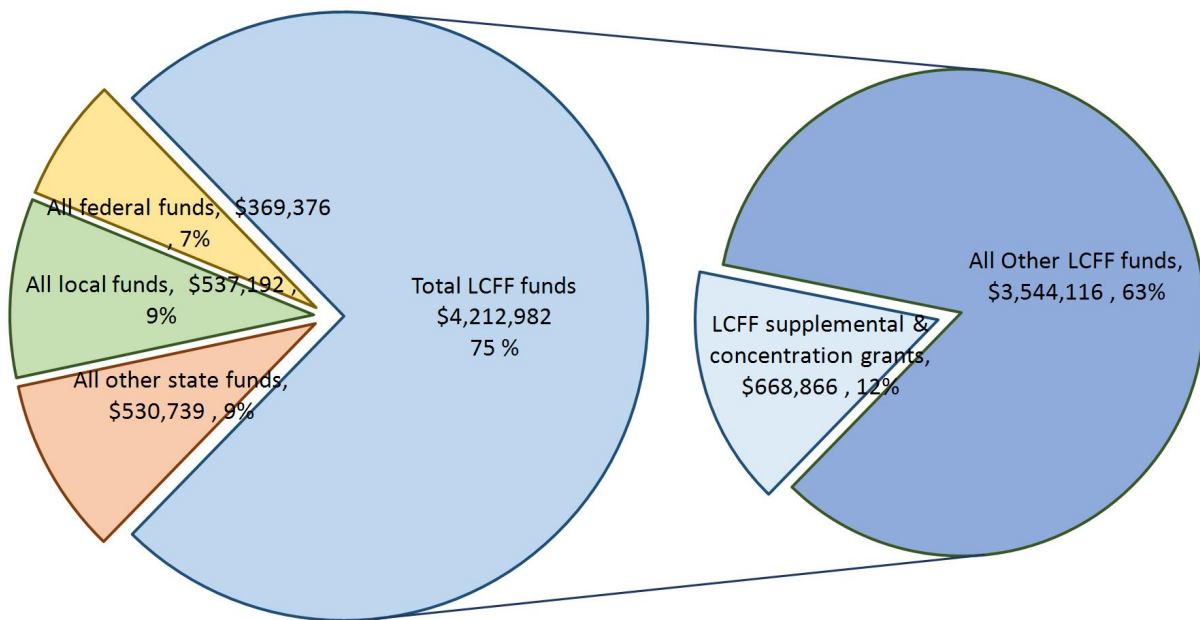
apittman@thebayshoreschool.org

4154675443

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



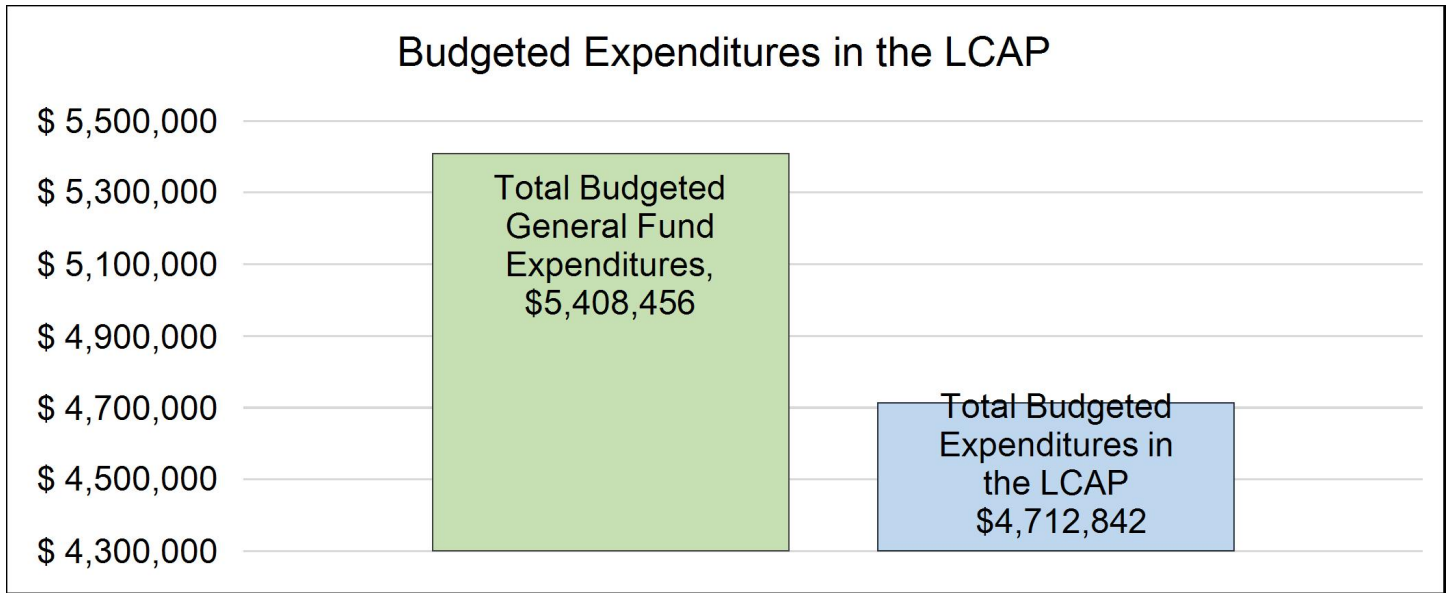
This chart shows the total general purpose revenue Bayshore Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Bayshore Elementary School District is \$5,650,289, of which \$4,212,982 is Local Control Funding Formula (LCFF), \$530,739 is other state funds, \$537,192 is local funds, and

\$369,376 is federal funds. Of the \$4,212,982 in LCFF Funds, \$668,866 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Bayshore Elementary School District plans to spend \$5,408,456 for the 2021-22 school year. Of that amount, \$4,712,842 is tied to actions/services in the LCAP and \$819,612 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

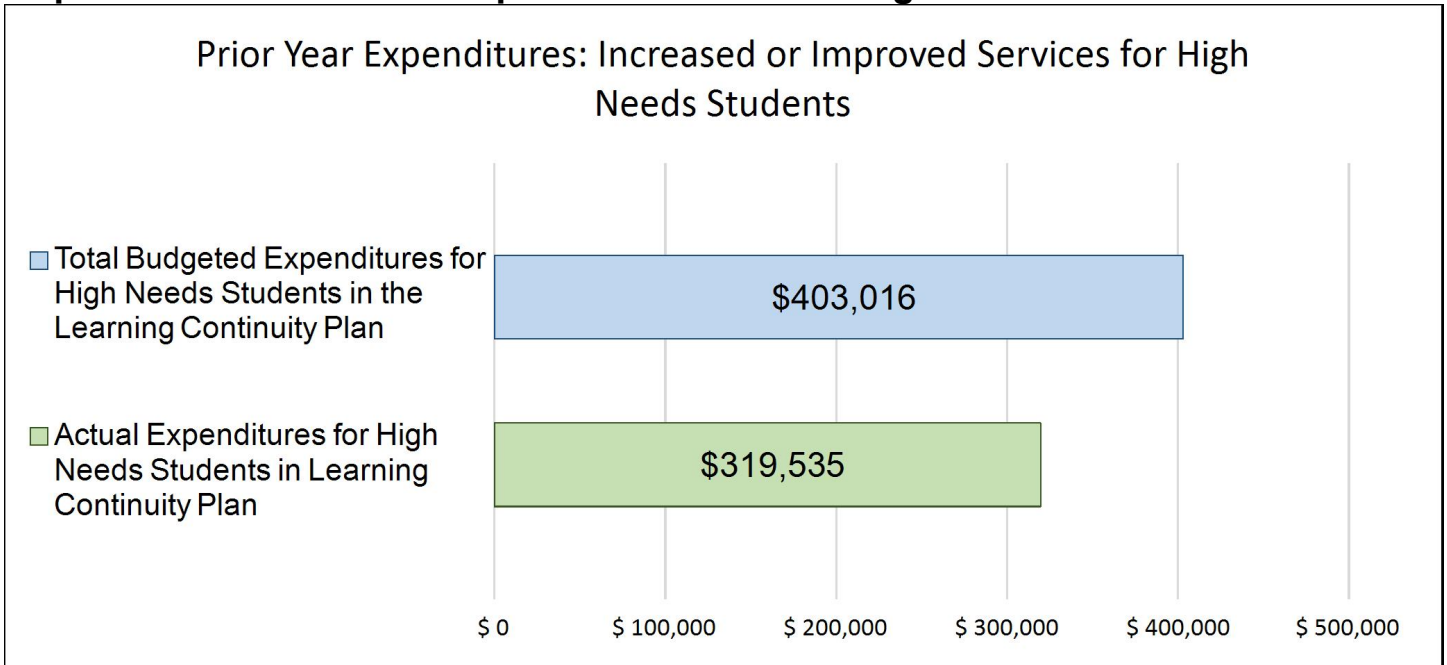
General Fund Budget Expenditures not included in the Learning Continuity Plan include: General expenses District & School Adm, School Board, Fund 14 Def Maint Transfer, Student Health Screenings, STRS on Behalf, Title II, Title III (LEP & Immigrant). Included in the total LCAP expenditures is Pre-School funds from Fund 12.

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

In 2021-22, Bayshore Elementary School District is projecting it will receive \$668,866 based on the enrollment of foster youth, English learner, and low-income students. Bayshore Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Bayshore Elementary School District plans to spend \$756,247 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020-21, Bayshore Elementary School District's Learning Continuity Plan budgeted \$403,016 for planned actions to increase or improve services for high needs students. Bayshore Elementary School District actually spent \$319,535 for actions to increase or improve services for high needs students in 2020-21.

While we budgeted for Chromebooks, iPads, and Reading materials in the Learning Continuity and Attendance Plan to support our students in the 2020-2021 school year, we purchased the items in June, 2020 falling under the 2019-2020 fiscal year.

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

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

LEA Name	Contact Name and Title	Email and Phone
Bayshore Elementary School District	Audra Pittman Superintendent	apittman@thebayshoreschool.org 4154675443

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

Goal 1

School Connectedness: Provide a healthy and positive school culture where all students experience supportive learning environments and opportunities that help them learn and thrive in a safe and engaging environment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parental Engagement</p> <p>19-20 Increase parental input opportunities by one additional opportunity.</p> <p>Baseline Parents can provide input directly to the school secretary, principal, teachers, and during Coffee with the principal.</p>	<p>We increased our parental input opportunities by adding google surveys and Remind as options for providing input.</p>
<p>Metric/Indicator School/District Open House Participation</p> <p>19-20 We will not be using this as a metric in 2019-2020 as a metric as we are increasing the number of engagement opportunities for families to be involved in during the school year.</p> <p>Baseline 72% of families attend the fall open house.</p>	<p>We did not use this as a metric in 2019-2020 as a metric as we are increasing the number of engagement opportunities for families to be involved in during the school year.</p>
<p>Metric/Indicator Parent Teacher Conferences</p>	<p>Due to COVID-19 and transitioning to Shelter in Place, we were unable to hold a spring parent conference.</p>

Expected	Actual
<p>19-20 Increase formal parent conference opportunities from one time per year to two times per year.</p> <p>Baseline One formal parent conference is held in the fall.</p>	
<p>Metric/Indicator School/District Volunteerism</p> <p>19-20 Increase number of parent/community volunteers by 25%.</p> <p>Baseline 25% of our families volunteer for at least one (1) activity per year.</p>	<p>We did not meet our goal of increasing parent/community volunteers by 25%. We increased by 5%.</p>
<p>Metric/Indicator Grade Level Reporting</p> <p>19-20 We will not be using this as a metric in 2019-2020.</p> <p>Baseline 72% of our students increased as least one level on their trimester report card from trimester 1 to trimester 2.</p>	<p>We did not use this as a metric in 2019-2020.</p>
<p>Metric/Indicator Chronic Absenteeism Rate</p> <p>19-20 Decrease the number of students with 10 or more absences by 3 students.</p> <p>Baseline 2.11% (8 students) with 10 or more absences.</p>	<p>We did not meet our goal of decreasing our Chronic Absenteeism Rate. We had 51 students with 10 or more absences.</p>
<p>Metric/Indicator Middle School Dropout Rate</p> <p>19-20 Maintain Middle School Dropout rate of zero (0).</p> <p>Baseline</p>	<p>Maintained Middle School Dropout rate of zero (0).</p>

Expected	Actual
Middle School Dropout rate of zero (0).	
<p>Metric/Indicator District Elective Course Enrollment</p> <p>19-20 100% of 6th - 8th grade students will take an elective wheel.</p> <p>Baseline Elective course selection process was implemented.</p>	100% of 6th - 8th grade students took an elective wheel.
<p>Metric/Indicator Pupil Suspension Rate</p> <p>19-20 Decrease pupil suspension rate to 2.5%</p> <p>Baseline 5.5%</p>	We exceeded our goal of decreasing our pupil suspension rate to 2.5% by having a suspension rate of 2.3%.
<p>Metric/Indicator Pupil Expulsion Rate</p> <p>19-20 Maintain pupil expulsion rate of 0%.</p> <p>Baseline 0%</p>	Maintained a pupil expulsion rate of 0%.
<p>Metric/Indicator School Climate - Student Engagement</p> <p>19-20 Off year for survey.</p> <p>Baseline Baseline percentage of school engagement (as measured on the California Healthy Kids Survey in 2016): School Connectedness: 36.5% Meaningful Participation: 12%</p>	Off year for survey.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Base Program Actions and Services for all students.</p> <p>a. Parent Teacher Conferences,</p> <p>b. Phone messaging through Schoolwise,</p> <p>c. Online grade reporting through Schoolwise,</p> <p>d. Provide professional learning to staff on the following: Positive Behavior Intervention Strategies (PBIS); Restorative Justice Practices; Implicit Bias and Trauma Informed Practices to improve school climate and create a school community where students of all abilities and disabilities feel empowered to succeed.</p> <p>e. District procedures include restorative justice processes to address all disciplinary behaviors; following any suspendible behavior for a SWD, administration will investigate to determine if, and ensure that, the student is receiving all supports and services, including accommodations, modifications, and Behavior Intervention Plan supports enumerated in the student's IEP. For SWD, all suspensions will be followed by an IEP meeting to consider the need for a behavior Intervention Plan.</p> <p>f. Hold Parent/Community Forums quarterly.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$11,700.00</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Base \$4,246</p>
<p>1.2 Continue to fund a Parent/Community Liaison</p>	<p>3000-3999: Employee Benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$58,185.00</p>	<p>3000-3999: Employee Benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$69,643.64</p>
<p>1.3 Continue to fund a part-time 0.7 FTE Counselor to provide counseling services to students and families until we are at full capacity then increase to 1.0 FTE.</p>	<p>3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$39,691.00</p> <p>3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries Federal Funds \$15,877.00</p>	<p>3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$68,009.19</p> <p>3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries Federal Funds \$3,511.12</p> <p>3000-3999: Employee Benefits 1000-1999: Certificated Personnel</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Salaries Other - Restricted Resources \$5,524.84
1.4 Continue to fund a part-time 0.2 FTE Counselor to provide counseling services to students who have an IEP.	3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries Federal Funds \$15,877.00	3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries Federal Funds \$3,511.12 3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries Other - Restricted Resources \$5,524.85
1.5 Continue to provide a three hour after school programming for interventions, enrichment, and athletic courses for all students.	5800: Professional/Consulting Services And Operating Expenditures Other - Unrestricted Resources \$40,000.00	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$17,850 3000-3999: Employee Benefits 2000-2999: Classified Personnel Salaries Other - Restricted Resources \$14,147.10
1.6 Continue to run a 3-5 year old PK 1/2 day program. Facilitate PK-3 alignment with all PK-3 teachers.	3000-3999: Employee Benefits 2000-2999: Classified Personnel Salaries Other - Restricted Resources \$146,893.00 5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries Other - Restricted Resources \$6,000.00	3000-3999: Employee Benefits 2000-2999: Classified Personnel Salaries Child Development \$144,687.67 5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries Other - Restricted Resources \$0.00
1.7 Continue to hold a spring open house/family literacy night for student presentations and activities.	5000-5999: Services And Other Operating Expenditures LCFF Base \$500.00	5000-5999: Services And Other Operating Expenditures Other - Unrestricted Resources \$0.00
1.8 Add a spring student-led parent conferences.	See Action 2.1	
1.9 Pilot home visits with at least one (1) grade level.	See Action 2.2	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.10 Survey parents on effectiveness of website announcements, surveys, newsletter, etc.	See Action 2.2	

Goal Analysis

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

Overall, the total amount of funds expended on goal 1 exceeded the budgeted amount by \$1,929.

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

The major challenge of 2019-2020 was spending 1/3 of the school year in distance learning due to COVID-19 and Shelter in Place. Prior to the March 16, 2020 countywide school closures, Bayshore was preparing models to execute conversion to PK-8 Distance Learning. Bayshore staff developed and fully committed to our vision and mission of Engage. Educate. Empower. The Bayshore Community - Growing engaged hearts, educated minds, and empowered visionaries. During the week of March 16-20, teachers, staff and administration communicated directly with all families. Parents confirmed working device access or received a District Chromebook for 2nd - 8th grade and a District iPad for grades Kindergarten and 1st. Students and families were provided digital guidance and detailed instruction on the new classroom platforms along with paper packets to ensure continuity and access. Teachers and specialists successfully executed a full March 16 conversion to distance learning at all grade levels. From March 16 to the end of the trimester, all students were provided daily instruction. Teachers worked tirelessly in transitioning to distance learning, focusing on student engagement, social-emotional support, and targeted outreach and intervention for students with unique needs. The Bayshore school board and community has been regularly updated by the Superintendent. This transition exemplified the need for a parent/community liaison and a school counselor. It also forced us to implement our Home Visit Team at quicker pace and in a different format than we had originally planned. Learning from the quick transition allowed us to plan a more seamless school opening for the 20-21 school year around technology. Feedback from staff and families regarding the transition to distance learning and the implementation of technology played a vital role in preparing for the 2020-2021 school year. Feedback was used to design a more robust and connected distance learning plan for the 2020-2021 school year.

Goal 2

Academics: Increase the academic achievement of all students while closing the opportunity and achievement gaps within our student groups.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Implementation of State Standards</p> <p>19-20 100% of students will have access to California State Standards instructional materials.</p> <p>Baseline 100% of students will have access to California State Standards instructional materials.</p>	<p>100% of students have access to California State Standards instructional materials.</p>
<p>Metric/Indicator Progress for English Proficiency</p> <p>19-20 The District has revised this metric based on the new ELPAC. See below for new metric.</p> <p>Baseline 62% of English Learners made one (1) level gain per year, measured on the CELDT.</p>	<p>Baseline year.</p>

Expected	Actual
<p>Metric/Indicator SBAC ELA Met or Exceeded Standard</p> <p>19-20 Revised Target: Average Distance from Level 3 All (-30) EL (-65) Low Income (-40) Asian (10) Filipino (0) Hispanic (-55) SWD (-100)</p> <p>Baseline Average Distance from Level 3 All (-61.5) (O, L/DS) EL (-96.1) (R, VL/DS) Low Income (-68.9) (O, L/DS) Asian (-9.2) (O, L/DS) Filipino (-38.6) (O, L/DS) Hispanic (-85.3) (R, VL/DS)</p>	<p>Due to COVID-19, the SBAC was suspended for the 2019-2020 school year.</p>
<p>Metric/Indicator SBAC Math Met or Exceeded</p> <p>19-20 Revised Target: Average Distance from Level 3 All (-40) EL (-60) Low Income (-50)</p>	<p>Due to COVID-19, the SBAC was suspended for the 2019-2020 school year.</p>

Expected	Actual
<p>Asian (10) Filipino (-15) Hispanic (-60) SWD (-115)</p> <p>Baseline Average Distance from Level 3 All (-73.5) (O, L/D) EL (-109) (R, VL/D) Low Income (-80) (O, L/D) Asian (0.2) (G, H/D) Filipino (-47.8) (O, L/D) Hispanic (-107.5) (R, VL/D)</p>	
<p>Metric/Indicator English Learner Reclassification Rate</p> <p>19-20 Meet or exceed the state average for reclassification (currently 14.6%).</p> <p>Baseline 8%</p>	<p>Due to COVID-19 we were unable to give the summative ELPAC therefore not able to provide an opportunity for all students to be reclassified.</p>
<p>Metric/Indicator Highly Qualified Teachers</p> <p>19-20 100% HQT</p> <p>Baseline 100% HQT</p>	<p>92% of all teachers were considered highly qualified. Two (2) teachers are utilizing intern credentials while they complete their teaching credential requirements.</p>
<p>Metric/Indicator President's Physical Fitness Rate</p> <p>19-20</p>	<p>Due to COVID-19, the Physical Fitness Test was suspended for the 2019-2020 school year.</p>

Expected	Actual
<p>Increase the percentage of students who meet a minimum of 4 of 6 Healthy Fitness Standards on the President's Physical Fitness Test by 10%.</p> <p>Baseline 31% of our 5th and 7th grade student meet a minimum of 4 of 6 Healthy Fitness Standards on the President's Physical Fitness Test.</p>	
<p>Metric/Indicator Progress for English Proficiency (NEW METRIC)</p> <p>19-20 Target: Set baseline of English Learners who made one level gain.</p> <p>Baseline Set baseline of English Learners who made one (1) level gain per year as measured in the ELPAC.</p>	<p>Due to COVID-19, we were unable to give the Summative ELPAC to all English Learners making us unable to set the baseline.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1 Base Program Actions and Services for all students:</p> <p>a. Taught by highly qualified teachers, in the Least Restrictive Environment (LRE), through a teacher to student ratio of 18.7 to 1.</p> <p>b. Certificated Administration including a 0.60 FTE Superintendent, 1.0 FTE Principal.</p> <p>c. Director of Student Services</p> <p>d. State Content Standard aligned Instructional materials in core content areas.</p> <p>e. Professional Development for certificated and classified staff to provide high quality instruction to ensure proficiency in all content areas with a focus on equity, social justice, small group instruction, lesson study, and language development.</p>	<p>3000-3999: Employee Benefits 5800: Professional/Consulting Services and Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$2,164,624.00</p> <p>Other - Unrestricted Resources \$63,240</p> <p>Other - Restricted Resources \$150,482.00</p>	<p>3000-3999: Employee Benefits 5800: Professional/Consulting Services and Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$2,129,853.37</p> <p>Other - Unrestricted Resources \$10,091.13</p> <p>Other - Restricted Resources \$281,753.45</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
f. Literacy and math leads to support implementation of core curriculum including coaching of teachers. g. Choir Program for all K-5 students. h. Field trips related to classroom instruction. i. Provide New Teacher Induction Program for teachers with a Preliminary Credential.		1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$40,940.97 1000-1999: Certificated Personnel Salaries Child Development \$9,782.07
2.2 Continue to fund 40% of the Superintendent's salary to ensure implementation and achievement of district LCAP goals.	3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$90,196.00	3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$86,471.91
2.3 Continue to fund a 1.0 FTE ELD Teacher	3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$130,084.00	3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$135,243.80
2.4 Continue to fund a full time Physical Education teacher to provide physical education instruction to all students.	3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$117,220.00	3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$74,464.40
2.5 Build in a daily period of Interventions and Enrichment for all students.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$143,970.00	1000-1999: Certificated Personnel Salaries LCFF Base \$105,325.70
2.6 Continue to extend Kindergarten to full day for the first 5 weeks of school ensuring full day Kindergarten is provided for the entire school year.	3000-3999: Employee Benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$4,044.00	3000-3999: Employee Benefits 2000-2999: Classified Personnel Salaries Lottery \$4,044
2.7 Continue to provide ELA and math Coaching sessions for implementation of ELA instruction.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$35,000.00	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,986.42
2.8 English Language Development teacher and Special Education teachers will receive training in designated ELD to provide daily	See Action 2.3	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
structured Designated ELD based on English Proficiency Levels as measured by the ELPAC. All teachers will receive professional learning in order to provide Integrated ELD.		
2.9 Provide Gardening Teacher for K-5 students.	5000-5999: Services And Other Operating Expenditures LCFF Base \$17,500.00	5000-5999: Services And Other Operating Expenditures LCFF Base \$21,111.13 5000-5999: Services And Other Operating Expenditures Other - Restricted Resources \$7,500.00
2.10 Provide professional learning for teachers on the following: a. Standards Based Instruction b. Analyze and evaluate trimester grade reporting levels to enhance teaching and learning. c. Prepare for and administer benchmark assessments in ELA and mathematics. d. Analyze and evaluate benchmark data to enhance teaching and learning. e. Prepare for and administer SBAC Summative assessments. f. Ensure in advance that SBAC designated supports (for all students) and accommodations (for SWD) are used in the classroom, students are comfortable with these supports, and are fully in place prior to taking the SBAC. g. Analyze and evaluate SBAC Summative assessments data to enhance teaching and learning.	See Action 2.1	
2.11 Provide Tier I site license for online computer applications (ie. eSpark, IXL, NewsELA, RazKids, etc.) for classroom use to address ELA and math skills by addressing each student's individualized needs.	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$20,000.00	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$35,773.49
2.12 Provide site license for Rosetta Stone to be used as supplemental support in ELD classes.	\$0.00	\$0.00
2.13 Provide Elevate Summer Math Program to incoming 6th grade students not meeting standard.	\$0.00	\$0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.14 Students with IEPs (SWD) will be:</p> <p>a. Taught by highly qualified teachers, in the Least Restrictive Environment (LRE), utilizing push-in and pull-out supports through the use of the Learning Center Model. This includes staffing 3.6 FTE teachers serving under 62 students with IEPs. Less than 10% of students with IEPs will spend 30% or less of the school day outside of the general education setting. Each student will be considered a general education student first and foremost.</p> <p>b. Taught using grade level curriculum with appropriate accommodations according to their IEPs.</p> <p>c. Two (2) of the special education teachers will be fully trained in a highly structured, multi-sensory, and sequential reading instruction program to meet the needs of students reading significantly below grade level.</p> <p>d. Students with IEPs have academic goals aligned with state standards.</p> <p>e. Students' IEPs will be reviewed no less than annually, with goals and services updated as reflected by revised IEPs.</p> <p>f. Gen Ed and SPED teachers will collaborate to plan and develop instructional strategies in order to meet the needs of diverse learners, including students with IEPs, within the LRE.</p> <p>g. Gen Ed teachers will receive professional development in the implementation of IEP accommodations and modifications (for SWD), and UDL strategies to meet the needs of all students.</p> <p>h. SWD in need of additional resources (i.e. behavioral support, mental health, etc.) will be provided support through out of district contract support providers.</p> <p>i. A planning team, comprised of District and Site administrators, General Education and Special Education teachers and parents, will begin the implementation of districtwide Multi-Tiered System of Support (MTSS) structure. This team will attend San Mateo County Office of Education (SMCOE) trainings and other local professional development opportunities to assess and “scale up” current practices for MTSS.</p>	<p>2000-2999: Classified Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries LCFF Base \$480,325.00</p> <p>Other - Restricted-SELPA Allocation \$273,720.00</p> <p>Other - Restricted Resources \$71,283.00</p> <p>\$6,462.00</p>	<p>2000-2999: Classified Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries LCFF Base \$658,646.28</p> <p>Other - Restricted-SELPA Allocation \$253,239.29</p> <p>Other - Restricted Resources \$47,970.95</p> <p>\$6,860.82</p>

Goal Analysis

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

Overall, the total amount of funds expended on goal 2 exceeded the budgeted amount by \$144,901.

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

As previously stated, the major challenge of 2019-2020 was spending 1/3 of the school year in distance learning due to COVID-19 and Shelter in Place. Teachers and specialists successfully executed a full March 16 conversion to distance learning at all grade levels. From March 16 to the end of the trimester, all students were provided daily instruction. Unfortunately, due to the inequity of technology access, not all students were able to access learning online. Due to this hurdle, teachers provided weekly packets for students to access teaching and learning. Teachers checking in daily with students via Zoom and/or phone. Due to not all students having access to direct instruction, gaps occurred in learning. Report cards were modified to provide authentic feedback while honoring a 'hold harmless' approach based on the shared value that no student would be issued a failing grade and all students would be promoted as planned. This transition exemplified the need for a parent/community liaison, a school counselor, and a more robust home visit team. Staff and families gave feedback on the need for acceleration and social-emotional support for the 2020-2021 school year. Feedback from both groups helped the teachers design instruction and support for the 2020-2021 school year.

With us transitioning to Shelter in Place for the final 1/3 of the school year, we were unable to administer the Summative ELPAC or the SBAC to determine proficiency levels for our students.

Goal 3

Basic Services: Provide resources and a physical environment that promote meaningful teaching and learning.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Technology Capacity</p> <p>19-20 1-to-1 technology capacity</p> <p>Baseline 1-to-1 technology capacity</p>	<p>1-to-1 technology capacity with iPads for K-1 and Chromebooks for 2-8.</p>
<p>Metric/Indicator Broadband Services</p> <p>19-20 Revised Target: 2 GB</p> <p>Baseline 1 GB</p>	<p>Provided 1GB of broadband service.</p>
<p>Metric/Indicator SBAC ELA Met or Exceeded Standard</p> <p>19-20 Revised Target: Average Distance from Level 3</p>	<p>Due to COVID-19, the SBAC was suspended for the 2019-2020 school year.</p>

Expected	Actual
<p>All (-30) EL (-65) Low Income (-40) Asian (10) Filipino (0) Hispanic (-55) SWD (-100)</p> <p>Baseline Average Distance from Level 3 All (-61.5) (O, L/DS) EL (-96.1) (R, VL/DS) Low Income (-68.9) (O, L/DS) Asian (-9.2) (O, L/DS) Filipino (-38.6) (O, L/DS) Hispanic (-85.3) (R, VL/DS)</p>	
<p>Metric/Indicator SBAC Math Met or Exceeded Standard</p> <p>19-20 Revised Target: Average Distance from Level 3 All (-40) EL (-60) Low Income (-50) Asian (10) Filipino (-15) Hispanic (-60) SWD (-115)</p> <p>Baseline Average Distance from Level 3</p>	<p>Due to COVID-19, the SBAC was suspended for the 2019-2020 school year.</p>

Expected	Actual
All (-73.5) (O, L/D) EL (-109) (R, VL/D) Low Income (-80) (O, L/D) Asian (0.2) (G, H/D) Filipino (-47.8) (O, L/D) Hispanic (-107.5) (R, VL/D)	
Metric/Indicator Attendance Rate 19-20 97% Baseline 95.48%	We did not meet our goal of 97% attendance rate. Our Attendance Rate was 96.3%
Metric/Indicator District Enrollment 19-20 Revised Target: Increase district enrollment to reach 83% capacity. Baseline Current enrollment is at 66.5%.	While we increased our district enrollment by 2% we did not meet our goal of 83%
Metric/Indicator School facilities maintained in good repair. 19-20 Current facilities will be maintained to receive a rating of "good" as measured on the FIT. Baseline Current facilities have received a rating of "good" as measured on the FIT.	Current facilities maintained to receive a rating of "good" as measured on the FIT.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.1 Base Program Actions and Services for all students:</p> <ul style="list-style-type: none"> a. Increase broadband services to 2GB. b. All teachers have access to a laptop, interactive projector, and document camera to integrate technology in to the teaching learning. c. Maintain current facilities. d. Staffing allocations for custodial/maintenance staff. e. Contract for IT Services f. Online grade reporting through Schoolwise. 	<p>3000-3999: Employee Benefits 5800: Professional/Consulting Services And Operating Expenditures 2000-2999: Classified Personnel Salaries LCFF Base \$199,612.00</p>	<p>3000-3999: Employee Benefits 5800: Professional/Consulting Services And Operating Expenditures 2000-2999: Classified Personnel Salaries Other - Restricted Resources \$122,413.33 4000-4999: Books And Supplies Other - Restricted Resources \$1,920.25 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$60,000.00 5000-5999: Services And Other Operating Expenditures LCFF Base \$2,836.08</p>
<p>3.2 Refresh 10% of Chromebooks and iPads.</p>	<p>4000-4999: Books And Supplies LCFF Base \$15,000.00</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$684.18 4000-4999: Books And Supplies Other - Restricted Resources \$16,167.80</p>
<p>3.3 Provide stipend to a technology lead teacher. Support implementation of K-8 Scope and Sequence.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,250.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$1,250.00</p>

Goal Analysis

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

Overall, the total amount of funds expended on goal 1 were \$10,592 less than budgeted. This major difference was under classified personnel salaries due to a retirement.

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

Our ability to provide for a 1:1 technology initiative allowed us to have a seamless transition to distance learning. While we had a higher replacement rate of iPads and Chromebooks, the fact that we were already at 1:1 capacity allowed us to check out devices to every student in need. We also initiated hot spot check outs for families that did not have adequate internet access. Transitioning to Distance Learning allowed us to increase computer access and skills for our students. The biggest challenge was distributing technology to our students. While we were able to distribute iPads and Chromebooks, many of our families did not have access to reliable internet access. We were unable to secure hotspots in a timely manner to support internet access at home. We were able to secure hotspots for the start of the 2020-2021 school year.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Reading intervention program and 0.625 reading intervention teacher to support EL, FY and Low-Income students in learning acceleration.	\$65,725.00	\$53,502.20	Yes

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

There were no substantive differences.

Analysis of In-Person Instructional Offerings

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

We spent the bulk of the 2020-2021 school year in distance learning. We had planned to transition from distance learning to our hybrid model in November, 2020 when our county was placed in the purple tier. This stopped us from transitioning back to in-person instruction through our hybrid model. While we were in the purple tier, we were able to provide support through our learning hubs for our neediest students. This enabled us to provide in-person support during distance learning for students with IEPs and students struggling with internet access, and support at home. We were finally able to transition back to in-person instruction through our hybrid model in March 2021 after our county had transitioned back to the red tier. Even when we transitioned to in-person instruction, 53% of our families chose to keep their children at home for distance learning for the remainder of the 2020-2021 school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of 125 Chromebooks to distribute to 2nd - 8th grade students who do not have access to devices.	\$38,673.30	\$7,523.37	Yes
Purchase of 40 iPads to distribute to Kindergarten and 1st grade students who do not have access to devices.	\$16,167.80	0	Yes
Purchase data plans for 130 T-Mobile Hotspots to ensure students have access to reliable internet access.	\$18,204.00	\$18,204.00	Yes
Instructional Aides	\$129,182.00	\$122,768.06	Yes
Google Classroom Professional Development	\$237.76	\$237.76	No
Nearpod Subscription	\$3,500.00	\$3,500.00	No
Zoom Subscription	\$3,420.00	\$3,420.00	No

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

While we purchased Chromebooks and iPads to distribute to students for the 2020-2021 school year, they were purchased in June, 2020 falling under the 2019-2020 fiscal year.

Analysis of the Distance Learning Program

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

CONTINUITY OF INSTRUCTION:

Distance Learning was standards-aligned and met the needs of all students including those who qualify for special education, language learners, students in foster care, those experiencing homelessness, students with exceptional needs, and those requiring mental health support. We continued the work we started last spring to provide connectivity and devices to all students while we were providing distance learning.

ACCESS TO DEVICES AND CONNECTIVITY:

All families were surveyed to determine if they needed a device or hotspot (iPad for K-1, Chromebook for 2-8) during the July Parent Survey. The expectation was that every child had their own device to use regardless of family size or income level. The District held 8 Technology Orientation days prior to the start of school for every student to either check out a device or hotspot and participate in a tech orientation to ensure all students would be able to access and attend school on the first day of school. Teachers monitored the use of devices and reliable internet during their daily Zoom classes. One of the major struggles was stable connectivity. Even when families had access to the internet, it was not always stable making it somewhat difficult to maintain a seamless connection to instruction. If they noticed any issues with the student accessing the class, they forwarded the students name to the Wellness Coordinator and the Principal to determine if the student needed a device or hotspot. Devices and hotspots were changed out if needed. Instructional resources such as Zoom, Google Classroom, Seesaw, Nearpod, and Remind were utilized via the distance learning classroom. Families and staff were surveyed asking for feedback regarding the Distance Learning Program. Questions included what was working, what was not, what did we want to carry forward to the 2021-2022 school year, and what did we want to leave behind. Results helped guide the 2021-2024 LCAP goals and planning for the 2021-2022 school year.

PUPIL PARTICIPATION AND PROGRESS:

Every student participated in synchronous learning via Zoom for 2.5 hours MTTF and 30 minutes on Wednesdays. Every kindergartener participated in 30 minutes of asynchronous learning MTTF and 2.5 hours on Wednesday. Every 1st - 3rd grade student participated in 1 hour and 20 minutes of asynchronous learning MTTF and 3 hours and 20 minutes on Wednesdays. Every 4th - 8th grade student participated in 1.5 hours of asynchronous learning MTTF and 3.5 hours on Wednesdays. Students who were absent for more than 2 days were referred to their Wellness Coordinator. If absences continued, the student was referred to the Home Visit Team. This ensured students came to class and were engaged in the learning.

DISTANCE LEARNING PROFESSIONAL DEVELOPMENT:

Professional Learning targeted district goals and teacher need. Staff inservice days were moved to the beginning of the year to allow for staff to build, plan and prepare to teach in a distance learning model. Professional development included setting up digital platforms, training in digital tools, and holding technology orientations with each student in their class. Professional learning was held every Wednesday throughout the entire 2020-2021 school year providing for: dismantling white supremacy culture, digital learning tools, instructional approaches to balanced assessment practices, high quality instruction to engage students and to support a deeper understanding of the essential standards.

STAFF ROLES AND RESPONSIBILITIES:

Every staff member became a wellness coordinator for 3-5 students/families. They checked in on the families on a weekly basis to determine what types of support the families needed. Support could have included rental assistance, legal assistance, mental health support, etc. A Home Visit Team was created which included the principal, teachers and classified staff. This team went out to various families which were referred by the Wellness Coordinators.

SUPPORT FOR PUPILS WITH UNIQUE NEEDS:

Classes were split in to 2 cohorts so that teachers could support a hybrid cohort and a distance learning cohort once we were able to bring students back on campus. This allowed for smaller class sizes ranging in size from 8-15 students. Students with unique needs (i.e. students with IEPs, ELs, lack of access to internet, etc.) were invited to participate in our learning hubs program. They could be either on campus or supported at our partner organization, BGC. This allowed students to receive direct support based on their individual needs. They still participated in the distance learning program but were provided with both academic and social-emotional support during class and during asynchronous time. One of the struggles was supporting students with IEPs via Distance Learning. While we were able to provide support via a student's IEP, it was difficult to provide in depth support when they were on a computer and not sitting face to face with teachers or support staff.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Elevate Summer Math Program	\$8,000	\$8,000.00	No
After school math support	\$14,368.87	\$14,368.87	Yes

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

There were no substantive differences.

Analysis of Pupil Learning Loss

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

We used running records and Fountas & Pinnell levels to determine students' reading levels during the 2020-2021 school year. This enabled our teachers to determine any pupil learning loss resulting from COVID-19 during the latter part of 2019-20 (i.e. running records, etc.). We continued to use the Fountas & Pinnell levels throughout 2020-2021 to monitor student learning in a distance learning environment. These assessments provided information on student learning in the areas of reading.

The biggest challenge of the year was spending 2/3 of the year in distance learning. While a small portion of students were able to be successful in the distance learning model, most were not. Direct instruction was limited the trauma of COVID-19 began to play a toll on the students mental and academic health.

The success of the year were that the classes were much smaller in size. This allowed for more individualized instruction for our students.

We implemented the i-Ready Diagnostic assessment in English and Math in May, 2021. These results will assist us in planning for support for our summer program and addressing acceleration in the Fall 2021.

Our focus for the year was on acceleration over remediation to fill in the gaps from learning loss. To provide this grade-level instruction, teachers prioritized content and learning. In order to continue to reflect a districts' instructional vision and commitment to

equity, educators also maintained the inclusion of each and every learner and identified and addressed gaps in learning through small group instruction and implementing acceleration.

Analysis of Mental Health and Social and Emotional Well-Being

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

COVID-19, Shelter in Place, and spending the bulk of the 2020-2021 school year had an impact on mental health and social and emotional well-being. Due to the overwhelming need of all students and families dealing with the trauma of COVID-19 and Shelter in Place, all Staff acted as Wellness Coordinators for 5-7 students. Teachers monitored their students for signs of stress and recorded concerns on our attendance/wellness logs. Wellness Coordinators checked-in with their individual caseloads on a weekly basis. If a concern was raised, the wellness coordinator reported the concern to the Counselor and/or Principal. The Mental Health Team (Counselors and Principal) met on a weekly basis to discuss themes and individual students. Counselors were available to meet with students virtually, or in person if the scenario allowed. Teachers provided social/emotional learning to students through classroom lessons, increasing student knowledge of well-being practices. Wellness Coordinators reached out to their families to offer support in basic needs as well as resources. Teachers incorporated weekly lessons on social emotional well-being. Staff used weekly collaboration to address any concerns about student social and emotional well-being.

Staff's mental health was also affected during this time. The Principal provided weekly resources and time during collaboration for staff to address their own social emotional well-being.

A Home Visit team will reach out to families that we are unable to engage in other ways.

We also partnered with the SMCOE through the Mental Health Student Service Act. This grant addressed student stress and trauma through social-emotional learning and resiliency building programs and specialized school-site behavioral health services. The grant provided trauma-informed, resiliency-focused training to improve staff well-being and our ability to serve students. The grant also supported specialized school-site behavioral health services. These services included a universal screener to assess the mental health needs of all students, culturally and racially responsive social-emotional learning curriculum, and on-site behavioral health supports and care coordination for those needing services outside of school hours. This grant allowed us to increase our counseling services by 0.5 FTE. The goal is to recognize symptoms early and proactively support students before symptoms become more chronic.

Analysis of Pupil and Family Engagement and Outreach

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

Connecting and maintaining engagement for all students is foundational to our work. Success this year included implementing Wellness Coordinators for every student for weekly check-ins. Wellness Coordinators were then able to discuss specific students and families with the Principal. If additional support was needed, the student and/or family were referred to the Home Visit Team who met weekly to discuss student/family needs and coordinate efforts to support the student and family.

Our teachers reached out to families each day if a student was not present or engaged in our distance learning program. Our tier II response, referral to the Wellness Coordinator, was initiated for students who did not participated in distance learning for three days K-5 and two days 6-8 and did not respond to the teacher or staff member who reached out. Our Tier II response included meeting with the family and connecting to community resources when necessary. We provided outreach and support to our families whose first language is not English by having a Wellness Coordinator assigned to them who speaks their first language.

We started The Latino Family Literacy Project which provided training in family reading for Hispanic parent involvement, vocabulary development, and English-language development for parents and their children. Due to it being in the distance learning model, we had low attendance. We will provide the program again in the fall with in-person instruction.

A major success this year was the implementation of the Home Visit Team. The Team consists of classified and certificated staff and the Principal. They have been able to meet weekly, visit many homes, and coordinate resources such as rental assistance, food assistance, and legal assistance if necessary. We will be continuing to provide this resource in the fall.

Analysis of School Nutrition

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

We continued to ensure access to student meals while maintaining physical distancing protocols. Families in need of meal service were able to access safe school food distribution daily on our school site. We provided a grab and go breakfast and lunch meal program to all students. We applied for and were granted P2 status along with a grant through the SMCOE to ensure all students could access breakfast and lunch at no cost during the 2020-2021 school year. With the approval from the Federal Government, we were able to extend the Seamless Summer Program through school year and will offer it during our summer program. All meals were free of charge, no family was turned away.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Wellness Together Counselor	\$57,888.00	\$40,361.40	Yes
Mental Health and Social and Emotional Well-Being	Increase counselor services by 0.1 FTE	\$10,006.01	\$10,006.01	Yes
Mental Health and Social and Emotional Well-Being	Behaviorist	\$49,210.00	\$49,210.00	Yes
Pupil Engagement and Outreach	Family Outreach Phone Calls	\$	\$32.64	No
Pupil Engagement and Outreach	Latino Literacy Project	\$2120.62	\$2,120.62	Yes
Pupil Engagement and Outreach	Remind Subscription	\$1,470.00	\$1470.00	Yes
School Nutrition	Provide breakfast and lunch to all students	\$55,699.43	\$55,699.43	No

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

There were no substantive differences in expenditures.

Overall Analysis

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

Lessons learned this year include the need for good first, in-person instruction. Our students who are behind need in-person instruction. Almost 1/3 of our students have signed up for our inaugural summer program showing us that our families want and need their children to be at school and in-person. We also recognized that many of our families need additional resources. This year has allowed us to implement strategies and activities that get us closer to being the Community School we want to be. Many of the lessons learned will have a direct impact on our goals and actions in the 2021-24 school year. For example, we will develop a new reading goal, add 2 additional LLI Intervention Teachers, continue our Home Visit Team, add Professional Learning and Coaching around guided reading instruction, and add Summer Programming.

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

We have implemented the i-Ready Diagnostic Assessment in English and Math. We will use these results to guide our instruction and support in our summer program and throughout each school year. The assessment will be given to all K-8 students, three (3) times per year allowing us to set target goals, adjust instruction, and provide additional support if needed. Based on learning loss around reading, we will be writing a new Reading Goal for the 2021-24 LCAP. This goal will include training for teachers around reading instruction and providing LLI reading interventionists to support students who are reading below grade level. We will also be adding a summer program to address learning loss.

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

There were no substantive differences.

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

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

Without being able to administer the SBAC in the 2019-20 or 2020-21 school year, we will be setting a new baseline for our student outcomes. This baseline will be based on the i-Ready Diagnostic Assessment and Fountas & Pinnell Reading Levels. We will give the i-Ready Diagnostic Assessment and Running Records three (3) times per year to see growth and adjust instruction. Many of the lessons learned will have a direct impact on our goals and actions in the 2021-24 school year. For example, we will develop a new reading goal, add 2 additional LLI Intervention Teachers, continue our Home Visit Team, add Professional Learning and Coaching around guided reading instruction, and add Summer Programming. All of these additions and modifications will have a direct impact on our student academic and social and emotional outcomes.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	4,228,539.00	4,454,986.35
	6,462.00	6,860.82
Child Development	0.00	154,469.74
Federal Funds	31,754.00	7,022.24
LCFF Base	2,889,261.00	2,923,268.56
LCFF Supplemental and Concentration	549,444.00	593,068.00
Lottery	0.00	4,044.00
Other - Restricted Resources	374,658.00	502,922.57
Other - Restricted-SELPA Allocation	273,720.00	253,239.29
Other - Unrestricted Resources	103,240.00	10,091.13

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	4,228,539.00	4,454,986.35
	565,187.00	599,915.64
1000-1999: Certificated Personnel Salaries	950,294.00	1,198,206.25
2000-2999: Classified Personnel Salaries	408,734.00	354,935.74
4000-4999: Books And Supplies	15,000.00	18,772.23
5000-5999: Services And Other Operating Expenditures	53,000.00	135,453.12
5800: Professional/Consulting Services And Operating Expenditures	2,236,324.00	2,147,703.37

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	4,228,539.00	4,454,986.35
		6,462.00	6,860.82
	Other - Restricted Resources	221,765.00	329,724.40
	Other - Restricted-SELPA Allocation	273,720.00	253,239.29
	Other - Unrestricted Resources	63,240.00	10,091.13
1000-1999: Certificated Personnel Salaries	Child Development	0.00	9,782.07
1000-1999: Certificated Personnel Salaries	Federal Funds	31,754.00	7,022.24
1000-1999: Certificated Personnel Salaries	LCFF Base	480,325.00	765,221.98
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	432,215.00	405,130.27
1000-1999: Certificated Personnel Salaries	Other - Restricted Resources	6,000.00	11,049.69
2000-2999: Classified Personnel Salaries	Child Development	0.00	144,687.67
2000-2999: Classified Personnel Salaries	LCFF Base	199,612.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	62,229.00	69,643.64
2000-2999: Classified Personnel Salaries	Lottery	0.00	4,044.00
2000-2999: Classified Personnel Salaries	Other - Restricted Resources	146,893.00	136,560.43
4000-4999: Books And Supplies	LCFF Base	15,000.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	684.18
4000-4999: Books And Supplies	Other - Restricted Resources	0.00	18,088.05
5000-5999: Services And Other Operating Expenditures	LCFF Base	18,000.00	28,193.21
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	35,000.00	99,759.91
5000-5999: Services And Other Operating Expenditures	Other - Restricted Resources	0.00	7,500.00
5000-5999: Services And Other Operating Expenditures	Other - Unrestricted Resources	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	2,176,324.00	2,129,853.37
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	20,000.00	17,850.00
5800: Professional/Consulting Services And Operating Expenditures	Other - Unrestricted Resources	40,000.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	334,723.00	336,655.53
Goal 2	3,677,954.00	3,913,059.18
Goal 3	215,862.00	205,271.64

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$65,725.00	\$53,502.20
Distance Learning Program	\$209,384.86	\$155,653.19
Pupil Learning Loss	\$22,368.87	\$22,368.87
Additional Actions and Plan Requirements	\$176,394.06	\$158,900.10
All Expenditures in Learning Continuity and Attendance Plan	\$473,872.79	\$390,424.36

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$7,157.76	\$7,157.76
Pupil Learning Loss	\$8,000.00	\$8,000.00
Additional Actions and Plan Requirements	\$55,699.43	\$55,732.07
All Expenditures in Learning Continuity and Attendance Plan	\$70,857.19	\$70,889.83

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$65,725.00	\$53,502.20
Distance Learning Program	\$202,227.10	\$148,495.43
Pupil Learning Loss	\$14,368.87	\$14,368.87
Additional Actions and Plan Requirements	\$120,694.63	\$103,168.03
All Expenditures in Learning Continuity and Attendance Plan	\$403,015.60	\$319,534.53

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
Bayshore Elementary School District	Audra Pittman Superintendent	apittman@thebayshoreschool.org 4154675443

Plan Summary [2021-22]

General Information

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

The Bayshore Elementary School District is a small school district located on the border of the northeastern corner of San Mateo County and the southeastern corner of San Francisco. The district consists of one PK-8 school. The school district is located in the former city of Bayshore, which dis-incorporated and was later annexed to the City of Daly City.

The Bayshore Elementary School District currently serves approximately 380 students. The Bayshore school serves students in grades PK-8. We serve a diverse student population comprised of approximately 40.7% Hispanic, 23.8% Filipino, 16.1% Asian, 6.6% Pacific Islander, 4.5% Black or African American, 5.3% Two or More Races, and 2.9% White. English Learners make up 21% of our student population, 13% of our students are students with disabilities, while 64% are socioeconomically disadvantaged. Unduplicated Foster Youth, EL and low-income students make up 79% of our student population.

The Mission of the Bayshore Elementary School District is Engage. Educate. Empower.

The Vision of the Bayshore Elementary School District is The Bayshore Community – Growing engaged hearts, educated minds, and empowered visionaries.

The Bayshore School is committed to equity, excellence, creativity, and integrity in carrying out its work of providing educational and social services to students and families throughout the Bayshore Community.

The Bayshore School works to maintain a responsive organization that meets the needs of students, families, educators, and its community.

The Bayshore School values the unique contributions and perspectives brought by students and families, school and district employees, the Board of Education, and the broader Bayshore Community.

The LCAP goals are aligned to the overall needs and expectations of the district and existing plans. Due to close to 79% of our students qualifying as unduplicated Foster Youth, EL and low-income students, all of our goals listed in this LCAP are intended to serve all Bayshore students with the goal to principally serve the unduplicated students.

The Bayshore Elementary School District serves its students by providing access to the following:

- English Language Arts through Teachers College Readers and Writers Workshop
- Mathematics
- Science through the Next Generation Science Standards Integrated Approach
- Social Studies
- Physical Education and Health
- Chorus
- Social Justice Standards

Reflections: Successes

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

Our suspension rates have continued to decrease over the past three (3) years. We have been implementing Restorative Practices, Culturally Responsive Teaching, and Dismantling White Supremacy Culture. This work has allowed us to see where students of color have been adversely affected by policies and systems, in turn increasing their connection to school and decreasing suspension rates.

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.

While we have continued to make steady progress in increasing our proficiency levels in reading, writing, and mathematics, we still have many opportunities to grow. This year we will be adding a specific reading goal to our LCAP to close the achievement and opportunity gaps of our students as they relate to Reading. In addition to using the Dashboard Data from 2018-2019, we have begun to implement the i-Ready Diagnostic Assessment. We will administer the i-Ready Diagnostic Assessment and Running Records three (3) times a year. The combination of the i-Ready Diagnostic Assessment and the Fountas & Pinnell Reading Levels will give us formative data to adjust our instruction and support throughout the year.

Based on our Dashboard Data, we need to address the following:

- Chronic Absenteeism: All students - Red
- English Language Arts: All students - Orange, SWD - Red
- Mathematics: All students - Orange, SWD - Red

LCAP Highlights

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

Working closely with stakeholders throughout the district, we have decided to continue with our previous three goals for 2021-2024 LCAP. We will add a fourth (4th) goal specifically addressing Reading Proficiency Levels. The four (4) goals of the LCAP are focused on the following:

Goal 1 (BG). School Connectedness has 13 Actions/Services and addresses Priorities: 3, 5, 6, and 8.

Goal 2 (BG). Academics has 12 Actions/Services and addresses Priorities: 1, 2, 4, 5, 7, and 8.

Goal 3 (FG). Reading has 4 Actions/Services and addresses Priorities: 2, 4, and 8.

Goal 4 (MPG). Basic Services has 2 Actions/Services and addresses Priorities: 1 and 5.

Our goals are the following types:

Broad Goals: Goal 1 and Goal 2

Focus Goal: Goal 3

Maintenance of Progress Goal: Goal 4

Due to the Bayshore Elementary School District serving PK---8 students, the LCAP will not address the following state metrics: Priority 4: EAP, Advanced Placement; Priority 5: High School dropout rates.

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.

N/A.

Support for Identified Schools

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

N/A.

Monitoring and Evaluating Effectiveness

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

N/A.

Stakeholder Engagement

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

The LCAP Process for the Bayshore Elementary School District involved stakeholders at all levels. Input sessions were held to inform and educate stakeholders regarding the process, annual updates, updates from the state, and current status of the district. These sessions also elicited input from various stakeholders regarding district goals along with actions and services.

Stakeholders in the Bayshore Elementary School District include certificated and classified staff, students, parents, board members and community members representing all subgroups including low income pupils, English learners, Foster Youth, and special education students.

Educating the community and stakeholders on the process, updates, and continued need for the LCAP was essential to gaining their input for the plan. Input from all stakeholders was taken in to consideration when revising the goals and action steps for implementation of the LCAP.

A survey was given to all families and staff members asking for feedback on our previous LCAP Goals and input on goals for the 2021-2024 LCAP. During stakeholder meetings, all LCAP goals and actions and services within each goal were reviewed.

The input from the survey allowed all stakeholders to give feedback on each goal, provide feedback as to continuing the goal, and giving input on possible new goals. The survey feedback from families and staff, overwhelmingly wanted us to continue with our previous three (3) goals and add a specific goal around reading proficiency.

All stakeholders were given multiple opportunities to provide input on the LCAP prior to the written draft. The following schedule allowed for stakeholders to be involved in the LCAP process:

Governing Board/Public Updates and Input - At each board meeting, the LCAP was reviewed. Board members were provided time to ask clarifying questions and make recommendations for changes and/or additions.

- August 11, 2020
- February 9, 2021
- March 9, 2021
- April 20, 2021

LEA Cabinet Leadership Team - At each Cabinet Team meeting, the superintendent and principal reviewed the Learning Continuity and Attendance Plan and discussed implementation, support needed for staff and students, and possible goals for the 2021-2024 LCAP.

- December 3, 2020
- February 23, 2021
- March 4, 2021
- March 11, 2021
- March 18, 2021
- March 25, 2021

- April 22, 2021
- April 29, 2021
- May 13, 2021

School Leadership Team - At each Leadership Team meeting, the superintendent, Director of Student Services, principal, viceprincipal, counselor, and 4 teachers reviewed the LCAP and determined AIM goals and implementation steps within each goal.

- August 5, 2020
- November 11, 2020
- January 20, 2021
- February 3, 2021
- March 31, 2021
- April 28, 2021
- May 19, 2021

Staff Input including Collective Bargaining Unit - Informal feedback was collected throughout the year. A survey was also sent to every staff member asking for input on our previous LCAP goals and ideas for future goals.

- March 11, 2021
- May 19, 2021

SELPA Consultation

- March 12, 2021
- April 15, 2021

Parent and Student Survey - All families were provided a survey asking for input on our previous LCAP goals and ideas for future goals.

- March 11, 2021

Public Hearings

- May 25, 2021: Draft LCAP
- May 25, 2021: Budget (No public comments were made regarding the 2021-2022 Budget.)
- May 25, 2021: Reserves in Excess of Minimum Reserve Requirements (No public comments were made regarding the Reserves in Excess of Minimum Reserve Requirements.)

Parent Advisory Committee and English Learner Parent Advisory Committee - These Committees included representation from all unduplicated pupils populations. At the PAC and ELPAC meetings, the LCAP was reviewed by reviewing each goal and the recommended actions and services within each goal.

- June 1, 2021: Presentation of Draft LCAP
- June 4, 2021: Response in writing by Superintendent to Parent Advisory Committee

Adoption

- June 8, 2021: Adopt LCAP
- June 8, 2021: Adopt Budget

A summary of the feedback provided by specific stakeholder groups.

Stakeholder Groups (families and staff) were given a survey to provide feedback around our previous LCAP and provide input on possible new goals, actions, and services. The results from the survey were the following:

Parent Survey:

- Goal 1: 88% keep
- Goal 2: 83% keep
- Goal 3: 88% keep

Staff Survey:

- Goal 1: 100% keep
- Goal 2: 100% keep
- Goal 3: 88% keep

Both families and staff were provided an opportunity to write in concerns and/or ideas for the future. Overwhelming both groups included narrative comments about providing a summer program and ensuring our students left Bayshore reading at grade level.

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

Due to the feedback provided by families and staff, we chose to continue with our previous three (3) goals and to add a specific goal around reading. Goal #3 was specifically added due to stakeholder input. Providing a summer program and ensuring it can be offered to all students was also included in the LCAP based on stakeholder input.

Goals and Actions

Goal

Goal #	Description
1	Provide a healthy and positive school culture where all students experience supportive learning environment and opportunities that help them learn and thrive in a safe and engaging environment. Goal 1 addresses state priorities 3, 5, 6, and 8.

An explanation of why the LEA has developed this goal.

Researchers have found that students are motivated, engaged, and achieve in schools where there is a high level of school connectedness and parental engagement. School connectedness refers to an academic environment in which students believe that adults in the school care about their learning and about them as individuals. Klem and Connell (2004) provide a frightening statistic in this regard, noting that; By high school, as many as 40 to 60 percent of all students—urban, suburban, and rural—are chronically disengaged from school. (Blum, 2005).

Researchers have evidence for the positive effects of parent involvement on children, families, and school when schools and parents continuously support and encourage the children's learning and development (Eccles & Harold, 1993; Illinois State Board of Education, 1993). According to Henderson and Berla (1994), "the most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family is able to: Create a home environment that encourages learning; Express high (but not unrealistic) expectations for their children's achievement and future careers; and Become involved in their children's education at school and in the community. (Olsen & Fuller, 2010. For the overall population of students, on average, the achievement scores of children with highly involved parents was higher than children with less involved parents. The academic achievement score distribution or range of scores for children whose parents were highly involved in their education was substantially higher than that of their counterparts whose parents were less involved. (Jeynes, 2005).

Students who experience school connectedness, feel that they belong, believe teachers care about them and their learning, believe that education matters, have friends at school, believe that discipline is fair, and have opportunities to participate in extracurricular activities.

The critical requirements for feeling connected include students' experiencing

- High academic expectations and rigor coupled with support for learning.
- Positive adult/student relationships.
- Physical and emotional safety.

Increasing the number of students connected to school is likely to influence critical accountability measures, such as

- Academic performance.
- Incidents of fighting, bullying, or vandalism.
- Absenteeism.
- School completion rates.

Strong scientific evidence demonstrates that increased student connection to school promotes

- Motivation.
- Classroom engagement.
- Improved school attendance.

Currently the majority of our students do not feel connected at school based on the California Healthy Kids Survey (CHKS) and we have a low number of community engagement; consequently parental support is limited. While we have a high attendance rate at our elementary events, our upper grades and middle school events do not achieve the same attendance rate. Our community forums' attendance also fluctuates from four families in attendance to 30 families in attendance. Both are still below what we would like to see at school and district events. We also struggle with volunteers to assist in classroom events and chaperone school fieldtrips. This limits the amount of field trips we are able to offer.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parental Engagement	0% (2020-2021)				100% of parents are able to engage with the school in multiple ways.
Parent/Teacher Conferences	Parents participate in one (1) formal parent/teacher conference per year. (2020-2021)				Parents participate in one (2) formal parent/teacher conferences per year.
School/District Volunteerism	35% of parents/families volunteer a minimum of one (1) time per year. (2020-2021)				100% of parents/families volunteer a minimum of one (1) time per year.
Chronic Absenteeism Rate	10% (40 students) are chronically absent (2020-2021)				2.5% (10 students) are chronically absent.
Middle School Dropout Rate	0% Middle School Dropout Rate (2020-2021)				0% Middle School Dropout Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Elective Course Enrollment	100% of middle school students are enrolled in elective courses. (2020-2021)				100% of middle school students are enrolled in elective courses.
Pupil Suspension Rate	2.3% of students are suspended at least once. (2019-2020)				1% of students are suspended once per year.
Pupil Expulsion Rate	0% pupil expulsion rate. (2020-2021)				0% pupil expulsion rate.
School Climate-Student Engagement	Baseline percentage of school engagement (as measured on the California Healthy Kids Survey in 2018) School Connectedness: 36.5% Meaningful Participation: 12% (2018-2019)				80%% Meaningful Participation: 80%

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Base Program Actions and Services for all students.	a. Parent Teacher Conferences, b. Parent Messaging through Thrillshare, c. Online grade reporting through Schoolwise, d. Provide professional learning to staff on the following: Positive Behavior Intervention Strategies (PBIS); Restorative Justice Practices; Implicit Bias, Trauma Invested Practices, and Dismantling White Supremacy Culture to improve school climate and create a school community where students of all abilities and disabilities feel empowered to succeed.	\$19,687.00	No

Action #	Title	Description	Total Funds	Contributing
		e. District procedures include restorative justice processes to address all disciplinary behaviors; following any suspendible behavior for a SWD, administration will investigate to determine if, and ensure that, the student is receiving all supports and services, including accommodations, modifications, and Behavior Intervention Plan supports enumerated in the student's IEP. For SWD, all suspensions will be followed by an IEP meeting to consider the need for a behavior Intervention Plan.		
2	1.2 Fund Parent/Community Liaison	Fund Parent/Community Liaison	\$73,107.00	Yes
3	1.3 Counselor	Fund a part-time 0.8 FTE Counselor to provide counseling services to students and families until we are at full capacity then increase to 1.0 FTE.	\$87,794.00	Yes
4	1.4 Counselor	Fund a part time 0.2 FTE Counselor to provide counseling services to students who have an IEP.	\$21,948.00	No
5	1.5 After school programming	Provide a three (3) hour after school programming for interventions, enrichment, and athletic courses for all students.	\$27,191.00	Yes
6	1.6 PK Program	Run a 3-5 year old PK 1/2 day program. Facilitate PK-3 alignment with all PK-3 teachers.	\$158,452.00	Yes
7	1.7 Student led parent conferences	Conduct spring student led parent conferences	\$0.00	No
8	1.8 Home Visit Team	Implement a Home Visit Team for students in need	\$13,000.00	No

Action #	Title	Description	Total Funds	Contributing
9	1.9 Survey Parents	Survey parents on effectiveness of website announcements, surveys, newsletters, etc.	\$0.00	No
10	1.10 Latino Literacy Project	Staff Members working with Parent Group to support families around Student Reading	\$944.00	No
11	1.11 BayTV	BayTV offers 2 programs - one student-based, one for parent outreach	\$6,584.00	Yes
12	1.12 Behaviorist Services	Mental Health Services	\$49,210.00	No
13	1.13 Increased Counseling Services	Wellness Together	\$28,944.00	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	Increase the academic achievement of all students while closing the opportunity and achievement gaps within our student groups. Goal 2 addresses state priorities 1, 2, 4, 5, 7, and 8.

An explanation of why the LEA has developed this goal.

Today's students are preparing to enter a world in which colleges and businesses are demanding more than ever before. To ensure all students are ready for success after high school, the California State Standards focus on developing the critical-thinking, problem-solving, and analytical skills students will need to be successful. These standards also provide a way for teachers to measure student progress throughout the school year and ensure that students are on the pathway to success in their academic careers. The Bayshore Elementary School District utilizes a district-wide approach to literacy, math, and science instruction. Implementation of common, formative assessments will allow for a common way for teachers to measure student progress and improve both teaching and learning. Implementing a universal screener in English and Mathematics will support our teachers and students by providing data which will guide instruction. Improving the instructional practices of our teachers will have a direct correlation with increased pupil engagement.

The Bayshore Elementary School District knows we not only need to improve the academic achievement of all students, we also need to close the opportunity and achievement gaps within our student population. This goal is focused on high achievement for all students while raising the bar at a faster pace for our underperforming students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Standards	100% of students have access to state standards. (2020-2021)				100% of students have access to state standards.
Progress for English Proficiency	62% made 1 level gain.				100% made 1 level gain.
SBAC ELA Met or Exceeded Standard	Average Distance from Level 3 All (-61.5) (O, L/DS)				Average Distance from Level 3 All (--25)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL (-96.1) (R, VL/DS) Low Income (-68.9) (O, L/DS) Asian (-9.2) (O, L/DS) Filipino (-38.6) (O, L/DS) Hispanic (-85.3) (R, VL/DS) (2018-2019)				EL (-50) Low Income (-30) Asian (25) Filipino (0) Hispanic (-40) SWD (-75)
SBAC Math Met or Exceeded Standard	Average Distance from Level 3 All (-73.5) (O, L/D) EL (-109) (R, VL/D) Low Income (-80) (O, L/D) Asian (0.2) (G, H/D) Filipino (-47.8) (O, L/D) Hispanic (-107.5) (R, VL/D) (2018-2019)				Average Distance from Level 3 All (--25) EL (-40) Low Income (-30) Asian (25) Filipino (-10) Hispanic (-40) SWD (-75)
English Learner Reclassification Rate	8% (2019-2020)				Meet or exceed the state average for reclassification (currently 14.6%).
Highly Qualified Teachers	91% HQT (2020-2021)				100% HQT
President's Physical Fitness Rate	31% of our 5th and 7th grade students meet a minimum of 4 of 6 Healthy Fitness on the President's				75% of our 5th and 7th grade students meet a minimum of 4 of 6 Healthy Fitness on the President's Physical Fitness Test.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Physical Fitness Test. (2018-2019)				

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Base Program Actions and Services for all students	<p>a. Taught by highly qualified teachers, in the Least Restrictive Environment (LRE), through a teacher to student ratio of 18.7 to 1.</p> <p>b. Certificated Administration including a 1.0 FTE Superintendent, 1.0 FTE Principal.</p> <p>c. State Content Standard aligned Instructional materials in core content areas.</p> <p>d. Professional Development for certificated and classified staff to provide high quality instruction to ensure proficiency in all content areas with a focus on equity, social justice, small group instruction, lesson study, and language development.</p> <p>e. Literacy and math leads to support implementation of core curriculum including coaching of teachers.</p> <p>f. Choir Program for all K-5 students.</p> <p>g. Field trips related to classroom instruction.</p> <p>h. Provide New Teacher Induction Program for teachers with a Preliminary Credential.</p>	\$2,612,979.00	No
2	2.2 Physical Education Program	Fund a full time Physical Education teacher to provide physical education to all students and a Instructional Aide to support the PE class.	\$113,421.00	No
3	2.3 Intervention/Enrichment Period	Build in a daily period of Interventions and Enrichment for all students	\$147,512.00	Yes
4	2.4 Full day Kindergarten	Extend Kindergarten to full day for the first 5 weeks of school ensuring full day Kindergarten is provided for the entire school year.	\$21,494.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	2.5 Instructional Coaching	Provide Reading and Math coaching sessions to all teachers to support instruction.	\$16,000.00	No
6	2.6 Garden Teacher	Provide Garden Teacher for K-5 students.	\$25,000.00	No
7	2.7 Professional Learning for Teachers	Provide professional learning for teachers on the following: a. Standards Based Instruction b. Grading for Equity c. Guided Reading Instruction d. Acceleration e. Dismantling White Supremacy Culture f. Prepare for and administer i-Ready assessments in ELA and mathematics. g. Analyze and evaluate i-Ready assessment data to enhance teaching and learning. h. Prepare for and administer SBAC Summative assessments. i. Ensure in advance that SBAC designated supports (for all students) and accommodations (for SWD) are used in the classroom, students are comfortable with these supports, and are fully in place prior to taking the SBAC. j. Analyze and evaluate SBAC Summative assessments data to enhance teaching and learning.	\$30,000.00	No
8	2.8 Site licenses for online computer applications	Provide Tier I site license for online computer applications (ie. eSpark, IXL, NewsELA, RazKids, etc.) for classroom use to address ELA and math skills by addressing each student's individualized needs.	\$26,150.00	No

Action #	Title	Description	Total Funds	Contributing
9	2.9 Professional Learning to Support English Learners	Teachers will be provided professional learning and coaching to support English Learners through Integrated Instruction.	\$5,000.00	No
10	2.10 Summer Programming	Provide four (4) week summer programming	\$60,839.00	Yes
11	2.11 Special Education Programming	<p>Students with IEPs (SWD) will be:</p> <p>a. Taught by highly qualified teachers, in the Least Restrictive Environment (LRE), utilizing push-in and pull-out supports through the use of the Learning Center Model. This includes staffing 2.6 FTE teachers serving under 45 students with IEPs. Less than 10% of students with IEPs will spend 30% or less of the school day outside of the general education setting. Each student will be considered a general education student first and foremost.</p> <p>b. Taught using grade level curriculum with appropriate accommodations according to their IEPs.</p> <p>c. One (1) of the special education teachers will be fully trained in a highly structured, multi-sensory, and sequential reading instruction program to meet the needs of students reading significantly below grade level.</p> <p>d. Students with IEPs have academic goals aligned with state standards.</p> <p>e. Students' IEPs will be reviewed no less than annually, with goals and services updated as reflected by revised IEPs.</p> <p>f. General Education and SPED teachers will collaborate weekly to plan and develop instructional strategies in order to meet the needs of diverse learners, including students with IEPs, within the LRE.</p> <p>g. General Ed teachers will receive professional development in the implementation of IEP accommodations and modifications (for SWD), and UDL strategies to meet the needs of all students.</p> <p>h. SWD in need of additional resources (i.e. behavioral support, mental health, etc.) will be provided support through out of district contract support providers.</p> <p>i. A planning team, comprised of District and Site administrators, General Education and Special Education teachers and parents, will continue the implementation of districtwide Multi-Tiered System of</p>	\$691,185.00	No

Action #	Title	Description	Total Funds	Contributing
		Support (MTSS) structure. The team and staff will participate in the 2021 CA MTSS School Climate Sub Grant. The purpose of the grant is to build capacity for school staff to implement the CA MTSS Framework in order to foster positive school climate, improve pupil-teacher relationships, increase pupil engagement, promote alternative discipline practices.		

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	By 2024, 75% of our students will be reading at grade level as measured on F&P, iReady, and SBAC. Goal 3 addresses state priorities 2, 4, and 8.

An explanation of why the LEA has developed this goal.

Reading proficiency by the end of third grade is the most critical indicator of whether a child will graduate high school, according to The Campaign for Grade Level Reading.

Due to a majority of our students not reading at grade level, the Bayshore Elementary School District (staff and families), felt it was imperative to include a focus goal around proficiency.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Reading Proficiency	11% exceed standard in reading 45% are at or near standard in reading (2018-2019)				25% exceed standard in reading 50% are at or near standard in reading
iReady Reading Proficiency	36% at grade level. (2020-2021)				75% of students will be reading at grade level.
Fountas & Pinnell Reading Proficiency	35% at grade level. (2020-2021)				75% of students will be reading at grade level.

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Professional Learning on Reading Instruction	Teachers will be provided with professional learning on guided reading and small group instruction.	\$2,500.00	No
2	3.2 LLI Instructors	Fund three (3) LLI Reading Intervention Instructors to support students reading below grade level.	\$126,128.00	Yes
3	3.3 Orton Gillingham Instruction	One (1) of the special education teachers will be fully trained in Orton Gillingham Instruction to provide a highly structured, multi-sensory, and sequential reading instruction program to meet the needs of students reading significantly below grade level.	\$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
4	Provide resources and a physical environment that promote meaningful teaching and learning.

An explanation of why the LEA has developed this goal.

In April, 2000, the USDOE published a report on how the physical conditions of schools had an impact on student achievement and teaching. The report referenced a Carnegie Foundation (1988) report on urban schools. They concluded that "the tacit message of the physical indignities in many urban schools is not lost on students. It bespeaks neglect, and students' conduct seems simply an extension of the physical environment that surrounds them." Similarly, Poplin and Weeres (1992) reported that, based on an intensive study of teachers, administrators, and students in four schools, "the depressed physical environment of many schools... is believed to reflect society's lack of priority for these children and their education."

The Center for Applied Research in Educational Technology (CARET) found that, when used in collaborative learning methods and leadership that is aimed at improving the school through technology planning, technology impacts achievement in content area learning, promotes higher-order thinking and problem solving skills, and prepares students for the workforce. The 21st Century Classroom not only has modern tools, equipment and content but it includes a teacher trained to use the tools effectively with innovative teaching approaches that integrates the interactivity and engaging content technology brings to curriculum. Bayshore ESD has not been providing a 21st Century Classroom through the integration of technology. Limited resources have been available for teachers and students to access and integrate in teaching and learning.

During the 2013-2014 school year, the district underwent a Facilities Master Planning project. It was through this process that the district determined it would cost over \$20 million to renovate both schools in order to make them 21st Century learning environments for our students. While the district was able to pass its first ever \$6 million General Obligation Bond, it was nowhere near enough money to transform the two campuses. The district decided to research the possibility of consolidating the two schools in to one campus. With under 400 students, the district felt it was educationally sound to move from a TK-4 and 5-8 learning environment to a PK-8 learning environment. It was through this research that the district determined it would be financially possible to consolidate the campuses, sell one campus, and use the funds from the GOB and the sale of the property to build a brand new 21st Century PK-8 facility.

The new PK-8 school opened in September, 2017 and accommodates 568 students, with 47,000 square feet on two floors and a brand new indoor/outdoor theater/gym. The facility contains conventional classrooms, a learning resource center, 2-STEAM labs, a Makers lab, and outdoor learning environments that allow for project based learning, integrated technology, and collaboration. This new 21st Century Facility will assist in improving school climate and pupil engagement as students will want to be at school due to the improved facilities. This new infrastructure also allows for us to implement and support 1-to-1 Chromebooks and iPads for our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Technology Capacity	1-to-1 technology capacity with iPads for K-1 and Chromebooks for 2-8. (2020-2021)				1-to-1 technology capacity with iPads for K-1 and Chromebooks for 2-8.
Broadband Services	1 GB Broadband (2020-2021)				2 GB Broadband
SBAC ELA Met or Exceeded Standard	Average Distance from Level 3 All (-61.5) (O, L/DS) EL (-96.1) (R, VL/DS) Low Income (-68.9) (O, L/DS) Asian (-9.2) (O, L/DS) Filipino (-38.6) (O, L/DS) Hispanic (-85.3) (R, VL/DS) (2018-2019)				Average Distance from Level 3 All (--25) EL (-50) Low Income (-30) Asian (25) Filipino (0) Hispanic (-40) SWD (-75)
SBAC Math Met or Exceeded Standard	Average Distance from Level 3 All (-73.5) (O, L/D) EL (-109) (R, VL/D) Low Income (-80) (O, L/D) Asian (0.2) (G, H/D) Filipino (-47.8) (O, L/D) Hispanic (-107.5) (R, VL/D) (2018-2019)				Average Distance from Level 3 All (--25) EL (-40) Low Income (-30) Asian (25) Filipino (-10) Hispanic (-40) SWD (-75)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	96.3% Attendance Rate (2020-2021)				98% Attendance Rate
District Enrollment	64% of capacity (2020-2021)				75% of capacity
School Facilities maintained in good repair	School Facilities maintained in good repair (2020-2021)				School Facilities maintained in good repair

Actions

Action #	Title	Description	Total Funds	Contributing
1	4.1 Base Program Actions and Services for all students:	<ul style="list-style-type: none"> a. Increase broadband services of 2 GB. b. All teachers have access to a laptop, interactive projector, and document camera to integrate technology in to the teaching learning. c. Maintain current facilities. d. Staffing allocations for custodial/maintenance staff. e. Contract for IT Services f. Online grade reporting through Schoolwise. 	\$321,836.00	No
2	4.2 Refresh Chromebooks and iPads	Refresh 10% of Chromebooks and iPads.	\$7,735.00	No
3	4.3 Mobile Hotspots	Provide students with the ability to access the internet from home.	\$18,202.00	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.

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
20.53%	\$668,866

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.

70% of our students are identified as unduplicated pupils. The Supplemental/Concentration funds will be spent on actions and services that are principally directed towards these pupils while supporting all students. The following provides the justification for the actions and services:

- 1.2 Parent/Community Liaison - The parent/community liaison position is being continued for the purpose of providing support to the instructional program with specific responsibilities for improving attendance, providing information on programs/services available to students and families as well as school and/or district activities and procedures; referring families to other agencies; and fostering an ongoing partnership between the home and school. Our unduplicated students need additional supports that are outside of our school offerings. The Parent/Community Liaison provides them with access to both resources at the school and within the larger community. By linking the students and families with additional resources, it will aid in supporting students' connection to school and the overall community. With a high percentage of unduplicated students, it was determined this position needed to be continued from the previous LCAP.
- 1.3 Counselor - The majority of our UPs and their families/guardians do not have regular or easy access to mental health services necessary to their well-being and are the foundation for academic success. By providing regular scheduled opportunities along with drop in opportunities, our students and families will be able to benefit from advice, counseling, and resources. Allowing them an opportunity to connect with a counselor will help them connect to the school and the larger school community. With a high percentage of unduplicated students, it was determined this position needed to be continued from the previous LCAP.
- 1.5 After School Programming - We will provide an after-school program that runs until 6:00 pm for all students at no cost to the family. Many of our unduplicated students come from families that need after school child care. This program will allow for supervised after school programming with academic support and enrichment opportunities. This will deepen the connection for for

our unduplicated students to the school and the larger community. With a high percentage of unduplicated students, it was determined this programming needed to be continued from the previous LCAP.

- 1.6 PK Program - The majority of our UPs do not have access to quality PK programming. We know that quality PK programming helps to level the playing field for students and sets them up for success in the K-12 program. We will continue our 1/2 Day PK Program for 3-5 year old students to build support and transition in to school. This will allow quality preschool for more students in our community. By providing a quality PK program that is on campus, our students and families will be able to form a connection with the school before Kindergarten. This will aid in supporting students' connection to school. With a high percentage of unduplicated students, it was determined this programming needed to be continued from the previous LCAP.
- 1.11 BayTV - We will fund a staff member to create original programming for BayTV (our student and family TV series) to increase communication and parental engagement.
- 1.13 Counseling Services - The majority of our UPs and their families/guardians do not have regular or easy access to mental health services necessary to their well-being and are the foundation for academic success. By providing regular scheduled opportunities along with drop in opportunities, our students and families will be able to benefit from advice, counseling, and resources.
- 2.3 Intervention/Enrichment Period - We will continue to provide a 30 minute Intervention/Enrichment period in the school day for all students. This will ensure all students who are falling below grade level are provided in depth support during the school day to keep them on track for grade level proficiency. Students who are below grade level in English will receive an ELA Intervention two times per week within the school day. Students who are below grade level in mathematics will receive a mathematics Intervention two times per week within the school day. Those students who are at or above grade level proficiency will have the opportunity to participate in an enrichment period. This will allow for students to receive small group, direct instruction based on the student's individual needs (both intervention and enrichment). With a high percentage of our students not meeting proficiency as measured on the SBAC, it was determined this activity needed to be continued from the previous LCAP.
- 2.4 Full Day Kindergarten - Many of our UPs come to Kindergarten not having attended a quality PK Program or have limited language. Full day Kindergarten will assist in increasing access to language and prepare our students for success in the 1-12 program. We will continue to offer full day Kindergarten (8:25 - 3:00) for all Kindergarten students for the entire school year. While we offer a PK program, there is not enough slots to serve all of our Kindergarten students. A full day of Kindergarten is essential to close the opportunity and achievement gaps with our student population and the larger community. With a high percentage of unduplicated students, it was determined this programming needed to be continued from the previous LCAP.
- 2.10 Summer Programming - Continuing the school year by four (4) weeks will allow us to support our UPs with both academic support and enrichment opportunities while not removing them from grade level standards during the school year. We will provide a four (4) week summer program to extend the school year for students at no cost to the families.
- 3.2 LLI Instructors - We will fund three (3) Reading Intervention positions to support students who are reading below grade level. When students come to us with a smaller language base or English as their second language, they need quality instruction to close the language gap. Providing reading interventionists will allow us to provide focused, direct instruction for students who are in 3rd grade and above and reading below grade level.
- 4.3 Mobile Hotspots - The majority of our students qualify for the FRLP and may not have access to reliable internet access. We will provide hotspots for any family that needs internet access at home to support student's learning and assignments while at home.

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

Over 70% of our students are identified as unduplicated pupils. The Supplemental/Concentration funds will be spent on actions and services that are principally directed towards these pupils increasing and improving services for unduplicated students.

Increase in services:

- Providing additional counseling services.
- We will provide funding for a Home Visit Team to increase support to our families in need.
- Summer Programming for four (4) additional weeks of school.
- Providing Mobile Hotspots for any students who do not have access to reliable internet access.

Improvement in services:

- Our K-1 teachers will provide 30 minutes of Designated ELD instruction within their classes.
- Our Special Education classes have been restructured to provide a more robust push-in and pull out model of instruction for our students with IEPs. These students will have more support to be successful in grade level curriculum with their peers while supporting them individually when they are below grade level. All students with an IEP will participate in the Learning Center Model.
- We will provide coaching to our teachers to support deepening the teaching and learning of reading, writing, and mathematics as related to the California State Standards. This will increase teacher capacity which will in turn increase student proficiency levels.
- We will provide professional learning sessions for teachers on Guided Reading Instruction, Literacy in non ELA courses, and acceleration. This will increase teacher capacity which will in turn increase student proficiency levels.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$3,481,554.00	\$390,719.00	\$499,113.00	\$341,456.00	\$4,712,842.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$4,013,314.00	\$699,528.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	1.1 Base Program Actions and Services for all students.	\$10,935.00			\$8,752.00	\$19,687.00
1	2	Foster Youth Low Income	1.2 Fund Parent/Community Liaison	\$73,107.00				\$73,107.00
1	3	Foster Youth Low Income	1.3 Counselor	\$87,794.00				\$87,794.00
1	4	Students with Disabilities	1.4 Counselor		\$16,108.00	\$5,840.00		\$21,948.00
1	5	English Learners Foster Youth Low Income	1.5 After school programming	\$12,500.00			\$14,691.00	\$27,191.00
1	6	Low Income	1.6 PK Program	\$34,447.00	\$124,005.00			\$158,452.00
1	7	All	1.7 Student led parent conferences					\$0.00
1	8	All	1.8 Home Visit Team			\$13,000.00		\$13,000.00
1	9	All	1.9 Survey Parents					\$0.00
1	10	All English Learners (Spanish Speaking)	1.10 Latino Literacy Project				\$944.00	\$944.00
1	11	English Learners Foster Youth Low Income	1.11 BayTV	\$1.00			\$6,583.00	\$6,584.00
1	12	All	1.12 Behaviorist Services			\$6,490.00	\$42,720.00	\$49,210.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	13	Foster Youth Low Income	1.13 Increased Counseling Services	\$1.00		\$28,943.00		\$28,944.00
2	1	All	2.1 Base Program Actions and Services for all students	\$2,267,803.00	\$58,577.00	\$167,994.00	\$118,605.00	\$2,612,979.00
2	2	All	2.2 Physical Education Program	\$91,153.00	\$22,268.00			\$113,421.00
2	3	English Learners Foster Youth Low Income	2.3 Intervention/Enrichment Period	\$138,385.00		\$9,127.00		\$147,512.00
2	4	English Learners Foster Youth Low Income	2.4 Full day Kindergarten	\$16,122.00			\$5,372.00	\$21,494.00
2	5	All	2.5 Instructional Coaching		\$16,000.00			\$16,000.00
2	6	All	2.6 Garden Teacher	\$25,000.00				\$25,000.00
2	7	All	2.7 Professional Learning for Teachers		\$30,000.00			\$30,000.00
2	8	All	2.8 Site licenses for online computer applications	\$17,750.00	\$3,598.00	\$1,302.00	\$3,500.00	\$26,150.00
2	9	All English Learners	2.9 Professional Learning to Support English Learners	\$5,000.00				\$5,000.00
2	10	English Learners Foster Youth Low Income	2.10 Summer Programming	\$1.00	\$26,401.00		\$34,437.00	\$60,839.00
2	11	Students with Disabilities	2.11 Special Education Programming	\$611,269.00			\$79,916.00	\$691,185.00
3	1	All	3.1 Professional Learning on Reading Instruction		\$2,500.00			\$2,500.00
3	2	English Learners Foster Youth Low Income	3.2 LLI Instructors	\$36,185.00	\$89,943.00			\$126,128.00
3	3	All	3.3 Orton Gillingham Instruction					\$0.00
4	1	All	4.1 Base Program Actions and Services for all students:	\$54,100.00	\$1,319.00	\$266,417.00		\$321,836.00
4	2	All	4.2 Refresh Chromebooks and iPads				\$7,735.00	\$7,735.00
4	3	Low Income	4.3 Mobile Hotspots	\$1.00			\$18,201.00	\$18,202.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$398,544.00	\$756,247.00
LEA-wide Total:	\$1.00	\$6,584.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$398,543.00	\$749,663.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	1.2 Fund Parent/Community Liaison	Schoolwide	Foster Youth Low Income	All Schools	\$73,107.00	\$73,107.00
1	3	1.3 Counselor	Schoolwide	Foster Youth Low Income	All Schools	\$87,794.00	\$87,794.00
1	5	1.5 After school programming	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$12,500.00	\$27,191.00
1	6	1.6 PK Program	Schoolwide	Low Income	All Schools PK	\$34,447.00	\$158,452.00
1	11	1.11 BayTV	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1.00	\$6,584.00
1	13	1.13 Increased Counseling Services	Schoolwide	Foster Youth Low Income	All Schools	\$1.00	\$28,944.00
2	3	2.3 Intervention/Enrichment Period	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$138,385.00	\$147,512.00
2	4	2.4 Full day Kindergarten	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$16,122.00	\$21,494.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	10	2.10 Summer Programming	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1.00	\$60,839.00
3	2	3.2 LLI Instructors	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$36,185.00	\$126,128.00
4	3	4.3 Mobile Hotspots	Schoolwide	Low Income	All Schools	\$1.00	\$18,202.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- 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.