

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Clara Elementary School District

CDS Code: 56-72579-6055537

School Year: 2021-22

LEA contact information:

Kari Skidmore

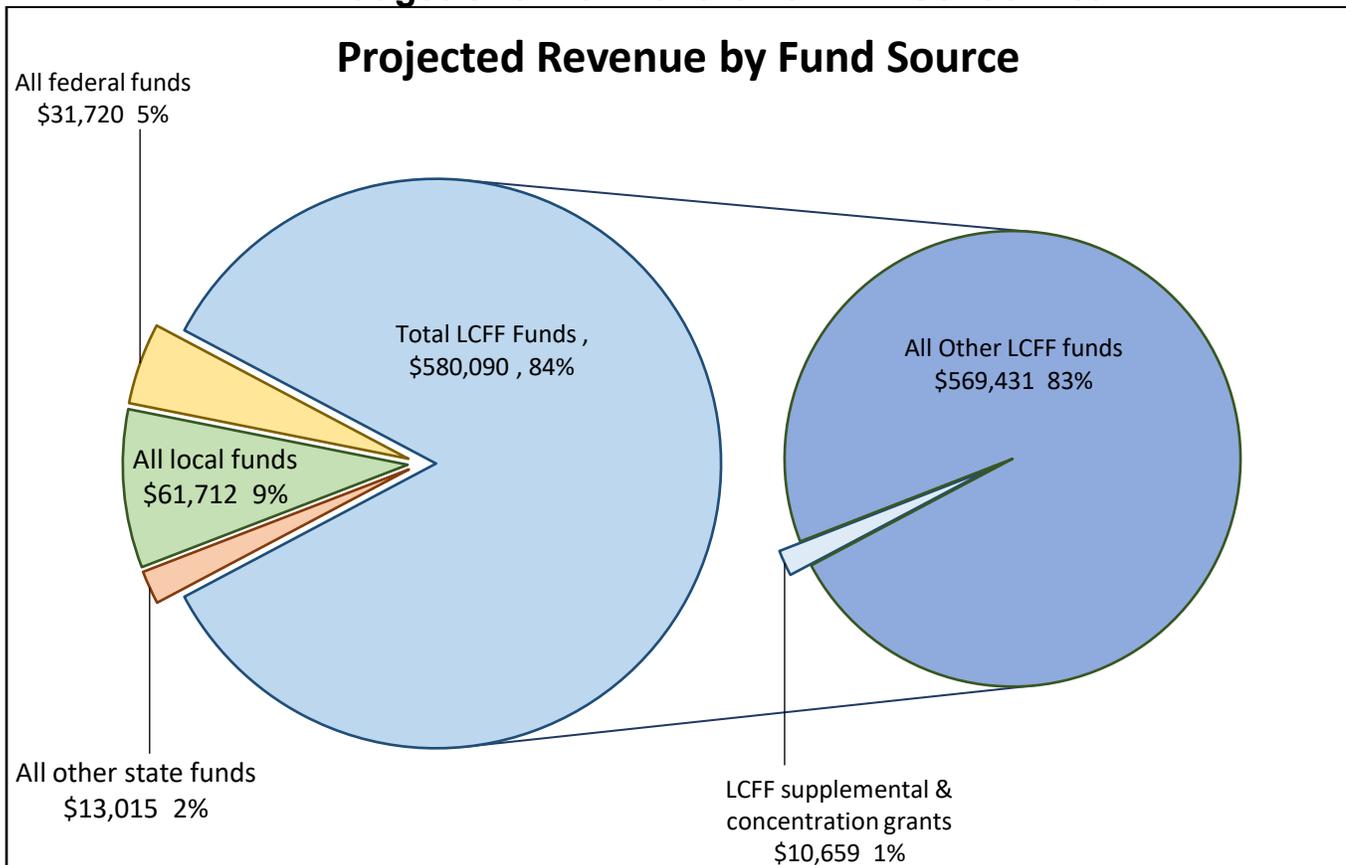
Superintendent

kskidmore@santaclaraesd.org, 805-525-4573

805-525-4573

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

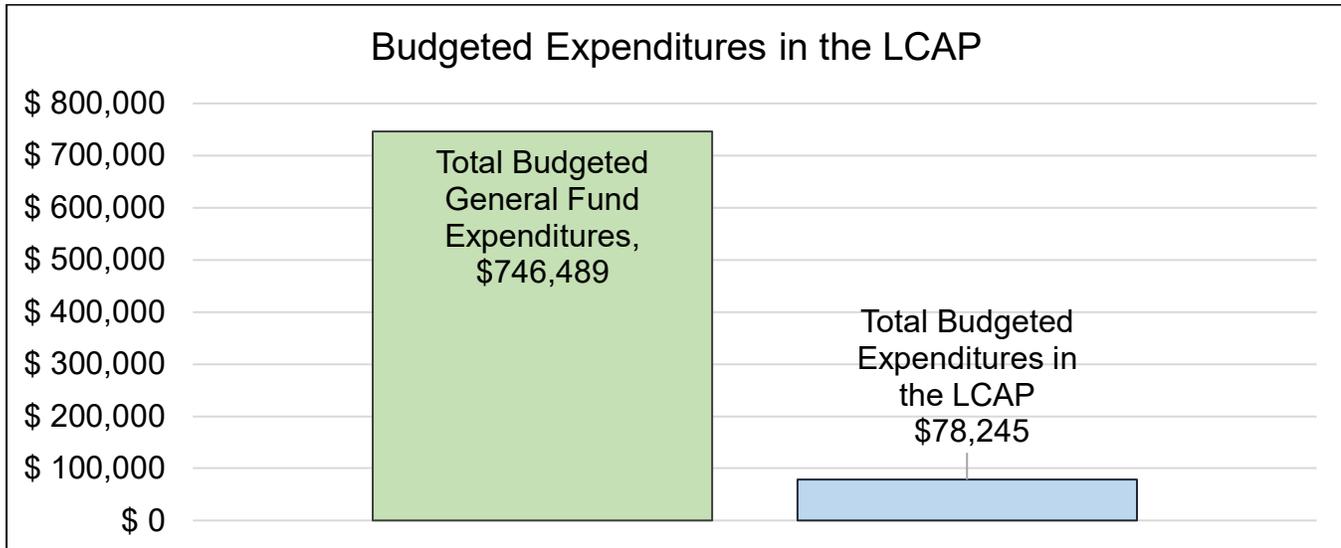


This chart shows the total general purpose revenue Santa Clara Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Santa Clara Elementary School District is \$686,537, of which \$580,090 is Local Control Funding Formula (LCFF), \$13,015 is other state funds, \$61,712 is local funds, and \$31,720 is federal funds. Of the \$580,090 in LCFF Funds, \$10,659 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 Santa Clara 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.

Santa Clara Elementary School District plans to spend \$746,489 for the 2021-22 school year. Of that amount, \$78,245 is tied to actions/services in the LCAP and \$668,244 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

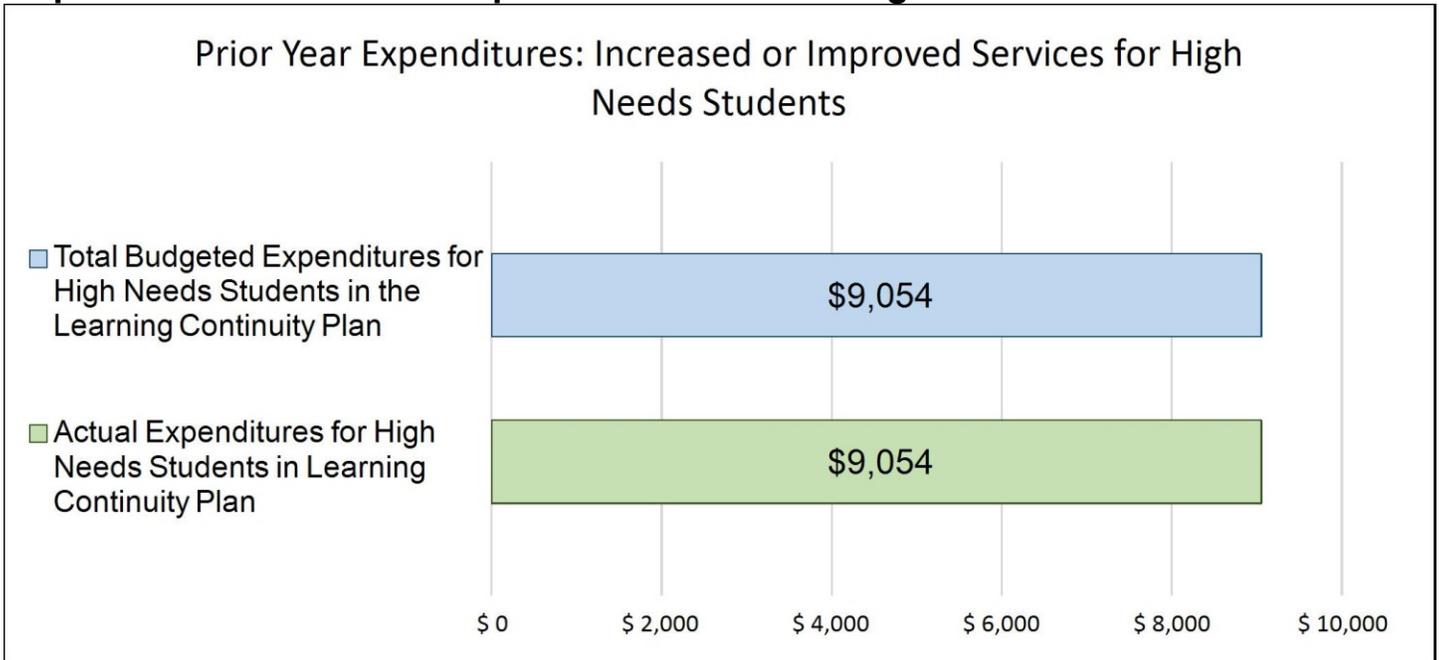
The LCAP does not include expenditures for administrative and support staff salaries, maintenance and operations, special education, or classroom teachers.

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

In 2021-22, Santa Clara Elementary School District is projecting it will receive \$10,659 based on the enrollment of foster youth, English learner, and low-income students. Santa Clara Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Clara Elementary School District plans to spend \$73,177 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 Santa Clara 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 Santa Clara 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, Santa Clara Elementary School District's Learning Continuity Plan budgeted \$9,054 for planned actions to increase or improve services for high needs students. Santa Clara Elementary School District actually spent \$9,054 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Santa Clara Elementary School District	Kari Skidmore Superintendent	kskidmore@santaclarasds.org 805-525-4573

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

Increase Student Achievement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 1. 69% of students overall districtwide, Met or Exceeded the Standard in ELA/Literacy and 75% of students overall districtwide, Met or Exceeded the Standard in Mathematics. 2015-16 SBAC districtwide results. Each year standard met or exceeded will increase percentage by 3%.</p> <p>19-20 1.Each year standard met or exceeded will increase percentage by 3%.</p> <p>Baseline 1.Baseline ELA/Literacy SBAC districtwide results for 2014-15 represent 61% meeting or exceeding the standard in ELA/Literacy and 64% meeting or exceeding the standard in Mathematics</p>	<p>Executive Order 56-20 suspended CAASP assessments for the 2019-20 school year.</p>
<p>Metric/Indicator 2. 85% of students will score proficient or above on district assessments.</p>	<p>80% of students scored proficient of above on district assessments.</p>

Expected	Actual
<p>19-20 2. 85% of students will score proficient or above on district assessments.</p> <p>Baseline 2. 80% of students scored proficient or above on district assessments in 2015-16</p>	
<p>Metric/Indicator 3. Maintain 100% fully credentialed teachers</p> <p>19-20 3. Maintain 100% fully credentialed teachers</p> <p>Baseline 3. 100% fully credentialed teachers in 2015-16</p> <p>Metric/Indicator 4. Maintain FIT score of Good</p> <p>19-20 4. Maintain FIT score of Good</p> <p>Baseline 4. FIT Score of Good in 2015--16</p>	<p>Maintained 100% fully credentialed teachers</p> <p>Maintained FIT score of Good</p>
<p>Metric/Indicator 5. Maintain 100% access to standards- aligned instructional materials (adopted textbook programs or supplemental resources to provide CA State Standards instruction; CCSS, ELD, NGSS, ETC))</p> <p>19-20 5. Maintain 100% access to standards- aligned instructional materials (adopted textbook programs or supplemental resources to provide CA State Standards instruction; CCSS, ELD, NGSS, ETC))</p> <p>Baseline 5. 100% access to standards- aligned instructional materials (adopted textbook programs or supplemental resources to</p>	<p>Maintained 100% access to standards- aligned instructional materials (adopted textbook programs or supplemental resources to provide CA State Standards instruction; CCSS, ELD, NGSS, ETC))</p>

Expected	Actual
<p>provide CA State Standards instruction; CCSS, ELD, NGSS, ETC) in 2015-16</p> <p>Metric/Indicator 6. 100% of teachers will align at least 75% of their instruction to the CA State Standards (CCSS, ELD, NGSS, ETC)</p> <p>19-20 6. 100% of teachers will align at least 75% of their instruction to the CA State Standards (CCSS, ELD, NGSS, ETC)</p> <p>Baseline 6. 100% of teachers aligned at least 75% of their instruction to the CA State Standards (CCSS, ELD, NGSS, ETC) in 2015-16)</p>	<p>100% of teachers aligned at least 75% of their instruction to the CA State Standards (CCSS, ELD, NGSS, ETC)</p>
<p>Metric/Indicator 7. Maintain 100% of student access and enrollment in all required areas of study</p> <p>19-20 7. Maintain 100% of student access and enrollment in all required areas of study</p> <p>Baseline 7. 100% of student access and enrollment in all required areas of study in 2015-16</p> <p>Metric/Indicator 8. 40% of English Learners will be reclassified to Fluent English Proficient</p> <p>19-20 8. 40% of English Learners will be reclassified to Fluent English Proficient</p> <p>Baseline 8. 25% of English Learners were reclassified to Fluent English Proficient in 2015-16</p>	<p>Maintained 100% of student access and enrollment in all required areas of study</p> <p>0 English Learners in 2019-20</p>
<p>Metric/Indicator 9. 85% of English Learners will become English Proficient</p>	<p>0 English Learners in 2019-20</p>

Expected	Actual
<p>19-20 9. 85% of English Learners will become English Proficient</p> <p>Baseline 9. 75% of English Learners became English Proficient in 2015-16</p> <p>Metric/Indicator 10. API (N/A)</p> <p>19-20 10. API (N/A)</p> <p>Baseline 10. API (N/A)</p>	<p>API (N/A)</p>
<p>Metric/Indicator 11. Broad course of study</p> <p>19-20 11. Broad course of study</p> <p>Baseline 11. Broad course of study</p> <p>Metric/Indicator 12. Broad course of study for unduplicated students, exceptional needs</p> <p>19-20 12. Broad course of study for unduplicated students, exceptional needs</p> <p>Baseline 12. Broad course of study for unduplicated students, exceptional needs</p>	<p>Broad course of study</p> <p>Broad course of study for unduplicated students, exceptional needs</p>
<p>Metric/Indicator 13. A-G (N/A)</p> <p>19-20 13. A-G (N/A)</p>	<p>AG (N/A)</p>

Expected	Actual
<p>Baseline 13. A-G (N/A)</p> <p>Metric/Indicator 14. EAP Rate (N/A)</p> <p>19-20 14. EAP Rate (N/A)</p> <p>Baseline 14. EAP Rate (N/A)</p>	<p>EAP Rate (N/A)</p>
<p>Metric/Indicator 15. AP Pass Rate (N/A)</p> <p>19-20 15. AP Pass Rate (N/A)</p> <p>Baseline 15. AP Pass Rate (N/A)</p> <p>Metric/Indicator 16. EL Proficiency/CELDT- ELPAC</p> <p>19-20 16. EL Proficiency/ELPAC - continue to work with EL student group, as applicable - current data In order to protect student privacy, an asterisk (*) is displayed instead of a number of test results since 10 or fewer students had tested.</p> <p>Baseline 16. Pending</p>	<p>AP Pass Rate (N/A)</p> <p>0 English Learners 2019-20</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Purchase Social Studies Textbooks and Continue to Investigate Common Core Aligned NGSS	Textbooks 4000-4999: Books And Supplies Unrestricted \$16,000	Lottery 4000-4999: Books And Supplies Restricted \$3,573.55

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.2 Increase amount paid for the purchase of common core aligned supplementary materials to support common core instruction to include Renaissance Learning Program to assist English Learners, Foster Youth, and Low Income students.	4000-4999: Books And Supplies Unrestricted, Supplemental/Concentration \$3,600	Base Grant 4000-4999: Books And Supplies Unrestricted \$556.61 Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures Unrestricted, Supplemental/Concentration \$1,820
1.3 Continue to provide professional development, common core, technology, best instructional practices, ELD and NGSS	1000-1999: Certificated Personnel Salaries Unrestricted \$1,639	Title II, Teacher Quality Grant 1000-1999: Certificated Personnel Salaries Restricted \$562.50 Title II, Teacher Quality Grant 3000-3999: Employee Benefits Restricted \$81.46 Unrestricted Lottery 5000-5999: Services And Other Operating Expenditures Unrestricted \$790.00
1.4 Provide additional intervention, acceleration to students in the following subgroups: Low Income, English Learner/Redesignated Fluent English Learner, Foster Youth	REAP 2000-2999: Classified Personnel Salaries Unrestricted, Supplemental/Concentration \$37,957	Supplemental/Concentration 2000-2999: Classified Personnel Salaries Unrestricted, Supplemental/Concentration \$15,056.08 REAP 2000-2999: Classified Personnel Salaries Restricted \$21,811.44 Supplemental/Concentration 3000-3999: Employee Benefits Unrestricted, Supplemental/Concentration \$4,248.05

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		REAP 3000-3999: Employee Benefits Restricted \$5,847.24

Goal Analysis

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

Based on the analysis of Goal 1, all actions and services were implemented to support students, families, teachers, and staff.

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

The adopted curriculum in ELA, math, social studies and science contained a digital component. This was critical to our distance learning program that we implemented, beginning in March of 2020 due to the pandemic. Supplemental materials were not easily distributed to families at first, so we relied upon digital activities. Not all families had access to internet and devices. Once we were able to develop a plan of distribution, we arranged parent pick up dates of materials and devices.

Goal 2

Goal 2: Increase student engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 1.Attendance rates: Maintain 98%</p> <p>19-20 1.Attendance rates: Maintain 98%</p> <p>Baseline 1.Attendance rates: 98% in 2015-16</p>	<p>Attendance rates:96%</p>
<p>Metric/Indicator 2.Suspension/Expulsion/Drop Out rates: Maintain</p> <p>19-20 2.Suspension/Expulsion/Drop Out rates: 0%</p> <p>Baseline 2.Suspension/Expulsion/Drop Out rates: 0% in 2015--16</p>	<p>Suspension/Expulsion/Drop Out Rates: Maintained 0%</p>
<p>Metric/Indicator 3.Student survey results: 85% of students surveyed will indicate positive attitudes toward school</p>	<p>90% of students surveyed indicated a positive attitude toward school.</p>

Expected	Actual
<p>19-20 3.Student survey results: 85% of students surveyed will indicate positive attitudes toward school</p> <p>Baseline 3. No Baseline Data</p> <p>Metric/Indicator 4.Chronic absenteeism: Maintain 0%</p> <p>19-20 4.Chronic absenteeism: Maintain 0%</p> <p>Baseline 4.Chronic absenteeism: 0% in 2015-16</p>	<p>Chronic absenteeism: Maintained 0%</p>
<p>Metric/Indicator 5. Middle School Dropout Rate (N/A)</p> <p>19-20 5. Middle School Dropout Rate (N/A)</p> <p>Baseline 5. Middle School Dropout Rate (N/A)</p>	<p>Middle School Dropout Rate (N/A)</p>
<p>Metric/Indicator 6. High School Dropout Rate (N/A)</p> <p>19-20 6. High School Dropout Rate (N/A)</p> <p>Baseline 6. High School Dropout Rate (N/A)</p> <p>Metric/Indicator 7. High School Graduation Rate (N/A)</p> <p>19-20 7. High School Graduation Rate (N/A)</p> <p>Baseline 7. High School Graduation Rate (N/A)</p>	<p>High School Dropout Rate (N/A)</p> <p>High School Graduation Rate (N/A)</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Involve students in community service projects	4000-4999: Books And Supplies Unrestricted, Supplemental/Concentration \$500	N/A \$0
2.2 Involve students in school field trips and assemblies based on Science and Social Science Standards	5800: Professional/Consulting Services And Operating Expenditures Unrestricted, Supplemental/Concentration \$4,500	Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures Unrestricted, Supplemental/Concentration \$6,940.00
2.3 Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition	N/A \$0	N/A \$0

Goal Analysis

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

Based on the analysis of Goal 2, all actions and services were implemented to support students, families, teachers, and staff.

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

Students in all grade levels K-6th, attended fall field trips including Limoneira Ranch, Painted Pony Farm, Santa Barbara Botanical Gardens, Natural History Museum, Reagan Library, Civic Arts Plaza Performances, and Outdoor Science Camp (Astro Camp). Students were unable to go on the end of the year, secret field trip due to COVID.

Goal Analysis

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

Based on the analysis of Goal 3, all actions and services were implemented to support students, families, teachers, and staff.

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

Santa Clara families attended and supported Back to School Night, Parent Conferences, the Winter Music Program, PTO fundraisers, and a Drive Through/Virtual 6th Promotion Ceremony. Student of the Month Assemblies were attended by families and staff via Zoom. Open House was cancelled due to COVID.

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
N/A	N/A	N/A	

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.

N/A

Analysis of In-Person Instructional Offerings

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

<p>The SCESD administrator carefully monitored student learning, including learning loss and progress towards IEP goals. Due to the small size of the district, 54 students, currently less than 2% of students are receiving special education services. IEP minutes were met via Zoom platform with Speech/Language Specialist contracted through the Ventura County Office of Education. Teachers engaged in constant communication with support staff, parents, and administration to ensure all students were attending and engaging in both synchronous and asynchronous learning. Any concerns related to learning loss or emotional needs, especially those from our students with exceptional needs, were reported immediately to administration and communicated to parents. Instructional aides provided grade level, small group support for struggling students based on student or parent requests and/or teacher observations of need. The district developed a reopening plan that was put into effect when it was safe to do so and allowed by state and county public health guidelines. It consisted of a hybrid model with grade level cohorts together in small groups. Drop off, dismissal, lunch and recess times were staggered to accommodate the small cohorts. All of the recommended social distancing protocols were followed including small cohorts of students in a classroom, social distancing, student/staff masks, desk shields, and staggered lunch/recess times.</p>
--

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
20 Touchscreen Chromebooks to augment 1:1	\$9,054	\$9,054	Yes
5 Hotspots for Household	\$1,150	\$1,172	No
3 Cameras for Flat Panels	\$1,622	\$1,622	No
3 Teacher Document Cameras	\$319	\$417	No
3 Teacher iPad Stands	\$585	\$586	No
6 Staff Headsets	\$231	\$231	No
Simple K12 Online Teacher Training Program	\$560	\$559	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.

Based on the analysis of the Distance Learning Program, all actions and services were implemented to support students, families, teachers, and staff.

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

The SCESD staff developed a plan to provide a quality Distance Learning Program to students including both synchronous and asynchronous learning. The plan was based on input from students, parents and teachers from experiences with the emergency 2019-20 Distance Learning Program. Our primary focus was to provide students with a program and curriculum that more closely mirrored our traditional school program, thus leading to an easier transition for students. We wanted students to have access to our adopted curriculum in both printed and digital versions in case a change in program from in person instruction and distance learning was

necessary. Teachers created digital classrooms, providing students and parents links to curriculum, assignments and resources. Staff collaborated to create consistent schedules and digital platforms, that would be more manageable for working parents and younger students. Teachers and instructional aides developed schedules, allowing for a combination of online and independent work with brain and nutrition breaks built in. Teachers incorporated Social Emotional Learning activities and engagement pieces that were limited during the spring. Rigorous lesson plans were formed with a focus on student engagement. Support was provided on a daily basis for struggling students per student or parent requests or teacher observation of need. Instructional aides provided individual and small group support in breakout rooms or separate study sessions. Teachers set up office hours to work individually with students or to engage in small group work.

Access to Devices and Connectivity

SCESD ensured access to devices, assistive technology, and internet connectivity for all students to support distance learning. Chromebooks were issued to all students K-6 in August of 2020. Touchscreen Chromebooks were purchased for K/1 students to assist the younger students and to help ensure our 1 to 1 device to student ratio. Information was gathered through parent surveys, parent requests and teacher observations to determine which students had limited or intermittent internet. Hotspots were purchased and checked out to students.

Pupil Participation and Progress

Daily attendance was taken and recorded during live class meetings via Zoom on our Student Information System, Aequitas "Q". If a child was not present during the class meeting, the teacher contacted the family to determine the reason. If a child was unable to attend synchronous meetings, but completed the schoolwork, they were marked present. If a child was not present and did not complete class assignments for that day, they were marked absent. Additionally, teachers recorded pupil engagement through the CDE Combined Daily Participation and Weekly Engagement Template via Q, and parents verified completion of independent written assignments through a weekly Parent Verification Log.

Distance Learning Professional Development

SCESD, as part of the small school districts consortium, purchased licenses for all staff members to access Simple K12, a website that offers practical online teacher training. This website offers close to 4,000 training videos ranging from classroom management to diversity and SEL to virtual learning. Both classified and certificated staff can search on their own to access these resources or webinars can be assigned by administration. All staff met via Zoom weekly to collaborate and build relationships. Staff was provided ample planning time to prepare for the new Distance Learning Program. SCESD training also included health and safety protocols. Technological support was contracted through the Ventura County Office of Education.

Staff Roles and Responsibilities

Teachers and instructional aides had the option to work from home or onsite. The hours worked and expectations for all staff remained the same. The instructional aides spent more time working in small groups or assisting struggling students one on one as they were no longer needed for recess or lunch supervision. Based on family needs, administration supported students as needed based on student/parent requests and/or teacher observations.

Support for Pupils with Unique Needs

SCESD provided activities to promote physical and mental health, activities to keep students connected and engaged, targeted instruction, academic support, and teacher professional development. The professional development enhanced teachers' knowledge of using data to guide instruction especially strategies for English learners, foster youth, and low income students. Communication to families was critical to ensure that unduplicated students had what they needed to be successful. The district also budgeted for our youngest learners for developmentally appropriate distance learning tools with the touchscreen chromebooks.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	N/A	

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.

N/A

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.

<p>The teachers used the digital assessment, both formative and summative, included as part of our district adopted curriculum. The assessment pieces allow for differentiation of instruction as the workflow is adaptive. Teachers closely monitored student progress and adjusted their lesson plans in response to the gathered data in order to support all learners. Teachers gave assignments based on individual, student need. The curriculum is leveled, allowing for reteach lessons for exceptional needs students, practice for students who are grade-level proficient and above level challenges for students scoring above proficiency. Further, instructional aides, teachers and the principal examined student data on Fridays at our weekly staff meeting to make decisions about which students received extra support in the upcoming week. Our individual and small group intervention sessions are designed so that students move fluidly as needed to master standards. Instructional aides and teachers have scheduled time each day to work one on one and/or in small groups with students to provide additional support to students.</p>

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.

The SCESD administration and staff believe that the mental health of our students, families and staff members is a top priority. Our small size of 54 students and 8 staff members and our rural setting lends itself well to a family like atmosphere, where staff become very familiar with families and their needs. Feelings of a strong, school connectedness and trusting relationships are built with open communication and collaboration. Teachers are available via phone, text, and email daily. Students and parents utilize office hours to express family needs. SCESD staff are quick to respond, which in turn builds trust. Teachers hold daily/weekly individual, small-group, and whole-class meetings to engage students with a sense of community and to reduce isolation. Homework and tutoring support is available to students whose parents are working and/or unable to help the student for a variety of reasons. This support is provided to struggling students per parent or student request or teacher observation of need. Teachers reach out immediately to students and/or parents of students who are absent or not participating. Teachers encourage students to share their experiences, celebrate important milestones, and encourage and respect one another. The district contracts with the Ventura County Office of Education for additional services provided by a Social Emotional Support Specialist. Teachers are able to consult with the SESS as needed and lessons are provided in the area of Social Emotional Learning. The SCESD website <https://santaclaraesd.org> offers families and staff with a list of resources available in the community. Additionally, teachers and instructional aides are tracking student attendance and engagement through our Student Information System, Aequitas Q. Concerns are noted, communicated to administration and followed up on with the student and parents.

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.

Teachers and instructional aides kept daily attendance records of their small and whole group synchronous instruction. The attendance was recorded by the teacher in the district's Student Information System, Aequitas Q. Further, student engagement data was recorded in Q as well. This included information that described to what extent the student was completing synchronous/asynchronous learning such as participating in class meetings, completing independent work and engaging with teacher and classmates. Teachers followed up immediately via text, phone call or email with parents of students who were absent during live video conferencing or who were not participating, engaging or completing independent assignments. If poor student attendance and engagement continued, chronic absenteeism letters were mailed home, and a parent conference was held to discuss ways to support the student.

Analysis of School Nutrition

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

Santa Clara Elementary is a small, historic red schoolhouse with an addition of 2 relocatable classrooms. The schoolhouse does not have a functioning kitchen onsite; therefore, food service agreements are made with neighboring school districts for a lunch program. Students who are eligible for free and reduced-price meals are approximately 7% of school population. All families were notified through emails and the school website of the free meals provided to all students through the neighboring Santa Paula Unified School District. SCSISD staff emphasized the following lunch protocols with either distance learning or in-person learning: teaching and reinforcing handwashing, wearing of face covering by staff and students when near other staff or students, stocking adequate supplies, including soap, hand sanitizer, and tissues and posting signs on how to stop the spread of COVID-19.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	N/A	N/A	

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.

N/A

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.

Our stakeholder groups developed the following three goals for the 2021-2022 LCAP based on the analysis and reflection of student outcomes from the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan:

- 1) Increase student achievement while preparing students for college and career.
- 2) Increase student engagement by providing enrichment opportunities that support the academic curriculum.
- 3) Maintain and strengthen family engagement and participation promoting a positive, school climate.

We strive to provide a rigorous academic program, while preparing all students to be successful citizens of the 21st Century. This goal is embedded with supports ensuring success for all student groups, including Students with Disabilities, Foster Youth, English Learners, and Low-Income Students.

SCESD has developed the Focus Goal to address areas of need of increasing actions and services for our small, one-school district. SCESD will align actions/services and add expanded learning opportunities to support the implementation of state standards with curriculum and services that increase engagement of students and families and promote a positive school climate. Our goal includes staff to provide social-emotional support services and professional development in the area of acceleration to mitigate pupil learning loss. The final Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows SCESD to track performance on any progress of facilities and safety.

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

The teachers will use the digital assessment, both formative and summative, included as part of our district adopted curriculum. The assessment pieces allow for differentiation of instruction as the workflow is adaptive. Teachers will closely monitor student progress and adjust their lesson plans in response to the gathered data in order to support all learners. Teachers will give assignments based on individual, student need. The curriculum is leveled, allowing for reteach lessons for exceptional needs students, practice for students who are grade-level proficient and above level challenges for students scoring above proficiency. Further, instructional aides, teachers and the principal will examine student data on Fridays at our weekly staff meeting to make decisions about which students will receive extra support in the upcoming week. Our individual and small group intervention sessions are designed so that students move fluidly as needed to master standards. Instructional aides and teachers have scheduled time each day to work one on one and/or in small groups with students to provide additional support to students.

SCESD will continue to examine data gathered through both formal and informal assessments across all content areas including such measures as observations, assignments, quizzes, tests and universal screening. Instructional strategies and intervention will be based on the results of these assessments and adjusted as necessary. If a child is not making adequate progress, a SST will be held to address academic concerns and mitigate learning loss. In addition, those students who have an IEP are also closely monitored by the Administrator to ensure that progress is being made towards their individual goals.

SCESD will continue to provide activities to promote physical and mental health, activities to keep students connected and engaged, targeted instruction, academic support, and teacher professional development. The professional development will enhance teachers' knowledge of using data to guide instruction especially strategies for English learners, foster youth, and low income students. Communication to families will be critical to ensure that unduplicated students have what they need in order to be successful.

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.

N/A

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.

The goals and actions in the 2021-2024 LCAP will address the three core areas to ensure SCESD's continued success. There will be three broad goals centered around student outcomes, engagement, and parent engagement. The first will address student outcomes, focusing on pupil achievement in both state and local assessments with an overarching goal of life, college, and career readiness. Based on parent feedback, we will continue to purchase licenses for software support and supplemental materials. The second goal will address student engagement and positive school climate as we enter a less restrictive in-person school year. Stakeholders would like to continue the actions that provide enriching opportunities that enhance and support the academic standards and curriculum. The importance of Social-Emotional supports is evident from the feedback. The third goal is aligned to parent engagement. Both staff and parents realize the importance of creating a partnership to enhance the overall school experience for students. Based upon student needs, Santa Clara's goals will continue to focus on intervention, RTI, and SEL.

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	64,196.00	61,286.93
	0.00	0.00
Restricted	0.00	31,876.19
Unrestricted	17,639.00	1,346.61
Unrestricted, Supplemental/Concentration	46,557.00	28,064.13

* 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	64,196.00	61,286.93
	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,639.00	562.50
2000-2999: Classified Personnel Salaries	37,957.00	36,867.52
3000-3999: Employee Benefits	0.00	10,176.75
4000-4999: Books And Supplies	20,100.00	4,130.16
5000-5999: Services And Other Operating Expenditures	0.00	790.00
5800: Professional/Consulting Services And Operating Expenditures	4,500.00	8,760.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	64,196.00	61,286.93
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Restricted	0.00	562.50
1000-1999: Certificated Personnel Salaries	Unrestricted	1,639.00	0.00
2000-2999: Classified Personnel Salaries	Restricted	0.00	21,811.44
2000-2999: Classified Personnel Salaries	Unrestricted, Supplemental/Concentration	37,957.00	15,056.08
3000-3999: Employee Benefits	Restricted	0.00	5,928.70
3000-3999: Employee Benefits	Unrestricted, Supplemental/Concentration	0.00	4,248.05
4000-4999: Books And Supplies	Restricted	0.00	3,573.55
4000-4999: Books And Supplies	Unrestricted	16,000.00	556.61
4000-4999: Books And Supplies	Unrestricted, Supplemental/Concentration	4,100.00	0.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	0.00	790.00
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted, Supplemental/Concentration	4,500.00	8,760.00

* 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	59,196.00	54,346.93
Goal 2	5,000.00	6,940.00
Goal 3	0.00	0.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$13,521.00	\$13,641.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$13,521.00	\$13,641.00

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	\$4,467.00	\$4,587.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$4,467.00	\$4,587.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$9,054.00	\$9,054.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$9,054.00	\$9,054.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Clara Elementary School District	Kari Skidmore Superintendent	kskidmore@santaclaraesd.org 805-525-4573

Plan Summary [2021-22]

General Information

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

The Santa Clara Elementary School District is a single school district located in Ventura County midway between the cities of Fillmore and Santa Paula. Affectionately known as the "Little Red Schoolhouse," Santa Clara is both a historic landmark and a place for up-to-date education. We are a K-6 district established in 1896, serving the families of rural Santa Paula for over 120 years.

School staff is dedicated to providing the kindergarten through sixth grade students a safe, respectful, and accepting atmosphere where every student can learn. Students participate in a rigorous academic program, learn to think critically and to solve problems, and to practice positive character traits, while preparing to be successful citizens of the 21st Century. The COVID-19 pandemic brought many challenges; however, our small staff, families, and students maintained a commitment to a high quality education for all learners.

Santa Clara is a District of Choice with an enrollment of under 60 students. Student demographics for the 2020-21 school year were 63% Hispanic, 33% White, 2% Black, and 2% of Asian descent. Our English Learner population is 0%, Special Education represent less than 2%, low socioeconomic represent 11%, and foster care/homeless make up 0% of our district population. Students are grouped in multi-grade classrooms, with 8-9 students per grade level. Teachers are flexible with the groupings, and students move as needed for acceleration or remediation. Santa Clara employs one teacher/principal/superintendent, two full-time teachers, and part-time classified staff including, two instructional aides, a school secretary, a music/band teacher, and a custodian. The District contracts with Ventura County SELPA and Ventura County Office of Education for speech and language services, a psychologist, and a social emotional support specialist.

Reflections: Successes

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

Prior to the pandemic and school closure in March 2020, the 2019 CA Dashboard demonstrated (0%) chronic absenteeism and (0%) suspension rate, and the District maintained the performance levels of blue for all student groups in those areas. The performance level for all students in English Language Arts was blue, with students scoring 62.3 points above standard. This was a significant increase of 35 points. The performance level in math was also high for all student groups, blue with students scoring 40.4 points above standard. The math was also a significant increase of 30.7 points. The Hispanic Student Group had an increase of 46 points, performing 41.1 points above standard in ELA and an increase of 34.6 points, performing 7.4 points above standard in math. The local indicators showed that the District had a standard met rating for all areas, including; basics: teachers, instructional materials, facilities, implementation of academic standards, parent engagement, local climate survey and the access to a broad course of study.

The Santa Clara Elementary School District administered an annual survey to all parents/guardians online. The response from families who participated in the survey showed an overall satisfaction with the school. The results show that the majority of parents feel that the school excels in all academic areas. There were also high ratings for staff, student engagement and activities, parent participation , including the PTO and SSC, and the school climate and safety. This data supports the district's low suspension rate and high academic achievement in ELA and math. The actions and services included in the LCAP directly correlate with the reported results. The support given to students by the Instructional Aides and Intervention Tutor, the purchase of common core aligned textbooks and supplementary materials, engaging students with field trips and activities and engaging and involving parents have led to high academic achievement and high marks on the overall satisfaction of the school. The District plans to continue services in the future due to the overall success in meeting these goals.

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.

Prior to the pandemic and school closure in March 2020, the dashboard demonstrated The District has fewer than 30 students testing in subgroups, thus the data is not available in those areas. Based on the Equity Report, the District received no state or local performance indicator for which overall performance was in the red or orange performance category.

The District did receive a high blue performance level with student scoring 62.3 points above standard, increasing 35 points in ELA. The District received a high blue performance level in math with students scoring 30.7points above standard, increasing 30.7 points. It is difficult to to have reliable data statistically with so few students testing. The district, therefore; depends upon local data to measure progress in meeting LCAP goals.

LCAP Highlights

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

Our stakeholder groups developed the following three goals for the 2021-2022 LCAP based on the analysis and reflection of student outcomes from the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan:

- 1) Increase student achievement while preparing students for college and career.
- 2) Increase student engagement by providing enrichment opportunities that support the academic curriculum.
- 3) Maintain and strengthen family engagement and participation promoting a positive, school climate.

We strive to provide a rigorous academic program, while preparing all students to be successful citizens of the 21st Century. This goal is embedded with supports ensuring success for all student groups, including Students with Disabilities, Foster Youth, English Learners, and Low-Income Students.

SCESD has developed the Focus Goal to address areas of need of increasing actions and services for our small, one-school district. SCESD will align actions/services and add expanded learning opportunities to support the implementation of state standards with curriculum and services that increase engagement of students and families and promote a positive school climate. Our goal includes staff to provide social-emotional support services and professional development in the area of acceleration to mitigate pupil learning loss. The final Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows SCESD to track performance on any progress of facilities and safety.

In developing the LCAP annually, the Santa Clara Elementary School measures its progress in meeting the specific requirements. LCFF priorities also include the review of Local Indicators measured through self-reflection. The 2021-2022 LCAP Goals include metrics that will show 'met' when the CA Dashboard opens to the public in the fall of 2021. "Met" indicates that the district completed a reflection for each state's priorities aligned to the local indicators. The CA Dashboard will indicate each reflection in its entirety on the public website. Failure to complete the reflection will result in a 'not met' on the dashboard. The district dashboard will show 'met' and will use the information to support the actions & services addressing the conditions of learning, pupil outcomes, and engagement. Local Indicators address the following state priorities- Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1), Implementation of State Academic Standards (LCFF Priority 2), Parent and Family Engagement (LCFF Priority 3), School Climate (LCFF Priority 6), and Access to a Broad Course of Study (LCFF Priority 7) For more information on Local Indicators <https://www.caschooldashboard.org/about/faq>. To view our district local indicators, please visit <https://www.caschooldashboard.org/>

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.

Santa Clara Elementary is a one school district and was not identified for CSI.

Support for Identified Schools

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

Santa Clara Elementary is a one school district and was not identified for CSI.

Monitoring and Evaluating Effectiveness

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

Santa Clara Elementary is a one school district and was not identified for CSI.

Stakeholder Engagement

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

Stakeholder engagement is critical to providing a successful learning experience for all students. This engagement was especially necessary during the COVID-19 Pandemic when students were required to learn remotely. Consistent with statute, feedback was collected in the development of the LCAP and in the budget process from staff, families, students, and community members. All district groups, including socio-economically advantaged students, were notified of LCAP and opportunities to provide input both at public meetings and in surveys. Notices went out by multiple means including email, newsletters, postings, SSC meetings, staff meetings, student meetings, and public School Board meetings. Translations were provided as needed. The District does not have a bargaining unit.

Stakeholder engagement included the following:

Santa Clara Elementary School Board Meetings: 8/19/20, 9/23/20, 9/24/20, 10/21/20, 11/18/20, 12/16/20, 1/20/21, 2/17/21, 3/10/21, 4/21/21, 5/19/21, 6/16/21

Staff Meetings: weekly, ongoing

Parent Teacher Organization Meetings: 7/1/20, 9/9/20, 10/14/20, 12/2/20, 2/10/21, 4/14/21, 5/19/21

School Site Council Meetings: 9/30/20, 11/4/20, 1/13/21, 3/9/21, 5/5/21

Our EL student group is 0% percent, and does not require a ELAC, however, the District provides translation, as needed, and all Q communications can be received in the home language.

Parent Surveys: Four surveys were conducted to collect parent feedback on Distance Learning Program, Returning to School, Blended Learning Program, and In-person Instruction-09/20,10/20,12/20, 03/21

Staff Surveys: Two surveys were conducted to collect staff feedback on Distance Learning Program, Returning to School, Blended Learning Program, and In-person Instruction-10/20, 2/21

Student Surveys: Two surveys were conducted to collect student feedback on Distance Learning Program and In-Person Instruction-9/20, 5/21

SELPA: The district participated and consulted with the Ventura County SELPA through attendance and collaboration at Operations Cabinet Meetings, Superintendent's Policy Council, and facilitated 1:1 VCOE calibration meetings.

Public Hearing: 5/19/21

Final Adoption: 6/16/21

A summary of the feedback provided by specific stakeholder groups.

Stakeholders reviewed the data collected on the 2019-20 metrics and provided input through meetings and surveys. No concerns were noted that necessitated a response by the Superintendent. In response to stakeholder engagement and after analysis of the effectiveness of the 2019-20 LCAP, the district will continue with the goals and actions/services through the 2021-22 school year. Parents, staff, and students gave positive feedback about the increases in student technology proficiencies due to the 1:1 chromebooks issued for distance learning. Stakeholder feedback also included positive comments about the digital curriculum and agendas provided by teachers.

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

Stakeholders reviewed the data collected on the 2019-20 metrics and provided input through meetings and surveys. No concerns were noted that necessitated a response by the Superintendent. In response to stakeholder engagement and after analysis of the effectiveness of the 2019-20 LCAP, the district will continue with the goals and actions/services through the 2021-22 school year.

Goals and Actions

Goal

Goal #	Description
1	Goal 1 is a broad goal. The objective is to increase student achievement while preparing students for college and career. Based upon local data and California School Dashboard, Santa Clara continues to exceed County and State metrics. We will continue our efforts to increase and improve services to maintain student achievement that exceeds State and County levels for all students, including students with disabilities, English language learners, foster youth, and low socio-economic status. Through analysis of the data, including, CAASPP scores, performance of local assessments, ELPAC results, EL reclassification rates, and the annual CA Dashboard Local Indicator, self-reflection tool, we will measure our progress in meeting this goal. (State Priorities: 1, 2, 4, 7, 8)

An explanation of why the LEA has developed this goal.

State Priority 4, Pupil Achievement, and State Priority 8, Other Pupil Outcomes, address analysis and an alignment with both state-required assessments and SCESD local assessments. This analysis of the data connects with our high expectations and efforts to prepare our students for life, college, and/or career. The data shows where we can principally direct LCFF supplemental actions and services to support identified needs and strengths of our unduplicated EL, LI, FY student group, along with services for our students with disabilities and any other group with unique needs. The most recent CA Dashboard was released in 2019 and indicated a significant increase in the overall performance in the ELA (35 points-Blue status) and mathematics (30.7 points-Blue status) for the CAASPP SBAC state assessment. As a small school district, the status can change dramatically because of a slight increase or decrease due to our smaller enrollment. The 2019 Dashboard achievement for ELA and Math far exceeded the state average on the CA Dashboard with ELA 62.3 points above standard and math 40.4 points above standard. To ensure basic conditions for learning are addressed State Priority 1, fully credentialed and appropriately assigned teachers, access to standards-aligned instructional materials for every student, and State Priority 2, full implementation of the CA state standards including ELD/language acquisition standards, to ensure student readiness for a rigorous and aligned curriculum. State Priority 7, Course Access, ensures students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	Pending 2020-21 Results				Pending 2020-2021 Results, New Baseline
CA Dashboard					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2018-19 Results Districtwide: 85% Standards Met or Exceeded Above 27.3 DFS				
CAASPP Math CA Dashboard	Pending 2020-21 Results 2018-19 Results Districtwide: 67% Standards Met or Exceeded Above 9.7 DFS				Pending 2020-2021 Results, New Baseline
Local Indicator Reflection: Teachers Fully Credentialed and appropriately assigned CA Dashboard	Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection 100%				Standard "Met" on the CA Dashboard based on the Local Indicator Reflection Maintain
Local Indicator Reflection: Standards Aligned Instructional	Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection				Standard "Met" on the CA Dashboard based on the Local Indicator Reflection

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Materials for Every Student CA Dashboard	Standards aligned				Maintain
Reclassification Rates CA Dashboard	District had 0 English Learners 2019-2020.				Increase RFEP based on EL enrollment each year
ELPAC Assessment CA Dashboard	District had 0 English Learners 2019-2020.				Increase Level 3, decrease level 1 & 2, move EL students to Level 4 based on enrollment each year
Local Indicator Reflection: Implementation of all CA state standards, including how ELs will access the CCSS and ELD standards CA Dashboard	Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection Implementation of standards district wide 100% (EL access to CCSS and ELD standards)				Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection Maintain
All high school indicators do not apply to the K-6 (AP, UC-	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AG, CTE Pathways, EAP, high school dropout, graduation)					
Attendance Rates Local Data/SIS	2020-2021 local data , ADA, 96%				Maintain ADA of 96%
CAASSP, Science-CAST CA Dashboard	CA Dashboard Pending 2020-21 results				CA Dashboard Establish a baseline

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum Materials	Common Core Aligned NGSS Textbooks and Activity Kits for all grade levels	\$3,500.00	No
2	Supplementary Materials	Purchase common core aligned supplementary materials to support common core instruction to include Renaissance Learning Program and Scholastic Weekly Readers to assist English Learners, Foster Youth, and Low Income Students	\$2,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Professional Development	Continue to provide professional development in the areas of common core, technology, best instructional practices, ELD and NGSS	\$1,628.00	No
4	Instructional Aides/Intervention Tutor	Provide additional intervention, acceleration to students in the following subgroups: Low Income, English Learner/Redesignated Fluent English Learner, Foster Youth	\$58,117.00	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	Goal 2 builds on Goal 1 and is focused on Increasing student engagement by providing enrichment opportunities that support the academic curriculum. SCESD has developed the Focus Goal to address areas of need of increasing actions and services for our small school district, so students have enrichment and support to promote life, college, and career. SCESD will align actions/services and add expanded learning opportunities to support the implementation of state standards with curriculum and services that increase student engagement and promote a positive school climate. Increased or improved services will be principally directed for unduplicated pupils (FY, LI, EL) and support for students with disabilities and unique pupil needs. (State Priorities: 5, 6)

An explanation of why the LEA has developed this goal.

Goal 2 was developed based on the annual update overall analysis, a review of the most recent CA Dashboard, the Local Indicator Self-Reflection, local assessments, and surveys/feedback from school stakeholders. There is a need to enhance engagement and climate as students return to in-person learning after the pandemic. Expanded learning opportunities are built into the goal to enhance areas of success and addressing areas of need. This focused goal is for the duration of the three-year template. As the metric and reporting results are analyzed, SCESD may amend or increase actions and services as needed. Engagement is a core focus with State Priority 5, Pupil Engagement, and State Priority 6, School Climate, closely aligned with metrics to measure the effectiveness of the goal/actions. Along with the Engagement core, this goal also builds on providing extra supports towards the priorities aligned with Pupil Outcomes (4, 8). Increased or improved services will be principally directed for unduplicated pupil groups (FY, EL, LI) and also targeted to support scholars who have an IEP and those with unique pupil needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rates Local Data/SIS	2020-2021 local data 96%				Attendance Rates: Maintain 96%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension/Expulsion rates CA Dashboard	2019 CA School Dashboard 0%-Blue Status 2020-2021 Local Data 0 students				Suspension/Expulsion /rates: Maintain 0%-Blue Status on CA School Dashboard
Student Survey	Baseline Survey Data - Spring 2022				Increased positive survey results, pending baseline data
Chronic Absenteeism CA Dashboard	2019 CA School Dashboard 0% Chronically Absent 2020-2021 Local Data 0 students				Chronically Absenteeism: Maintain 0%
School Facilities CA Dashboard	School Facilities in “Good Repair” per CDE’s Facility Inspection Tool (FIT) Per FIT, facilities are in "good repair"				Facility Inspection tool (FIT) Maintain
State Priority: Pupil Engagement -Middle	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Dropout Rate, does not apply					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Community Service Projects	Involve Students in community service projects to engage and encourage positive school climate.	\$300.00	Yes
2	Field Trips/Assemblies	Involve students in school field trips and assemblies based on Science and Social Science Standards to support and enhance the curriculum.	\$4,500.00	Yes
3	Foster Youth Liaison	Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition to school.	\$0.00	Yes
4	Artist in the Classroom	Contract with Ventura County Arts Council to provide art residencies to support fine arts enrichment in the curriculum.	\$2,500.00	Yes
5	Social Emotional Support Specialist	Contract with Ventura County Office of Education SELPA for SESS to provide classroom lessons and social-emotional counseling services as needed.	\$5,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Goal 3 is a Maintenance Goal, including actions that may be ongoing without significant changes. Santa Clara will track progress on the objective of this goal, maintaining and strengthening family engagement and participation promoting a positive, school climate. (State Priorities: 3)

An explanation of why the LEA has developed this goal.

Based on the analysis of the annual update and stakeholder engagement, SCESD provides a family atmosphere for all students, encouraging and welcoming parent/family participation in school sponsored events and activities. Per stakeholder engagement through the pandemic, the Engagement (State Priority 3) became an area to maintain. Areas of growth will be to create more family events as restrictions open up. These efforts will build on the broad and focus goals on increasing a life, college, and career campus where students and families are engaged and safe.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Participation in School Events	Baseline for 2021-2022 pending				Increased participation, pending baseline data
CA Dashboard	Establish a baseline for parent participation.				Pending
Parent Survey	Baseline for 2021-2022 pending				Increased positive survey results, pending baseline data
CA Dashboard					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Establish a baseline for parent feedback per local survey.				Pending

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Events	Family events scheduled to build school community and a positive school climate.		No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
1.87%	\$10,659

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

Required Descriptions

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

For our unduplicated student group our highest percentage is low-income at 11% with foster youth and English learners both at 0%. Although the numbers are low, all high needs student groups are taken into consideration first. Foster Youth/Homeless Liaison - Although currently SCESD does not have Foster Youth, upon enrollment of a Foster Youth student, the liaison serves to ensure immediate enrollment, smooth transition, and support as needed. The liaison is the caregivers direct link to expanded learning services to increase or improve services to address needs. Funds are principally directed in Goal 1 Action 2 and 4 and Goal 2 Actions 1-5 to students in the subgroups to increase academic achievement by increasing their time and access to intervention/acceleration materials and services and their parents' access to technology. By improving student and parent engagement in the school community, students and parents will increase their understanding of what proficient student achievement is and how to obtain proficiency. Services for students within subgroups will be increased or improved by about 1.87% compared to all students. The expenditures for the subgroups meet or exceed the 1.87% threshold.

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

Santa Clara has 11% unduplicated pupils in the LCFF subgroups. The estimated Supplemental/Concentration funding for 2021-21 school year is \$10,659. The budgeted funds from the Supplemental/Concentration funding sources align with the goals of the LCAP. Actual costs to support Goals 1 and 2 for unduplicated students exceed additional funding for these student subgroups. Funds are to assist in the purchase intervention/acceleration materials and services to pay for services to promote student and parent engagement (Bradshaw 2009). The school will provide access to parents after school hours to use technology. Instructional aides will be used to provide services to unduplicated students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$42,140.00	\$4,500.00		\$31,605.00	\$78,245.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$58,245.00	\$20,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Curriculum Materials		\$3,500.00			\$3,500.00
1	2	English Learners Foster Youth Low Income	Supplementary Materials	\$2,700.00				\$2,700.00
1	3	All	Professional Development		\$1,000.00		\$628.00	\$1,628.00
1	4	English Learners Foster Youth Low Income	Instructional Aides/Intervention Tutor	\$27,140.00			\$30,977.00	\$58,117.00
2	1	English Learners Foster Youth Low Income	Community Service Projects	\$300.00				\$300.00
2	2	English Learners Foster Youth Low Income	Field Trips/Assemblies	\$4,500.00				\$4,500.00
2	3	Foster Youth	Foster Youth Liaison					\$0.00
2	4	English Learners Foster Youth Low Income	Artist in the Classroom	\$2,500.00				\$2,500.00
2	5	English Learners Foster Youth Low Income	Social Emotional Support Specialist	\$5,000.00				\$5,000.00
3	1	All	Family Events					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$42,140.00	\$73,117.00
LEA-wide Total:	\$42,140.00	\$73,117.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Supplementary Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,700.00	\$2,700.00
1	4	Instructional Aides/Intervention Tutor	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$27,140.00	\$58,117.00
2	1	Community Service Projects	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300.00	\$300.00
2	2	Field Trips/Assemblies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,500.00	\$4,500.00
2	3	Foster Youth Liaison	LEA-wide	Foster Youth	All Schools		\$0.00
2	4	Artist in the Classroom	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	\$2,500.00
2	5	Social Emotional Support Specialist	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00

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.