LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: South Fork Union Elementary
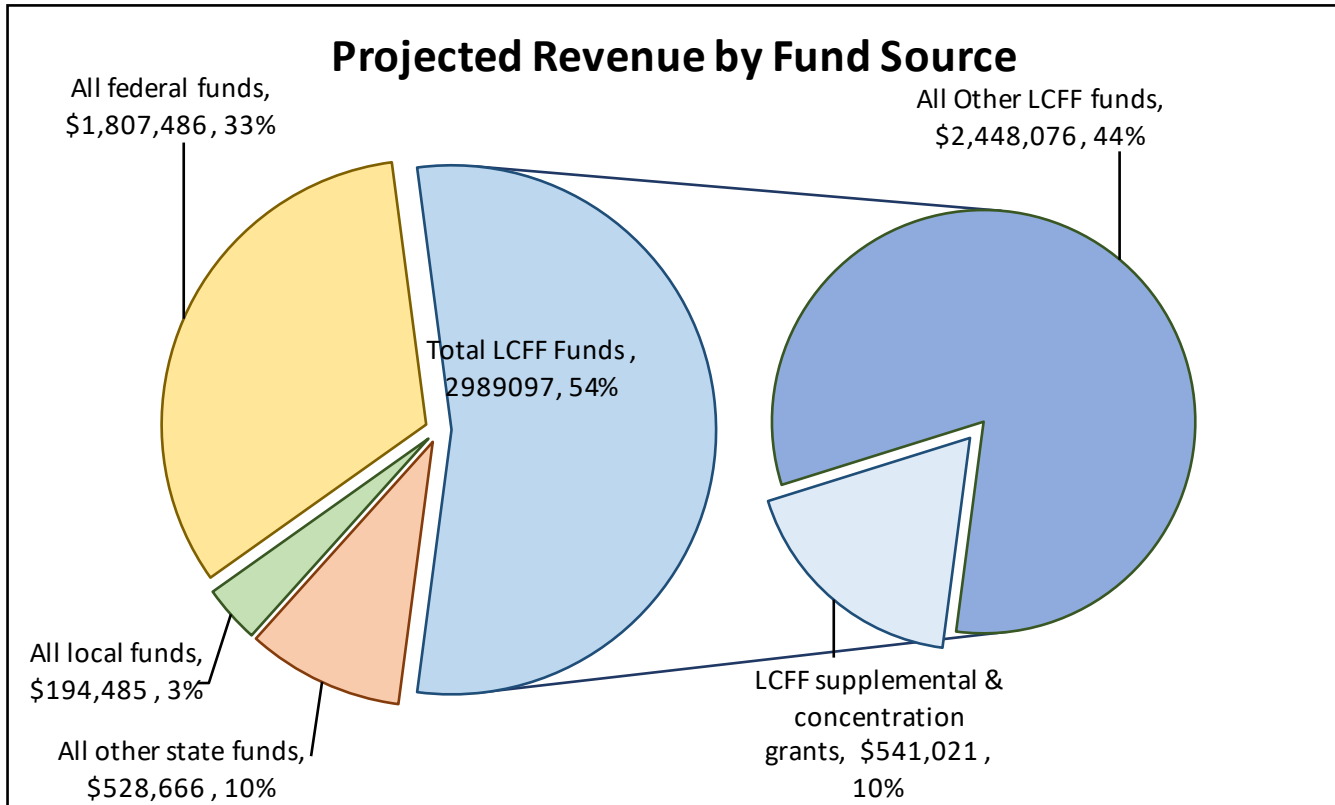
CDS Code: 15-63784

School Year: 2021 – 22

LEA contact information: Kim Kissack, District Superintendent

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $1,807,486, 33%

All Other LCFF funds, $2,448,076, 44%

Total LCFF Funds, 2989097, 54%

All local funds, $194,485, 3%

All other state funds, $528,666, 10%

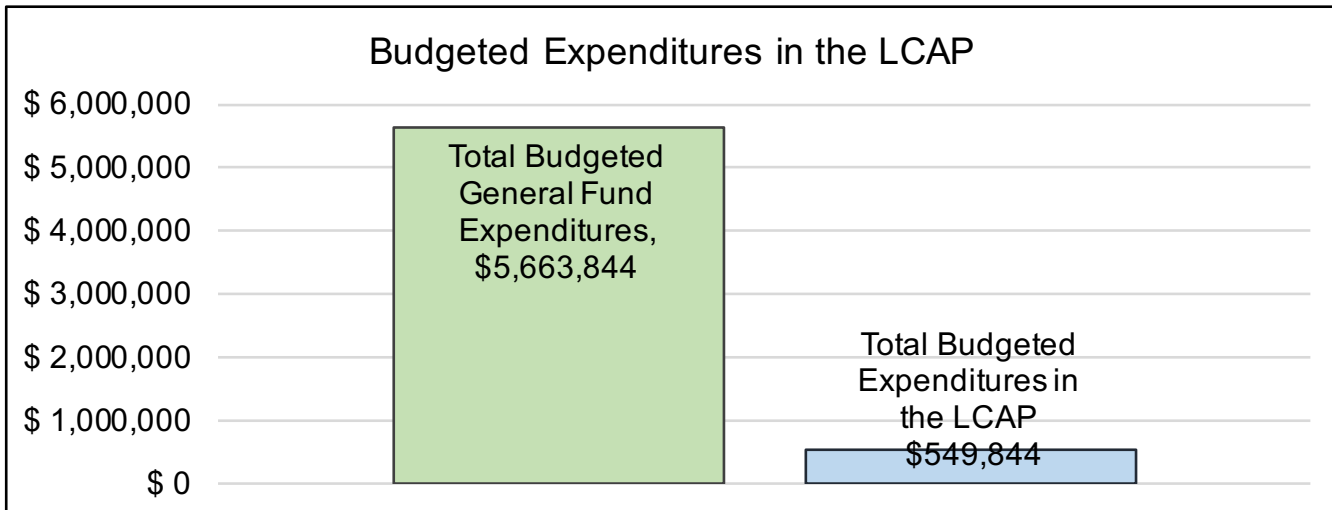LCFF supplemental & concentration grants, $541,021, 10%

This chart shows the total general purpose revenue South Fork Union Elementary expects to receive in the coming year from all sources.

The total revenue projected for South Fork Union Elementary is $5,519,734.22, of which $2,989,097.00 is Local Control Funding Formula (LCFF), $528,665.92 is other state funds, $194,485.00 is local funds, and $1,807,486.30 is federal funds. Of the $2,989,097.00 in LCFF Funds, $541,021.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $5,663,844

Total Budgeted Expenditures in the LCAP $549,844

(Chart y-axis: $ 0, $ 1,000,000, $ 2,000,000, $ 3,000,000, $ 4,000,000, $ 5,000,000, $ 6,000,000)

This chart provides a quick summary of how much South Fork Union Elementary plans to spend for 2021 – 2 It shows how much of the total is tied to planned actions and services in the LCAP.

South Fork Union Elementary plans to spend $5,663,843.79 for the 2021 – 22 school year. Of that amount, $549,844.00 is tied to actions/services in the LCAP and $5,113,999.79 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
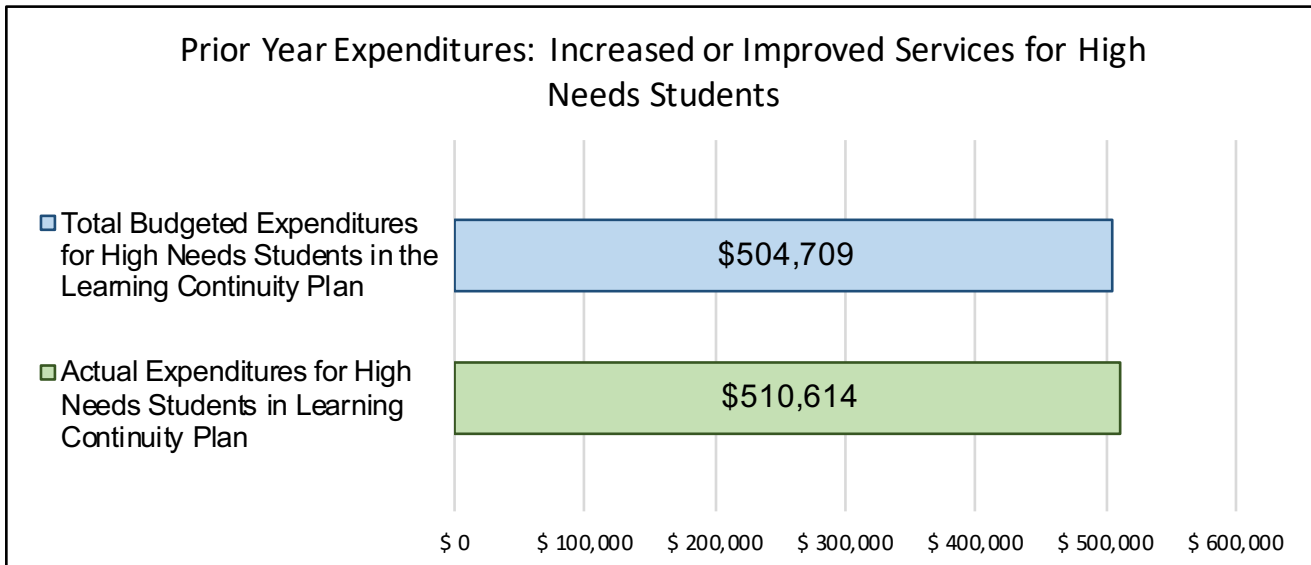
Teaches salaries, paraprofessional salaries, special education services, maintainance and operations, utilitie insurance, school and distirct administration and clerical support.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 Scho Year

In 2021 – 22, South Fork Union Elementary is projecting it will receive $541,021.00 based on the enrollment foster youth, English learner, and low-income students. South Fork Union Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. South Fork Union Elementary plans to spend $542,408.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

□ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan $504,709

□ Actual Expenditures for High Needs Students in Learning Continuity Plan $510,614

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000 $ 600,000

This chart compares what South Fork Union Elementary budgeted last year in the Learning Continuity Plan f
actions and services that contribute to increasing or improving services for high needs students with what
South Fork Union Elementary 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, South Fork Union Elementary's Learning Continuity Plan budgeted $504,709.00 for planned actions to increase or improve services for high needs students. South Fork Union Elementary actually spent $510,614.00 for actions to increase or improve services for high needs students in 2020 – 21.

California Department of Education
January 2021

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
South Fork Union School District	Kim Kissack District Superintendent	kkissack@southforkschool.org 760-378-4000

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

Goal #1 Implement Common Core State Standards to Maintain High Levels of Student achievement and Prepare Students to Learn in a 21st Century Classroom

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic

Priority 2: State Standards

Priority 4: State Assessments

Priority 8: Other Student Outcomes

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
- Maintain 0% of Teachers not fully credentialed - Maintain 100% of Pupils having sufficient access to standards aligned instructional materials - Maintain rating of "good" or better from Fit/SARC 96% of teachers will receive CCSS professional development - The programs offered to all students, particularly our EL student population, enable 100% of students to access the CCSS and the ELD standards for the purpose of gaining academic content knowledge and English Language Proficiency, EL students are provided an additional 30-40 minutes daily of ELD instruction in addition to being provided ELA interventions based on assessment data to meet the individual needs of our El students.	- Maintained 0% of teachers not fully credentialed. - Maintained 100% of pupils having sufficient access to standards aligned materials - Maintained rating of "Good" or better from FIT/SARC - All teachers received CCSS Professional Development - Enabled 100% of student's access to the CCSS and the ELD standards for the purpose of gaining academic content knowledge and English Language Proficiency. EL students were provided an additional 30-40 minutes daily of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students
- CAASPP-ELA-Meet or exceed 3rd grade 39%, 4th grade 37%, 5ht grade 36%, 6th grade 45%, 7th grade 47%, 8th grade 70% - CAASPP Math- Meet or exceed 3rd grade 41%, 4th grade 46%, 5th grade 36%, 6th Grade 45%, 7th grade 64% 8th grade 70% - CAASPP Science Proficient or Advanced 5th grade 50%, 8th grade 60%	NO testing due to COVID-19

Expected	Actual
- ELPAC Assessment Increase from baseline established 2018-2019 1 reclassification - Physical Fitness- 5th grade and 7th grade students. 50% of 5th grade students will be fit in all areas. 40% of 7th graders will be fit in all areas.	0 students assessed during the 2018-2019 according to the 2019 Dashboard 0 Reclassifications - NO testing due to COVID-19
•	•
•	•
•	•
•	•

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

Maintain 2 experienced paraprofessional to meet the needs of our unduplicated students. Delivery of supports in tandem with classroom teacher to ensure students have access and can succeed in the core curriculum and meet expected standards and goals	a. $31,002.36
	b. $9,681.12
	c. Supp/Conc
	  a. Classified Salaries
	  b. Classified Benefits
		a. $31,982.17
		b. $9,212.83
		c. Supp/Conc
		  a. Classified Salaries
		  b. Classified Benefits

Maintain ELPAC Coordinator for testing and communication with teachers results of identified students	a.$787.22 b.$241.83 Supp/Conc a.Classified Salaries b.Classified Benefits	a.$0 b.$0 c. $182.06 Supp/Conc a.Classified Salaries b.Classified Benefits c. Supplies

Offer home instruction and online course for students who need alternative means of education. Teachers will be hired and maintained to support students in a variety of Instructional Learning plans through a specialized classroom that includes home instruction, shortened day, alternative curriculum that aligns with FAPE.	a.$2,100
	b. $442.05
	
	Supp/Conc
	  a. Certificated Salaries
	  b. Certificated Benefits
		a.$1148.76
		b.$223.92
		Supp/Conc
		  a. Certificated Salaries
		  b. Certificated Benefits

Hire and train special and general education staff to work with students with special needs inside the general education classroom. Two additional paraprofessional are need to accomplish this. The majority of our Students with Disabilities are in our unduplicated count. Parents are not able to financially afford services to ease the access to an equitable environment. Delivery of specialized services and supports through in class delivery provide by special education and general education classified staff in tandem with the classroom teacher to ensure that students have access and can succeed in the core curriculum and meet expected standards through services and supports.	a.$32,872.72 b.$10,255.72 Supp/Conc a.Classified Salaries b.Classified Benefits	a.$33,819.59 b.$9,701.69 Supp/Conc a.Classified Salaries b.Classified Benefits
Maintain GATE Coordinator and support identified projects. With a large percentage of students unduplicated the GATE program is an imperative option for those students to gain continuous academic improvement at their accelerated level.	a.$1750 b.$368.36 Supp/Conc a. Certificated Salaries b. Certificated Benefits	a.$1500 b.$292.39 Supp/Conc a. Certificated Salaries b. Certificated Benefits
40 Students to take Summer classes for the month of June. Purchase materials for this program. The Summer Program will be designed to ensure that the unduplicated students of the district have all available resources available to them through the month of June.	a.$500 Supp/Conc a. Supplies	a. $0 Due to the COVID-19 Pandemic no materials for Summer school were purchased
Professional development for paraprofessional. Paraprofessional will attend meetings every other month. Paraprofessionals need time to collaborate and increase collective efficacy for unduplicated student population success. Professional learning will include, Universal Design for Learning, unique strategies for student's form poverty, PBIS, CPI, and classroom management techniques designed to be effective through Trauma Informed Care. These are all issues our unduplicated student groups need to address to find success.	a.$732.28 b.$197 Supp/Conc a. Classified Salaries b. Classified Benefits	a.$883.26 b.$224.92 Supp/Conc a. Classified Salaries b. Classified Benefits
Hire Network Tech Administrator to train teachers and keep networks and devices up to date. Network Tech will maintain, repair and replace electronic devices for students to use with digital based textbook learning. Access to software programs, and assessments. As well as, provide devices to SED students for them to have equitable access to technology.	a.$20,037.30 b.$3,456.68 Supp/Conc a. Classified Salaries b. Classified Benefits	a.$12,783.50 b.$7,373.78 Supp/Conc a. Classified Salaries b. Classified Benefits

Minimum and Early release days once a week, prep time embedded in the schedule by including computer/P.E. component. Smaller class size give teachers the opportunity to focus on developing a student-teacher relationship that fosters increased connectedness between them. This connectedness is many in many of our unduplicated students.	a.$111,517 b.$55,411.29 **Supp/Conc** a. Certificated Salaries b. Certificated Benefits	a.$115,995.60 b.$52,821.06 **Supp/Conc** a. Certificated Salaries b. Certificated Benefits
Instructional Coach will observe classrooms to ensure that CCSS is fully implemented. Instructional Coach will also implement instructional rounds for entire Certificated staff. Instructional Coach will oversee Teacher Collaboration and Professional Development. Teachers need time to collaborate and increase collective efficacy for unduplicated student population success. Professional Learning will include Universal Design for Learning, unique strategies for students from poverty, and classroom management techniques designed to be effective through Trauma Informed Care. These are all issues our unduplicated students groups need to be successful.	a.$3,121 b.$437 **Supp/Conc** a. Certificated Salaries b. Certificated Benefits	a.$2,687.39 b.$523.45 **Supp/Conc** a. Certificated Salaries b. Certificated Benefits
Purchase Technology devices: Teachers 1:1, Update Computer Lab, update Smartboards, Purchase tablets for increased classroom usage. Repair devices as needed. The majority of unduplicated students in our District have learning gaps due to poverty and limited background experiences/knowledge. The improved technology will benefit out unduplicated students.	$ 21,932.65 **Supp/Conc** **Books & Supplies**	$ 12,088.55 **Supp/Conc** **Books & Supplies**
Use assessments on Digital Library and CDE to track progress of students in ELA and Math with CCSS and SBAC assessments. Certificated staff will score assessments. The District's unduplicated students tend to score lower on assessments. The increased practice and feedback will assist those students in achieving at a high level.	a.$1,470 b.$309.46 **Supp/Conc** a. Certificated Salaries b. Certificated Benefits	a.$360 b.$70.17 **Supp/Conc** a. Certificated Salaries b. Certificated Benefits

Summer School for the month of June to increase academic achievement for those unduplicated, at-risk and special education students that are in need of assistance. The majority of unduplicated students in our District have learning gaps due to poverty and limited background experiences/knowledge that can be addressed with increased services and interventions during the Summer.	a.$4,750 b.$942 c.$1,237.94 d.$458.92 **Supp/Conc** **a. Certificated Salaries** **b. Certificated Benefits** **c. Classified Salaries** **d. Classified Benefits**	$ 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.

Action 6- Summer School was not implemented die to the Pandemic. Action 11- Technology expenditures were not fully implemented due to the District utilizing the COVID-19 technology funds. Funds not implemented were utilized to purchase additional technology to support students, families and staff. These devices were used for students to stay in consistent contact with teachers and attend online learning meetings. They also were also extremely useful in the connection between parents and teachers. Parent conferences were conducted via "zoom" meetings as well as, parent and District meetings. Staff was able to stay in contact with each other during Professional learning collaboration time and staff meetings.

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

Due to the COVID-19 Pandemic some actions were difficult if not impossible to implement. The biggest challenge to implementing the actions and services was obviously the Pandemic which shut down our school to in-person learning and transitioned to distance learning. Challenges to overcome to achieve these goals include stakeholder engagement form parents and community members, implementing Standards and electives for our middle school students. Success include the ability to secure the needed technology (Chromebooks & Hot Spots) to provide distance learning. The staff was also very successful in maintaining contact with student and parents during this time. The District was also successful in quickly transitioning to a Distance Learning platform and gaining all

necessary technology to continue student learning in a very timely manner. The District has also been able to maintain safe and clean facilities with a "good" rating. All of our students have access to CCSS aligned curriculum.

Goal 2

Goal #2 Increase Student Engagement and School Connectedness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Improve Attendance Rate to 97%	Improved attendance rate to 96%
Improve Chronic Absenteeism Rate- Currently 13%	Chronic Absenteeism declined 3% to 11.3% per the California State Dashboard (2019)
Middle School Dropout Rate 0%	Middle School Dropout Rate 0% per the California Sate Dashboard (2019)
N/A	N/A
N/A	N/A
Improve Pupil Suspension Rate 1.5%	Pupil Suspension Rate decrease by 0.3% to 1.4% per the California State Dashboard (2019)

Expected	Actual
Maintain Pupil Expulsion Rate 0%	Maintained Pupil Suspension Rate 0% per the California State Dashboard (2019)
LCAP Survey Safety Question 75%	61% of 7th grade students perceived the school as very safe or safe. (California Healthy Kids Survey)
A broad course of study is offered to all students as all core subjects are taught.	A broad course of study was offered to all students as all core subject areas were taught
Programs and services are based on state standards and student needs as indicated by local assessment data.	Programs and services were based on state standards and student needs as indicated by local assessment data.
Programs and services are based on state standards and student needs as indicated by local assessment data based on agreed upon IEP's.	Programs and services were based on state standards and student needs as indicated by local assessment data based on agreed upon IEP's.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Employee PBIS coordinator for at-risk students. Coordinator will counsel students regarding restorative justice and behavior responsibility. Our unduplicated students struggle with behavior in the school setting. This added support will give them opportunities for more support during the school day.	a.$24,719.94 b.$7,672.57 **Supp/Conc** **a. Classified Salaries** **b. Classified Benefits**	a.$25,444.50 b.$7,282.84 **Supp/Conc** **a. Classified Salaries** **b. Classified Benefits**
PBIS lunch time activity leader- Each campus will have an activity leader who will be available and encourage our populations become more physically active to help cut down on obesity and sharpen academic precision.	a.$1,966 b.$603.96 **Supp/Conc** **a. Classified Salaries** **b. Classified Benefits**	a.$1,240.25 b.$241.75 **Supp/Conc** **a. Classified Salaries** **b. Classified Benefits**
Hire a School Psychologist Intern (15%) to help with Special Education assessment, social emotional learning and counseling.	a.$20,116.20 b.$7,517.92 **Supp/Conc** **a. Certificated Salaries** **b. Certificated Benefits**	a.$19,395.82 b.$8,457.08 **Supp/Conc** **a. Certificated Salaries** **b. Certificated Benefits**
Rewards for students and families who achieve 95% school attendance. The implementation of these awards has increased attendance and offered our unduplicated students an incentive to attend on a more regular basis.	$2,500 **Supp/Conc** **Books & Supplies**	$1,594 **Supp/Conc** **Books & Supplies**
Professional Development for all teachers in the areas of CCSS, PBIS and Trauma Informed Care. Utilizing the Rti model- time will be given to teachers to group students. Provided on-going professional development/coaching for C&I leaders and administrators every month from an expert in working with students of poverty utilizing a trainer of trainer's model. C&I leaders will serve as early implementers and provide like information and strategies to staff through district-wide, grade level content-alike through PLC's	$4,000 **Supp/Conc** **Services**	$1,221.99 **Supp/Conc** **Services**

Employ computer/Library assistant to give students access to books of interest and to ensure 21st Century Computer Skills are taught. This is especially critical for our unduplicated students who may not have access to books and computers in their home environment.	a.$16,769.92 b.$5,230.32 **Supp/Conc** **a. Classified Salaries** **b. Classified Benefits**	a.$17,272.71 b.$4,957.18 **Supp/Conc** **a. Classified Salaries** **b. Classified Benefits**
Moved to Goal 1	**0**	**0**

Provide alternative to suspension using after school community services, tutoring and Saturday school.	a.$2,000
	b.$449.05
	c.$508
	d.$200
	Supp/Conc
	   a. Certificated Salaries
	   b. Certificated Benefits
	    c.Classified Salaries
	    d. Classified Benefits
		Salaries $2,018.50
		Benefits $393.45
		Supp/Conc

Provide incentives for students who are in good standing to encourage appropriate behavior leading to fewer suspensions and expulsions, as well as reduce mistreatment of other students. Data on Suspension show that suspensions have decreased from the previous year.	**$4,500** **Supp/Conc** **Books & Supplies**	**$2,336.59** **Supp/Conc** **Books & Supplies**
Vice Principal will continue to provide services of truancy officer, home visits and work with at-risk students. Research shows that unduplicated students are at higher risk of becoming truant.	a.$12,793.08 b.$4,560.74 **Supp/Conc** **a. Certificated Salaries** **b. Certificated Benefits**	a.$17,930 b.$3,490.80 **Supp/Conc** **a. Certificated Salaries** **b. Certificated Benefits**

Provide Crisis Intervention Training or Pro-Act. Additional certificated or classified time for extra pay to be trained in CPI/Pro-Act. Students form poverty have gaps in Social Emotional Learning which effects their behavior.	a.$980 b.$209.32 c.$2121 **Supp/Conc** a.Certificated Salaries b.Benefits c.Supplies/Services	a.$2,018.50 b.$393.45 c.$0 **Supp/Conc** a.Certificated Salaries b.Benefits c.Supplies/Services
Maintain .10 School Nurse to help with student immunizations, referrals to outside agencies, quick checks for student health complaints and home visits when necessary to help facilitate better health and improved attendance. Provide nurse services, home visits, calls to parents, triage services and referrals to mental health and health services. The District RN has provided needed health services and referrals to students in poverty whose parents cannot afford or get referrals in a timely manner. The District RN has also tracked health indicators for data on effectiveness of Physical Education and extra-curricular opportunities for students of poverty.	$11,500 **Supp/Conc** **Services**	$11,528.31 **Supp/Conc** **Services**
Provide transportation to students of poverty through school van and bus when decided by 504, SST, or IEP other than normal route. Provide transportation for sports programs. Unduplicated count students struggle with transportation. District will transport students to and from school and to sports programs, with emphasis on bus stops in neighborhoods where transportation is more assessable. This will allow those unduplicated students an opportunity to participate.	a.$7,991.99 b.$2,494.44 **Supp/Conc** a. Classified Salaries b. Classified Benefits	a.$1,982.49 b.$561.30 **Supp/Conc** a. Classified Salaries b. Classified Benefits
This action has been discontinued for the 2019-202 school year. It will be funded from the ASP program.	0	0
Parent trainings and family nights to cause parents to be more engaged with student's education. In addition, provide refreshments, supplies and child care with a focus on parents of unduplicated students.	$800 **Supp/Conc** **Books & Supplies**	$0 **Supp/Conc** **Books & Supplies**

Employee a School Psychologist to oversee the districts School Psychology Intern. Our data shows that students in our unduplicated count struggle with appropriate behavior at school. The School Psychologist will be able to mentor our school psychologist intern who will be able to address student issues effectively at both school sites.	**$10,000** **Supp/Conc** **Services**	**$9,000** **Supp/Conc** **Services**
Peaceful Playgrounds Program annual supplies. Our data shows that students in our unduplicated count struggle with appropriate behavior at school. The Playground program will be able to address student issues for all students who need help learning to get along and play in a group setting.	**$999** **Supp/Conc** **Books & Supplies**	**$905.54** **Supp/Conc** **Books & Supplies**

Goal Analysis

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

Due to the COVID-19 Pandemic some actions were not expended. Parent /Family nights had to be cancelled, transportation and professional development were also unexpended. Funds that were budgeted were used to support students, teachers and families by providing them with access to the school psychologist and school nurse through distance learning. They were able to continue providing services via phone and zoom throughout the Pandemic. The school nurse was available to families and students to help assess medical needs and provide referrals to those in need. The school psychologist was able to continue counseling students who were struggling with distance learning and provide families support. In addition, the school psychologist was able to continue to assess students for special services when appropriate.

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

The COVID-19 Pandemic created many challenges for implementation of actions. The District was unable to conduct parent/family nights in person due to distance learning. Transportation for IEP's and 504's was also not utilized since these meetings were taking place online. Professional development for staff was postponed due to the Pandemic. Some successes that the district experienced were the continuation of academic and social emotional support to both students and families. The quick response to transition to Distance learning was also a success for the district.

Goal 3

Goal #3 Increase Meaningful Partnerships with South Fork Families and Community Members.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Improve parent input- 25% of parents will attend one of SSC, DAC, PTC, Boosters	Data was not available due to COVID-19 Pandemic. Parent input at the time of school closure was at 21%
Increase participation of parents of unduplicated students- 1st and 2nd Quarter parent conferences to 76%	1st & 2nd quarter parent conferences participation (88%) was higher than expected and completed online due to Pandemic.
100% of parents will attend IEP's and 504's	100% of parents attended IEP's and 504's.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Purchase and support. Maintain software and associated expenses to increase communication with parents through parent portal web page, calendar, social media, blackboard, etc. with a focus on parents of unduplicated students	$3,600 Supp/Conc Services	$4,370 Supp/Conc Services
Quarterly infomercials through social media and newsletters with a focus on involving the parent of unduplicated students.	$2,000 Supp/Conc Supplies & Services	$2,021.38 Supp/Conc Supplies & Services
Provide refreshments and child care with a focus on parents of unduplicated students at DAC meetings, SSC, LCAP meetings and other parent education nights. Parents of unduplicated students have difficulty attending meetings because of the cost or availability of child care. Providing food during the meetings makes it more appealing for parents to attend and give valuable information to guide the LCAP in addressing the needs of unduplicated students.	$2,000 Supp/Conc Services & Supplies	$694.82 Supp/Conc Services & Supplies

Goal Analysis

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

Due to the COVID-19 Pandemic and school shut down the District was unable to expend the funding for Providing refreshments and child care for those unduplicated students. Additional purchases in this area were used to maintain software and increase communication with parents and families. Infomercials were very import during this time to stay in contact with parents.

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

The District's greatest challenge came from having to shut down in the Spring of 2020. Our students also missed the academics and activities provided through the After School Program and Summer School. The District was able to reopen until October 2020 on a shortened day schedule. We once again closed at the end of November 2020 through mid-February 2021. Our greatest success was our quick shift to distance learning and the use of technology. Our paraprofessionals were supportive of the teachers and students.

They were able to successfully work with students during intervention on the online platform. Out School Psychologist/Counselor was able to continue meeting with students via "zoom" and phone calls to provide support for those students without interruption.

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
Action #1 Personal Protective Equipment (masks, face shields, gowns, gloves, desk shields)	$22,500	0	Y
Action #2- Cleaning Equipment and Supplies	$6,000	0	Y
Action #3- Training for Social Emotional Learning will increase staff understanding and implementation.	$4,000	$4,084	Y
Action #4- Student Assessments (SBAC Scoring) SBAC scores will be used to monitor student progress and limit student learning loss.	$1,500	$3,165	Y
Action #5 School Nurse will work with staff, students and families to ensure the health and safety of students while on campus. She will help coordinate with Kern County Public Health in regards to COVID-19 tracking and tracing.	$15,000	$17,804	Y
Action #6 School Psychologist will consult and collaborate with school personnel and families to promote a school environment responsive to the needs of students. The school psychologist will provide individual, group, and family counseling sessions.	$25,000	$33,006.16	Y

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.

Action #1 & #2 were covered with COVID-19 funding, thus freeing up this funding to be utilized for additional School Psychology and School Nurse supports for students and families. This change was made in a District Advisory meeting April 20, 2021, with all stakeholder groups represented.

Analysis of In-Person Instructional Offerings

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

The District was able to return to in-person learning in October 2020 on a School waiver approved by the State and local county health department. Unfortunately, a surge in cases, caused the district to close form Thanksgiving break through February 11, 2021. In person instruction resumed on February 12 and remained open through the end of the school year. It was a challenge for the district to provide internet accessibility to some areas due to cell service not being available for hot spots. The district was able to provide written packets, hotspots, phone calls, and Wi-Fi connections in the school parking lots for additional support for those students unable to return to campus.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action #1 Library Media Tech will assist with technology support and offer online interventions to students.	$23,700	$23,628.90	Y
Action #2 Technology Coordinator will provide technology support to staff, students and families to fully implement Distance Learning. He will also monitor the educational technology and safety/firewall protections, regarding technology.	$54,000	$61,650.55	Y
Action #3 Technology updates, Chromebooks, software, Promethean, hotspots, internet connectivity to ensure full access to and participation in Distance Learning.	$70,000	$71,627.79	Y
Action #4 Consumable supplies for Distance Learning	$1,000	$1,141.85	Y
Action #5 Parent Engagement Conferences/Meetings	$2,000	$2,000	Y
Action #6 Parent communication System & Support	$7,700	$5,196.53	Y

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.

Action #5 & #6 had lower expenditures that planned due to the COVID-19 Pandemic. Parent engagement of Conferences and meetings were held online. The district was unable to provide food and day care to expend these resources.

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.

SFUSD experienced successes utilizing the district adopted curriculum in all instructional areas throughout the year to ensure pupils have access regardless of delivery methods. In addition, staff utilized Google Classroom platform consistently throughout the year to further contribute to continuity. Lessons were provided with a mix of synchronous and asynchronous time during modified/ hybrid and distance learning. A challenge to offering continuity of instruction was the professional development required to learn the platform and have teachers proficient in a relatively short period of time. Concerns of access to devices were quickly resolved, by the district's ability to purchase over three hundred Chromebooks. Connectivity was resolved with the exemption of a few students who live in outlying areas and did not have access to cell phone services to utilize a hotspot. These students had all action access to Wi-Fi in the parking lots of the school campus, 24 hours a day.

When in transition between in-person instruction and distance learning, teachers used multiple platforms including, Google Classroom, Class Dojo, Google meets, phone calls, and individual conferences. Teachers received professional development for Distance learning in order to quickly adapt to the online platform. In order to ensure pupil participation, the teachers and support staff took daily attendance and reached out to students that were not in attendance to find out how the school can best support their learning. Adhering to the State requirements for documentation of attendance was challenging for the district and teachers, the added documentation required made this task more time consuming. Attendance was taken in the Schoolwise program. Teachers documented student engagement and assigned a time value to work on a weekly basis. The documentation was turned in weekly to the Principal so that administrative support staff can help address lack of engagement, attendance and progress in a timely manner, including those with unique needs. Staff roles and responsibilities were challenging in the beginning, however with professional development and guidance, the staff quickly and successfully transitioned to new guidelines. Challenges for staff included the increased need for professional development in the areas of technology, working from home (late working ours, interruptions) and online platforms. Successes include the smooth implementation to distance learning and the positive feedback form parents regarding the distance learning platform.

Students with unique needs and those requiring support were support through school nurse, special education and school psychologist, while challenging at times, the district considers this a success, and was able to ensure needs were met appropriately. Challenges in this area were; providing one on one special education times, conducting needed assessments by the school psychologist and school

nurse and monitoring our diabetic students without physical contact. The district considers success in these areas, by the support of parents and willingness to allow for online meeting and communications with both the school nurse, school psychologist and special education teacher and staff.

Local data was used to determine the efficiency of the platform and ease of use, thus the decision to utilize Google classroom was made. Teachers and students were surveyed on needed supports to help the District make decisions on the priority of resources. Engagement was analyzed by administration to provide the support for students as prompt as possible.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action #13 Intervention Teachers (additional support) to support students and staff with smaller class size and appropriate social distancing requirements.	$133,000	$133,229.58	Y
Action #14- Intervention Paraprofessionals will implement interventions and support students who have been identified as at risk of learning loss.	$98,209	$109,800	Y
Action #15- Gate coordinator will provide instruction to mitigate learning loss.	$2,200	$2,303.60	N
Action #16- Academic Instructional Coach will collaborate with teaching staff to ensure academic content and scope and sequence.	$5,100	$4,100	Y

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.

All actions were followed related to pupil learning loss. Action #2 was over budget due to the increase in paraprofessional time needed to address student learning loss. The academic instructional coach was not fully expended due to limited time and challenges with scheduling conflicts.

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.

With the closure form March-Jun 2020 and August –October 2020, November 2020-Febraury 2021, the South Fork Union School District continues to assess learning loss and accelerate learning progress for students on a regular basis. Administration continues to collect date on student learning by conducting classroom visits both virtually and in-person. Administration ensured that paraprofessional and other support staff are assisted with opportunities to help small groups of students who needed additional support. It was challenging for teachers and students to transition from in-school to distance learning so many times during the last year. The district was fortunate to end the final months of school in person daily for 90% of students. This ensured that those students and those who remained distanced- were able to receive additional academic support during this time. The district data shows learning loss in many students, this will continue to be a priority in the coming year and has been addressed in the LCAP for 2021-22.

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.

SFUSD supported the mental health and social and emotional well-being of our students and staff by utilizing the expertise of our School Psychologist and School Nurse. In coordination with school and district administration, they provided supports to students and families experiencing traumas due to the COVID-19 Pandemic. They offered further assistance to students and families struggling with school attendance and participation, including home visits. Other supports offered were: school meal delivery, food, counseling, referrals to outside agencies, immunization or medical referrals. Outreach services continued for those students who did not return to in-person when offered. Social Emotional learning supports were interwoven in daily lessons by teachers and support staff. It was challenging to fully address students' needs without having the opportunity to meet in person to assess student demeanor when discussing sensitive topics.

The staff was trained in Social-Emotional learning, PBIS supports, Mandated Reporter, Suicide Prevention, and Trauma informed care. Support staff was trained in Crisis Prevention and Intervention, aggression replacement and Parent project.

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.

The district established an outreach team to engage with students who have been absent from online classes, not returned work, or have not picked up food distribution on a regular basis. Teachers were tasks with daily check-ins with students and parents, when there was no contact for three consecutive days the teacher forwarded the names to administration. The teams meet and assigned a member with the task of contacting the student and families. The team met weekly to collaborate and monitor student engagement and concerns. The outreach team conducted home visits providing food, curriculum and any other needed supports. These families continued to be monitored by the team for at least three weeks. Spanish families were contacted using a bilingual aide when necessary. Using our existing tools and social media platforms we were able to inform, engage and train parents in supporting their students both academically and socially. Every attempt was made to reach families in English and Spanish, when students were not meeting learning and attendance standards, not engaged in instruction or were at risk of learning loss. All truancy guidelines were followed during distance learning.

Analysis of School Nutrition

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

The SFUSD Food Service department utilized waivers provided by the USDA to feed students in non-congregated settings, allowing meals to be brought home and consumed when students were participating in hybrid or distance learning. Grab n go meals were set up for parent pick up at the school campus. State and local data guided decisions made during this time to best serve our unduplicated student population. This was a very challenging time for Nutrition staff to have the time each day to put together the food in proper packaging and have them ready in a timely manner. The nutrition program was ultimately successful due to the collaboration with teachers, paraprofessionals and classified staff all providing support to this program. Families were picking up meals for a five- day period on Wednesday's using this process. This enabled parents who work to have better access to receiving meals. The decision to change the delivery mode to five day meals was based on a parent survey, which exposed their request to have food for longer periods of time in order to decrease driving the amount of driving for our parents who live in our rural areas. Staff was also surveyed on the

delivery on pack pick up to accommodate their daily teaching schedules. It was demeaned necessary to have one day weekly when families could pick up all needed items for the week. This proved to be successful based on the number of meals that were distributed weekly. When many students returned to in-person learning students received their meals in-person following proper hygiene and social distancing requirements. Those students who remained on distance learning continued to pick up meals on Wednesdays for the week.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action #17 Pupil Engagement and Outreach	Transportation of meals, academics, home visits, cohorting. (van)	$ 13,000	$ 11,381.49	Y
Action #18 Pupil Engagement and Outreach	Saturday school/ Additional Intervention (Personnel) & Supplies (Distance Learning if Needed)	$11,500	$0	Y
Action #19 Pupil Engagement and Outreach	Summer School – Teacher/Para (Personnel) & Supplies (Distance Learning if Needed	$11,500	$28,995.03	

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.

Some funds were redistributed at the district level resulting in more cost than estimated and in other cases less. Also, other site-level substantive differences of actual expenditures were under budget and many low or no-cost solutions were taken advantage of in order to provide students with all goal outcomes. The money not expended was used when able to support distance learning when and where possible related to each action.

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.

Many lessons were learned from the COVID-19 Pandemic that will be carried through our 2021-24 LCAP. The need for additional technology access and focus on Learning loss will be in the forefront. The current LCAP goals focus on these two areas. The SFUSD has prioritized our low income, foster youth, homeless and English Language Learners during COVID and will continue to do so in the future. Access for these students to Chromebooks, Internet, tutoring to help assist with learning loss, access to mental health, social supports are being prioritized for these and all students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs. Learning loss will continue to be addressed in the 2012-24 LCAP using data from Local and State assessments. A large focus of this LCAP will be on mitigating the learning loss due to the Pandemic. Learning loss will be addressed using individual and group tutoring, additional intervention curriculum. Quarterly assessments will drive instruction for pupils with unique needs.

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

Descriptions of services that have been implemented to address the increased and improved services of students with unique needs have been included in all of the annual update sections. The actions and services identified as contributing towards the meeting the increase or improved services requirement and the actions and services implemented as described and intended. Some funds were redistributed resulting in, more cost than estimated and in some cases less.

Action #1 and #2 were paid utilizing COVID-19 funding, these monies were moved and utilized, with approval form the LCAP committee, in the area of technology to enhance and improve technology for unduplicated students. In addition, the funding that was dedicated to Saturday was moved to help fund our Summer Program to increase and improve services for those suffering learning loss and those most at risk.

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 analysis and reflection on student outcomes in the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan informed the development of the 2021-2024 LCAP, specifically in the following areas: Providing all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become lifelong learners. Promoting safe and healthy environments with special attention to the mental health needs of our students. The continuance of providing all needed academic and counseling efforts. Technology gap and creating equal opportunities for all students in both home and school environments. A continued focus on professional development and collaboration around teachers best practice in order to increase student achievement. The South Fork Union School District State and local data showed that the district is making progress towards meeting the goals through implemented actions. Student achievement is slowly increasing and will continue to with added interventions being offered.

Attendance in 2019-2020 did increase, but did not meet the needed goal of 97%. The long term goal is our districts ultimate responsibility for all our students to be engaged and connected. The metrics and actions chosen will provide opportunities to build positive relationships, develop an understanding of the unique needs of student groups and develop an approach that embraces relevant prospective for all students. According got the to the California Dashboard and local data, the districts attendance rate for the 2018-2019 was 95.94% and the rate for the 2020-2021 was 93.56%. The California dashboard data showed that students had approximately one year of learning loss. The district will continue to address these needs and build off the previous year's academic data. (2018-2019) **English Language Arts**: Yellow 29.8 points below standard, increased by 7.1 points. Subgroups reported: Socioeconomically disadvantaged: Orange 45.8 points below standard- maintained 1.8 points, white: yellow. **Mathematics:** Yellow 46.8 points below standard, increased by 11.2 points. Subgroups reported: Socioeconomically disadvantaged 63.1 below standard, maintained 3.5 points. Local nutritional data shows the average daily meal distribution was over 270, during distance learning. The district transportation delivered meals to bus stops and to homes to support our unduplicated families. The data and stakeholder input has informed our current goals and action in the 2012-2024 LCAP.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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.

Actions/Services

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.

Analysis of In-Person Instructional Offerings

- 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.

Analysis of the Distance Learning Program

- 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.

Analysis of Pupil Learning Loss

- 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.

California Department of Education
January 2021

Local Control and 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
South Fork Union School District	Kim Kissack Superintendent	kkissack@southforkschool.org (760)378-4000

Plan Summary [2021-22]

General Information

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

South Fork Union School District vision is "A community united in creating life-long learners to improve our future through education". The district is committed to developing and maintaining a positive and safe learning environment with a challenging and meaningful curriculum, which will motivate students to learn and develop the knowledge and skills to prepare them for the future.

Our school is a K-8 elementary school with a rich rural history that is located in Weldon, California. Today, the demographics of our community are changing and the student population at our school reflects this change. Current enrollment at our school is 291. The latest demographic information released from the California Department of Education is as follows: 71.5% White (Not Hispanic), 16% Hispanic/Latino, 3% American Indian/Alaska Native, 1% Asian, 6.5% Multiple Races, 2% Decline to State and 3% are English Language Learners. Of our total population, 75% are considered low-income students, as determined by free and reduced price lunch statics. Our current unduplicated percentage is 75%. We are very proud of the unique programs we offer. We provide a safe environment that encourages academic excellence and social responsibility through a standards based technologically enhanced curriculum that is supported by parents, staff and community. Our school refuses to underestimate our students. We know that all our students are capable of achieving at high levels of proficiency. One of our greatest assets is our dedicated and talented staff. We meet regularly to analyze data with the sole purpose of driving instruction to meet the needs of each child. Grade level teams collaborate and share best practice strategies and we have focused professional development throughout the year to support the adopted curriculum and 21st Century Learning. Most importantly, our teachers and staff take responsibility for each and every student that attends our school.

Reflections: Successes

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

Educational equity means that every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, language, ethnicity, disability, family background and/or family income. We are pleased at the successes from the 2019 Dashboard include: Decline in Chronic Absenteeism by 3%, Decline in Suspensions by .03%, English Language Arts Increased 7.1 point and Mathematics increased by 11.5 points. The district has seen increases in Reading scores on the SFA reading inventory of more than 1 grade level in 80% of 1st-3rd grade students. The district will continue with Multi-Tier Systems of Support with initiatives such as, attendance recognition awards for students with perfect attendance, home visits to families that are not in attendance, work with staff and families on the issues relating to absenteeism.

Our district remains committed to maintaining a safe school where students can be academically successful. We have implemented Positive Behavior Intervention and Supports and Social Emotional learning. The district will employee a full time school psychologist/counselor to assist with Social Emotional learning and related issues. We will continue to implement the Success for All reading intervention program this year and add iReady math. We will continue to monitor students' progress through local measures and state assessments.

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.

The CA State assessments were not given in 2019-20 school year due to the COVID-19 Pandemic, so the latest data point we have to determine areas of need is the 2018-19 administration. We will be starting a new baseline with the 2020-21 assessment. This baseline will be used to show learning loss with the Summative data from Spring 2021.

Based on the 2019 Dashboard, In the area of English Language Arts, Socioeconomically disadvantaged students scored in the Orange, white the "all student" group is in the Yellow performance level. The "all student" group scored 29.8 points below standard, with an increase from the prior year of 7.1 points. In the area of Mathematics, Socioeconomically disadvantaged students scored in the Yellow performance level. With the "all student" group scoring in the yellow performance level. In the area of "al students" scored 47.1 points below standard, with an increase from the prior year of 11.2 points.

After reviewing the preliminary scores in English Language Arts and Mathematics from the Spring of 2021, it is clear that students have experienced learning loss due to the pandemic. In addition, chronic absenteeism was up from the previous year, with student engaged score by stakeholders as students being less engaged due to the Pandemic and Distance Learning.

Beginning in the 2021 school year we will gather data from iReady reading and math to help drive instruction and address student's needs. We realize attendance will continue to be a priority due to the year of Distance Learning and those students who may still not be comfortable with in-person learning. Social Emotional learning and academic learning loss will continue to be a priority through this LCAP cycle.

After data analysis was completed by stakeholders, we have identified areas of need that will be the focus in the actions to improve student access and opportunity gaps. Area of need were identified as academics, social emotional learning and additional support. The district plans to provide intensive professional development in the EL teaching strategies, learning loss mitigation and Universal Design for Learning. The district will continue to implement the state adopted Mathematics curriculum (Pearson) which aligns with the CAASPP and continue to offer the Smarter Balance interim assessments. The district will also offer afterschool intervention and supports through the ELO grant to all students interested in attending.

Local data indicated an 95% increase in the number of student devices being utilized during Learning. The district purchased 300 new student devices, additional bandwidth and improvement to utilize new forms of technology district wide. The district Technology Coordinator was an intricate part of keeping the technology up to date and working properly.

LCAP Highlights

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

The 2021-2024 LCAP will focus on meeting the needs of our unduplicated population. Due to the COVID-19 Pandemic the district is seeing learning gaps in many students. Based on district priorities, a review of student achievement data results and the California State Dashboard, we have focused on supports and resources to remove barriers for our English Language Learners, Low-income and Foster youth. The district will focus on academic learning gaps, social emotional learning and Positive Behavior Interventions and Supports. The LCAP supports include school nursing services and social emotional counselors, Multi-tiered Systems of support including intervention supports and materials, and increased parent/guardian communications and engagement opportunities. The LCAP also emphasizes opportunities to close achievement gaps by providing equitable access to programs such as Summer School and daily intervention and tutoring.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

South Fork Union School District continued with a multi-pronged approach to engage stakeholders, including parents, teachers, community, pupils, principals, South Fork Teachers Association, California Service Employees Association (CSEA), Classified management/Confidential management and Kern County SELPA through a range of actions. Each of these groups contributes, through their dedication and work to the success of the students in our district. A district advisory group gathered input from all stakeholder groups and contributed to the development of the goals, actions and priorities of this LCAP.

All district parents/ guardians, staff and students were given the opportunity to respond through the California Healthy Kids survey and represented on the District advisory committee. Representative on the District advisory committee gathered suggestions of how the school could ensure that all students are successful academically, physically, and social emotionally. These responses guide the areas of focus, suggest needed supports for students, especially those with the greatest need.

LCAP/District Advisory Meeting dates: January 21,2021, February 11,2021, May 4,2021, May 13, 2021 (SELPA), May 17, 2021

The Superintendent/Principal will respond to questions and comments at a public hearing on the Draft LCAP at the June 17th board meeting. The draft LCAP will then be presented to the Board for approval on June 24th, 2021.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder feedback included the request for after school programs including cultural events, tutoring, art, sports. The most requested area of support was additional counseling services for students and social emotional support. Academic Interventions and additional staffing to reduce class size was a common theme from all stakeholder groups. Additional Technology for students and staff was also seen as a priority.

Parent Consultation: The district reviewed metric data and progress towards meeting goals and action steps with multiple advisory groups. The district also conducted a parent survey for input into the 2021-2024 goals and action steps, but received minimal responses. The district held a public comment period at the June board meeting to solicit more input and have some input. The parent input was that the goals should remain the same and academic progress should remain the priority. Additional interventions were also requested. The parents felt that the district was in need of more mental health support for their students and were happy with the full time school psychologist/counselor. The district also reviewed LCAP goals and actions 3 times throughout the year, at DAC, School site council and will add the Parent Teacher Club for all future years. Input for the 2021-2024 LCAP goals and action steps were also solicited.

Certificated and Classified Staff Consultation: The district reviewed data and progress towards goals and action steps with staff leadership and advisory groups. A staff survey was conducted for input into the goals and action steps. The staff agreed to keep the goals the same with some recommendations for changes in the actions steps. The staff felt we needed added counseling, nurse services and social emotional learning to support our students. Additional time was added to the School Psychologist/Counselor and School Nurse in actions in

Goal #2 Action #2 & #3. In addition, there was a consensus that smaller class size and additional intervention was needed. Goal #1 Action #8.

Community Consultation: LCAP Goals and Action Steps as well as Budget were shared at the June 2021 public hearing. Progress towards goals has been shared at least quarterly at board meetings. Any and all questions were addressed at the public hearing.

SELPA Consultation: SELPA consultation was conducted, we ensured that all students have access to Common Core Standards and Materials as well as highly qualified staff. The Special Education plan was reviewed and determined that all actions and goals were being implemented properly.

CSEA/SFUTA Consultation: The District included representatives from each bargaining unit on the LCAP committee, the stakeholder input was reviewed. Both bargaining units want to make sure the district is providing teacher support, interventions for student learning loss (Goal #1 Action #2 & 3), social emotional learning (Goal #2 Action #2), counseling (Goal #2 Action #2) and needed technology (Goal #1 Action #5 & #6). Additionally, they would like to see lower class sizes (Goal #1 Action #8) and more Paraprofessional support (Goal #1 Action #9).

Administration Consultation: The Administration team was consulted and reviewed stakeholder input data, local and State data to determine the areas of common concern and focus. These areas corresponded to all other groups with a focus on student interventions, class size reduction, additional counseling services and technology.

District Advisory (DAC) Consultation: District advisory reviewed data and progress towards goals and action steps. The team reviewed stakeholder input, surveys, local data, and State data. The district advisory felt it necessary to add additional mental health supports, teacher training, additional interventions to address learning loss and support our students and families. The team agreed that we needed to adopt and implement additional SEL curriculum to support students.

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

Input from stakeholders clearly align with the district mission to create lifelong learners. The input form stakeholders confirmed the LCAP goals and action items in the following ways:

Parent Consultation: The district reviewed metric data and progress towards meeting goals and action steps with multiple advisory groups. The district also conducted a parent survey for input into the 2021-2024 goals and action steps, but received minimal responses. The district held a public comment period at the June board meeting to solicit more input and have some input. The parent input was that the goals should remain the same and academic progress should remain the priority (Goal #1 Action #1 & #2). Additional interventions were also

requested (Goal #1 Action #8 & #9). The parents felt that the district was in need of more mental health supports (Goal #2 Action #1 & #2) for their students and were happy with the full time school psychologist/counselor (Goal #2 Action #3).

Certificated and Classified Staff Consultation: The district reviewed data and progress towards goals and action steps with staff leadership and advisory groups. A staff survey was conducted for input into the goals and action steps. The staff agreed to keep the goals the same with some recommendations for changes in the actions steps. The staff felt we needed added counseling (Goal #2 Action #3), nurse services(Goal #2 Action #2) and social emotional learning to support our students(Goal #2 Action #2). Additional time was added to the School Psychologist/Counselor and School Nurse in actions in Goal #2 Action #2 & #3. In addition, there was a consensus that smaller class size and additional intervention was needed (Goal #1 Action #8).

Community Consultation: LCAP Goals and Action Steps as well as Budget were shared at the June 2021 public hearing. Progress towards goals has been shared at least quarterly at board meetings. Any and all questions were addressed at the public hearing.

SELPA Consultation: SELPA consultation was conducted, we ensured that all students have access to Common Core Standards and Materials as well as highly qualified staff. The Special Education plan was reviewed and determined that all actions and goals were being implemented properly.

CSEA/SFUTA Consultation: The District included representatives from each bargaining unit on the LCAP committee, the stakeholder input was reviewed. Both bargaining units want to make sure the district is providing teacher support, interventions for student learning loss (Goal #1 Action #2 & 3), social emotional learning (Goal #2 Action #2), counseling (Goal #2 Action #2) and needed technology (Goal #1 Action #5 & #6). Additionally, they would like to see lower class sizes (Goal #1 Action #8) and more Paraprofessional support (Goal #1 Action #9).

Administration Consultation: The Administration team was consulted and reviewed stakeholder input data, local and State data to determine the areas of common concern and focus. These areas corresponded to all other groups with a focus on student interventions (Goal #1 Action, class size reduction (Goal #1 Action #8), additional counseling services (Goal #2 Action #2) and technology (Goal #1 Action #2 & Action #5).

District Advisory (DAC) Consultation: District advisory reviewed data and progress towards goals and action steps. The team reviewed stakeholder input, surveys, local data, and State data. The district advisory felt it necessary to add additional mental health supports Goal #2 Action #1 & #2), teacher trainings (Goal #1 Action #10), additional interventions to address learning loss and support our students and families (Goal # 1 Action #9 & Action #9). The team agreed that we needed to adopt and implement additional SEL curriculum to support students (Goal #2 Action #1).

Stakeholder input contributed to the actions developed in goals 2 and 3 and the addition of goal 4 to the LCAP. Goal two added 3 and a half hours to the attendance clerk position to coordinate with school principals and secretaries with providing additional home visits and support to students and families chronically absent and truant. In the past, parent support and trainings were generally offered during scheduled family nights, conferences, and back to school. Stakeholder surveys indicated a need to provide devoted trainings and support to assist

parents/guardians with student achievement, motivation, social-emotional support, math and general homework help. A family and community engagement liaison was created to provide additional outreach to students and their families and to be a resource and bridge school to home. The family and community engagement liaison will connect students and their families with parent/guardian trainings, social support through the District's family resource center, community resources, and school resources.

Goals and Actions

Goal

Goal #	Description
1	Implement Common Core Standards to Maintain High Levels of Student Achievement by providing highly qualified teachers, implementing CCSS and preparing students to learn in the 21st Century Classroom.

An explanation of why the LEA has developed this goal.

The LCAP is a three-year plan that describes goals, actions, services and expenditures to support positive student outcomes that address State and local priorities. The LCAP provides an opportunity for our district to share our story of the programs that best meet our local needs. It is designed to be the accountability and communication between the district and stakeholders. The plan consists of three areas of focus: Conditions of Learning, Pupil Outcomes, and Engagement. Each area combined covers eight priorities required to be addressed resulting in access for all students. The Local COntrol Accountability Plan (LCAP) sole purpose is to address discrepancies in the performance of other peer groups, by allocating additional supplemental funds to strategic actions that support unduplicated students in improving or increasing services to meet their needs. District students who are "at-risk" of not meeting state performance standards may also be included in this plan. Goal 1 is designed to address four of the eight state priorities in order to improve and address the unique needs of our student population.

The district continues to struggle to maintain highly qualified teachers. The teacher shortage has resulted in employment of PIP's and STIPS's. Teachers not fully credentialed need mentoring and assistance to ensure successful student achievement. The California State Standards require students to be proficient with technology and learn through various technological-cased programs. Student devices and technical support services need to be enhanced for student proficiency.

Based on the 2019 Dashboard, in the area of English Language Arts, Socioeconomically disadvantaged students scored in the Orange, while the All Student group is in the Yellow Performance level. The "all student" group scored 29.8 points below standard with an increase from the prior year of 7.1 points. In the area of Mathematics, Socioeconomically disadvantaged students scored in the Orange performance level. With "all student" groups scoring in the Yellow performance level. In the area of "all students' ' scored 47.1 points below standard, with an increase from the prior year of 11.2 points.

The district plans to effectively implement CCSS by ensuring teachers are supported through mentoring and additional support staff. Students will be prepared to learn in the 21st century classroom by providing them with extended learning opportunities and using the formative assessment process to ensure students are prepared to demonstrate 21st century skills and knowledge. The metrics included in this goal will be used to measure our progress towards this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 (a) Basic Services- Teachers appropriately assigned and fully credentialed for assignment	From the Cal Sas reporting 100% of teachers are fully credentialed and assigned appropriately.				From Cal Sas 100% of teachers are fully credentialed and assigned appropriately.
Priority 1 (b) Pupils have sufficient access to standards aligned instructional materials	From the California School Dashboard Local Indicators Self-Reflection tool: 100% Of students have access to standards aligned materials.				From the California School Dashboard Local Indicators Self-Reflection tool: 100% Of students have access to standards aligned materials.
Priority 1 (c) School facilities maintained and in good repair.	Maintain Rating on FIT/SARC- of "Good" or better				Maintain a rating of "Good" or better from FIT/SARC
Priority 2 (a) Implementation of California Academic and Performance Standards.	From the California Dashboard Local Indicators self-reflection tool, survey data reflects 100% of teachers received Professional Development in CCSS. Classroom observations show that the CCSS are substantially				From the California Dashboard Local Indicators self-reflection tool, survey data reflects 100% of teachers received Professional Development in CCSS. Classroom observations show that the CCSS full implementation and

	implemented into ELA/ELD and Math instruction.				sustainability ELA/ELD and Math instruction.
Priority 2 (b): Programs/Services that enable English Learners access to CCSS and ELD standards for academic content and English language proficiency.	Based on a review of daily schedules and lesson plans, 100% of EL students are provided an additional 30-40 minutes of daily Designated ELD instruction and Integrated ELD instructional support during content instruction.				100% of EL students are provided an additional 30-40 minutes of daily Designated ELD instruction and Integrated ELD instructional support during content instruction based on a review of daily schedules and lesson plans.
Priority 4(a): Student Achievement State Assessments-CA Dashboard	(2018-19 data) **English Language Arts:** Yellow 29.8 points below standard. Increased by 7.1 points. **Subgroups reported:** Socioeconomically Disadvantaged: Orange 45.8 points below standard- maintained 1.8 points. **Mathematics:** Yellow- 46.8 points below standard,				**English Language Arts:** 10 or fewer points below standard. **Subgroups reported:** Socioeconomically Disadvantaged: 10 or fewer points below standard **Mathematics:** 20 or fewer points below standard, **Subgroups reported:** Socioeconomically disadvantaged 30 or

	Increased 11.2 points. **Subgroups reported:** Socioeconomically disadvantaged 63.1 below standard, maintained 3.5 points **CAST:** **2018-2019** 5th Grade- 7.89% Met standard 8th Grade- 28.57% Met or exceeded Standard **Subgroups Reported:** Socioeconomically disadvantaged- 5th grade-0% 8th grade-13.33% Data from: caaspp-elcap.cde.ca.gov				fewer points below standard. **CAST:** **2023-2024** 5th Grade- 50% Met standard 8th Grade- 50% Met **Subgroups Reported:** Socioeconomically disadvantaged- 5th grade-30% 8th grade-40% Data from: caaspp-elcap.cde.ca.gov
Priority 4(b) Percent of students completing a-g	N/A/				N/A
Priority 4 c Percent of students completing CTE	N/A				N/A

Priority 4 (d) Percent of students completing both B and C.	N/A				N/A
Priority 4 (e) Percent of EL pupils making progress toward English Proficiency	The 2018-2019 ELPAC data shows that 0% of our EL students made progress toward English Proficiency No students were assessed.				ELPAC data will show by 2023-2024 that 10% or higher of our EL students made progress toward English Proficiency
Priority 4 (f) EL reclassification rate	Local data reflects that the districts redesignation rate for 2019-2020 was 0%				Local data will reflect a redesignation rate for 2023-2023 of 10% or higher
Priority 4 (g) Percent passing AP exam	N/A				N/A
Priority 4 (h) Percent of pupils who demonstrate college preparedness on EAP	N/A				N/A
Priority 8: Other Student Outcomes	(2018-19 data) 30% of 5th grade students were Fit in all areas of the Physical Fitness Test 52% of 7th grader students were Fit in all areas of the Physical Fitness test.				50% of 5th graders will be Fit in all areas of the Physical Fitness test. 72% of 7th graders will be Fit in all areas of the Physical Fitness Test.

Actions

Action #	Title	Description	Total Funds	Contributing
#1	Reading Intervention Program Professional Development & Materials	Success for All reading will be utilized to increase students' reading ability. Small groups of students will be grouped according to level and provided intensive reading intervention using the Success for All program with focused attention to students who are English Learners, Low Income, Foster Youth and or unhoused. Students will be monitored on a quarterly basis, with the goal of all students reaching grade level.	$ 17,000	Yes
#2	iReady Math Computer Based Program	iReady Math will be implemented to increase student success in the area of Mathematics with focused attention to students who are English Learners, Low Income, Foster Youth and or unhoused. This program is standards based and offers data for teachers and staff to monitor student progress.	$ 6,000	Yes
#3	Staff for Scoring of Assessment	Certificated Teachers will hand score the summative assessments in preparation for the CAASPP. This will offer all at risk students an opportunity to improve assessment protocols and standards. The District's unduplicated students tend to score lower on these assessments. The increased practice and feedback will assist those students in achieving at a higher level.	$ 1509.12	Yes
#4	Retain Library Media Technology Staff	Maintain Library/ Technology staff to meet the needs of "at-risk" student's. Providing additional resources to those students who may not have access in their home environment with focused attention to students who are English Learners, Low Income, Foster Youth and or unhoused.	$26,993.00	Yes
#5	Retain Technology Administrator & Support Staff	Maintain Network Technology Administrator to train teachers and students, as well as, keep network and devices updated. Network technicians will maintain, repair and replace electronic devices for students to use with digital based textbook learning, access to software programs and assessments with focused attention to students who are English Learners, Low Income, Foster Youth and or unhoused. Many unduplicated students have limited access to technology at home, this position assists with maintaining hotspots and Chromebooks.	$57,710.38	Yes

#6	Technology Supplies	Increase and Improve technology by purchasing technology devices, updating computer labs, smartboards and tablets with focused attention to students who are English Learners, Low Income, Foster Youth and or unhoused. Repair devices as needed. The majority of unduplicated students in our district have learning gaps due to poverty and limited background experience/ knowledge.	$67,599.71	Yes
#7	Additional Science Consumables	Additional materials need to support Science Curriculum and assist students with Next Generation Science Standards with focused attention to students who are English Learners, Low Income, Foster Youth and or unhoused.	$1,000	Yes
#8	Retain Intervention Teachers	Additional teachers will be utilized to lower class sizes and provide additional interventions for those "at-risk" students with focused attention to students who are English Learners, Low Income, Foster Youth and or unhoused.	$146,638.92	Yes
#9	Retain Intervention Paraprofessionals	Intervention Paraprofessionals will implement interventions and support those students who have been identified as at risk of learning loss with focused attention to students who are English Learners, Low Income, Foster Youth and or unhoused.	$110,472.92	Yes
#10	Retain Academic Coach & Coordinator	Instructional Academic coaches will observe classrooms to ensure that CCSS is fully implemented. Instructional coaches will also implement instructional rounds for Certificated staff, teacher collaboration and professional development with focused attention to students who are English Learners, Low Income, Foster Youth and or unhoused. Teachers need time to collaborate and increase collective efficacy for unduplicated student population success.	$7,435.83	No
#11	Saturday School Staffing	Saturday school will be provided to unduplicated students who are experiencing learning loss or absenteeism in order to help them make academic progress and make up for absences. With focused attention to students who are English Learners, Low Income, Foster Youth and or unhoused.	$10,516.20	Yes
#12	Summer School Staffing	Summer school will be provided to unduplicated and at-risk students that are in need of academic assistance. The majority of unduplicated students in our district have learning gaps due to poverty and limited	$8,915.27	Yes

		background experience/knowledge that can be addressed with increased services and interventions during the Summer.		

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.

Goal

Goal #	Description
2	Increase Student Engagement and School Connectedness through meaningful partnerships with families and community members.

An explanation of why the LEA has developed this goal.

School attendance and chronic absenteeism has been a determining factor in student academic performance. The COVID-19 Pandemic has caused additional learning loss for our unduplicated students (low-income, foster youth and English language learners) who have either 1 missed online or in-person instruction due to illness or other family concerns during this time. The district will continue to encourage more parent participation in District advisory, School Site Council and Parent Teacher Club. Parents of unduplicated students are underrepresented in these parent meetings.

The long term goal is our district's ultimate responsibility for all our students to be engaged and connected. The metrics and actions chosen will provide opportunities to build positive relationships, develop an understanding of the unique needs of student groups and develop an approach that embraces a relevant perspective for all students. Ongoing data collections will provide opportunities to adjust and refine the actions as needed in order to serve the intended student groups.

Measuring and Reporting Results

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

Priority 3 (a): Parent Involvement efforts to seek parent input for making decisions and for the district and school site.	Local data: 4 Parent input meetings throughout the year. (Attendance of 10% of the district parents- SED parents 5%) 2 Parent trainings. (Attendance of 0% of district parents, SED parents 0%) District Hosted at least 1 family event per semester at each site. (Attendance of 0% of district parents, SED 0% This data is monitored and calculated based on parent sign in sheets. Parent LCAP Surveys: 50% parent participation, SED: 40% parent participation				Local data will reflect: 4 Parent input meetings throughout the year. (Attendance of 20% of the district parents- SED parents 10%) 2 Parent trainings. (Attendance of 20% of district parents, SED parents 10%) District Hosted at least 1 family event per semester at each site. (Attendance of 20% of district parents, SED 10% This data will be monitored and calculated based on parent sign in sheets. Parent LCAP Surveys: 70% parent participation SED: 60% parent participation
Priority 3 (a): Efforts to seek parent input for making decisions for district and school sites.	Local Data will reflect District sustained Parent Participation on School Site Council, Parent Teacher Club and other parent centered events. (5%				Local Data will reflect District sustained Parent Participation on School Site Council, Parent Teacher Club and other parent centered events.

	Parent sign in sheets SED 2%)				(20% Parent sign in sheets, SED 10%)
Priority 3 (b): How district promotes participation of parents for unduplicated pupils	Local data will reflect participation of unduplicated students at district held Fall and Spring Parent Conferences as well as one Parent training per semester. 0% Baseline				Local data will reflect participation of unduplicated students at district held Fall and Spring Parent Conferences as well as one Parent training per semester. 75%
Priority 3 (c): How district promotes participation of parents for pupils with exceptional needs.	Local data reflects that in 2020-2021 the district had 100% parent participation in pupil IEP's.				Local data will reflect that in 2023-2024 the district had 100% parent participation in pupil IEP's.
Priority 5 (a) School Attendance Rates	According to the Cal Pad P2 report and Local Data, the Districts Attendance Rate for 2018-2019 was: 95.94% and Rate for 2020-2021 93.56%				According to the Cal Pads P2 report and Local Data, the Districts Attendance Rate for 2023-2024 will be 97%

Priority 5 (b) Chronic Absenteeism Rate	According to the California State Dashboard the District's Chronic Absenteeism Rate in 2018-2019 was 11.3%				According to the California State Dashboard the District's Chronic Absenteeism Rate for 2023-2024 will be less than 10%.
Priority 5 c: Middle School Drop- out Rate	According to Data Quest, the middle school drop out rate was 0% in 2018-2019.				According to Data Quest the District will maintain an 0% dropout rate for 2023-2024.
Priority 5 (d): High School Dropout Rates	N/A				N/A
Priority5 (e) High School Graduation Rate	N/A				N/A
Priority 6 (a): Pupil Suspension Rate	According to the California Dashboard, the District's Suspension Rate for 2018-2019 was 1.4%				According to the California Dashboard, the District's Suspension Rate will Improve to less than 1% for 2023-2024
Priority 6 (b): Pupil Expulsion Rate	Cal Pad's data report reflects that the District's Expulsion Rate for 2018-2019 was 0%				Cal Pad's data report will reflect that the District's Expulsion Rate for 2023-2024 will maintain 0%

Priority 6 c: Other Local Measure on sense of safety and school connectedness	California Health Kids Data reflects: School Safety results- total average 83% (2019) (2021) 75% Parents feel that School is Safe for Students 98%(2019) (2021) 70% Students feel safe at school 62% (2019) (2021) 92% Staff feel that school is safe 88% (2019) (2021) 63%				California Health Kids Data 2023-2024 will reflect: School Safety results- total average 85% Parents feel that School is Safe for Students 85% Students feel safe at school 90% Staff feel that school is safe 85%
Priority 7 (a): Extent to which pupils have access to and are enrolled in a broad course of study.	Review of master schedules reflect 100 % of students have access to and are enrolled in a broad course of study.				Review of master schedules for 2023-2024 will reflect 100 % of students have access to and are enrolled in a broad course of study.
Priority 7 (b): Extent to which students have access to and are enrolled in programs/services for unduplicated students.	A review of Designated and Integrated ELD implementation, multi-tiered systems of support, and extended learning opportunities indicate 100% of unduplicated pupils receive targeted				In 2023-2024 a review of Designated and Integrated ELD implementation, multi-tiered systems of support, and extended learning opportunities will indicate 100% of unduplicated pupils receive targeted

	intervention and support.				intervention and support.
Priority 7 (c): Extent to which students have access to and are enrolled in programs/services for students with exceptional needs	A review of IEP implementation indicates 100% of students with disabilities receive access to programs and are provided required services.				In 2023-2024 a review of IEP implementation will indicate 100% of students with disabilities receive access to programs and are provided required services.

Actions

Action #	Title	Description	Total Funds	Contributing
#1	Purchase Curriculum for Social Emotional Learning	Social Emotional wellness of students is a priority in the district especially with the year of COIVD-19. Students from poverty tend to have gaps in Social Emotional learning which affect their behavior. The district will purchase Social Emotional Curriculum to assist students in this area with focused attention to students who are English Learners, Low Income, Foster Youth and or unhoused.	$ 4,000.00	Yes
#2	Retain School Nurse	Maintain a school nurse to help with immunizations, referrals to outside agencies, quick checks for student health complaints and home visits when necessary to help facilitate better health and improved attendance with focused attention to students who are English Learners, Low Income, Foster Youth and or unhoused. Prepare referral to mental health providers and needed health services to students in poverty whose parents cannot afford or get referred in a timely manner. The district Health RN has also tracked health indicators for data on effectiveness of Physical education and extracurricular opportunities for students of poverty. In addition, the district has an increased number of students suffering from diabetes who need to be monitored closely.	$ 36,089.90	Yes

#3	Retain School Psychologist & Counselor	Maintain a School Psychologist/Counselor to provide intervention and social emotional learning to students who are experiencing trauma or behavior problems with focused attention to students who are English Learners, Low Income, Foster Youth and or unhoused. The district School Psychologist will oversee the Curriculum for Social Emotional learning.	$ 26,024.90	Yes
#4	Parent Engagement, Conferences & Meetings Supplies	Parent training, conferences and family nights to encourage parent engagement in student's education. In addition, the district will provide refreshments, supplies and child care with a focus on parents of with focused attention to students who are English Learners, Low Income, Foster Youth and or unhoused.	$2,000.00	Yes
#5	Parent Communications System	Purchase and support/maintain software and associated expenses to increase communication with parent portal web page, calendar social media, Blackboard, with focused attention to students who are English Learners, Low Income, Foster Youth and or unhoused..	$7,700.00	Yes
#6	Transportation cost for Home visits	Provide transportation to students and families of poverty through the school van and bus other than the normal bus routes. Conduct home visits with School nurse and School Psychologist to increase family participation and meet needs of students with focused attention to students who are English Learners, Low Income, Foster Youth and or unhoused. .	$11,776.93	Yes

Goal Analysis [LCAP Year]

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
22.96%	$541,021.00

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.

In 2020, student enrollment in the South Fork Elementary Union School District program is 75% unduplicated. Unduplicated students are identified as socioeconomically disadvantaged, as English Language Learners, or as Foster Youth. The district is increasing or improving services for its unduplicated pupils by removing barriers they may be experiencing, supporting a positive social and emotional well-being, providing a safe and positive learning environment, and providing the necessary supports to help unduplicated pupils increase academic performance levels in order to be prepared for high school.

The district has assessed the needs, conditions, and circumstances of its unduplicated pupils and have determined the following:
- Based on the 2019 Dashboard,
  - In the area of English Language Arts, Socioeconomically disadvantaged students scored in the Orange, while the "all student" group is in the Yellow performance level. The "all student" group scored 29.8 points below standard, with an increase from the prior year of 7 .1 points. Socioeconomically disadvantaged students scored 45.8 points below standard, maintaining 1.8 points from the previous year.
  - In the area of Mathematics, Socioeconomically disadvantaged students scored 63.7 points below standard, increasing 2.9 points from the previous year and receiving a Yellow performance level. The "all student" group received a yellow performance level, scoring 47.1 points below standard, with an increase from the prior year of 11.2 points.
- Based on the 2018-19 CA Science Assessment results,
  - 7.89 % of the "all student" group in 5th grade met/exceeded standards, while 0% of Low-income students met or exceeded standards.
  - 28.57 % of the "all student group" in 8th grade met or exceeded standards, while 13.33% of Low-income students met or exceeded standards.

In response to the identified performance gaps, the following actions are being provided to the entire school district, but are principally directed towards unduplicated pupils. Each action includes how it is principally directed towards and effective in meeting the district's goals for its unduplicated pupils.

Goal 1- The district plans to effectively implement CCSS by ensuring teachers are supported through mentoring and additional support staff. Students will be prepared to learn in the 21st century classroom by providing them with extended learning opportunities and using the formative

assessment process to ensure students are prepared to demonstrate 21st century skills and knowledge. The metrics included in this goal will be used to measure our progress towards this goal.

Actions 1 & 2: Additional Reading Intervention and iReady Math are both in addition to our district-wide curriculum and designed to close the performance gap demonstrated between all students and low-income students in the areas of Math and Reading. Assessments indicated a need for intervention courses focused on improving outcomes for Low-Income students.

Action 3 focuses on grades 3-8 who are assessed using the CAASPP. It is important for all students, especially unduplicated who are showing a performance gap to have additional practice and feedback on formative assessments. This action ensures Low-income students receive timely feedback that is critical to success on summative assessments.

Actions 4-6 are all technology-related actions that stem from an analysis of the stakeholder input both currently and during past years. With increasing emphasis on technology over the past year, these actions are imperative to keeping strong academic offerings to all students with an emphasis on English Language Learners, Low- income and Foster youth. Many of these families do not have access to quality computers and connections to be successful in the distance learning environment or accessing educational resources during in-person instruction. The district has prioritized technology to ensure equitable access to proper equipment and connections in order to help improve academic achievement.

Actions 7 includes additional materials to advance the Next Generation Science Standards and improve the Science understanding of Low-income students, who may not have access to science concepts outside of school, and who are currently underperforming compared to the "all student" group.

Actions 8-10 provide additional staffing to improve interventions for unduplicated pupils and address performance gaps currently evident between low-income students and the "all student" group.

Action 11-12 are additional academic times of Saturday School and Summer School, giving students the opportunity to get additional academic and social-emotional interventions. This action supports the lack of familial resources often available to our low-income students outside of school.

We believe the described actions in Goal 1 will support increased academic achievement among our unduplicated pupils as described in the metrics for Goal 1

Actions 1-6 and 8-12 are being carried over from the 2019-20 LCAP and have been determined to be effective.

California Dashboard Data 2017:

English Language Arts- Socioeconomically Disadvantaged 43.1 points below standard (Yellow), Increase of 16.5 points.

Mathematics- Socioeconomically Disadvantaged 68.1 below standard (Orange), Maintained 1.3 points.

California Dashboard Data 2018:

English Language Arts- Socioeconomically Disadvantaged 47.6 points below standard (Orange), Declined 4.5 points.

Mathematics- Socioeconomically Disadvantaged 66.6 below standard (Orange), Maintained 1.5 points.

California Dashboard Data 2019:

English Language Arts- Socioeconomically Disadvantaged 45.8 points below standard (Orange), Maintained 1.8 points.

Mathematics- Socioeconomically Disadvantaged 63.7 points below standard (Orange), Maintained 2.9 points.

The data above shows that the district was able to either maintain or increase the performance of our unduplicated students over the last three year period. Continuing to implement the LCAP goals is determined to be the best action to increase and improve services to the targeted student groups.

Goal 2- Increase Student Engagement and School Connectedness through meaningful partnerships with families and community members.

The district has assessed the needs, conditions, and circumstances of its unduplicated pupils and have determined the following:
- Based on the 2019 Dashboard,
  - In the area of suspension, the "all student" group has a suspension rate of 1.4% with a performance color of green, while the socioeconomically disadvantaged group has a 2% suspension rate and a performance color of yellow.
  - In the area of chronic absenteeism, the "all student" group has a chronic absenteeism rate of 11.3% while the socioeconomically disadvantaged student group has a chronic absenteeism rate of 13.5%.

In response to the identified performance gaps, the following actions are being provided to the entire school district, but are principally directed towards unduplicated pupils. Each action includes how it is principally directed towards and effective in meeting the district's goals for its unduplicated pupils.

Action 1- Purchase Curriculum for Social Emotional Learning. Social Emotional wellness of students is a priority in the district especially with the year of COVID-19. Students from poverty tend to have gaps in Social Emotional learning which affect their behavior. The district will purchase Social Emotional Curriculum to assist students in this area with focused attention to students who are English Learners, Low Income, Foster Youth and or unhoused.

Action 2- Retain School Nurse. Maintain a school nurse to help with immunizations, referrals to outside agencies, quick checks for student health complaints and home visits when necessary to help facilitate better health and improved attendance with focused attention to students who are English Learners, Low Income, Foster Youth and or unhoused. Prepare referral to mental health providers and needed health services to students in poverty whose parents cannot afford or get referred in a timely manner. The district Health RN has also tracked health indicators for data on effectiveness of Physical education and extracurricular opportunities for students of poverty. In addition, the district has an increased number of students suffering from diabetes who need to be monitored closely.

Action 3- Retain School Psychologist & Counselor. Maintain a School Psychologist/Counselor to provide intervention and social emotional learning to students who are experiencing trauma or behavior problems with focused attention to students who are English Learners, Low Income, Foster Youth and or unhoused. The district School Psychologist will oversee the Curriculum for Social Emotional learning. Students from poverty, foster youth and English Language learners have the greatest need for social emotional learning and counseling services. This goal will add this service to those identified students.

Action 4- Parent Engagement, Conferences & Meetings. Supply parent training, conferences and family nights to encourage parent engagement in a student's education. The district's students of poverty, foster youth and English Language learners tend to be under-represented at conferences and meetings. Parent nights will bring needed information and training to parents most in need. The district will encourage those groups by using this goal to include these parents and ensure they are represented. In addition, the district will provide refreshments, supplies and child care with a focus on parents of with focused attention to students who are English Learners, Low Income, Foster Youth and or unhoused.

Action 5- Parent Communications System. Purchase and support/maintain software and associated expenses to increase communication with parent portal web page, calendar social media, Blackboard, with focused attention to students who are English Learners, Low Income, Foster Youth and or unhoused. The district will continue this goal with our unduplicated students in mind. Ensuring that they receive all notifications regarding the school and their students progress.

Action 6- Transportation cost for Home visits. Provide transportation to students and families of poverty through the school van and bus other than the normal bus routes. Conduct home visits with School nurse and School Psychologist to increase family participation and meet needs of students with focused attention to students who are English Learners, Low Income, Foster Youth and or unhoused. Our low income, foster youth and English language learners tend to have the greatest need for home visits due to their limited access to reliable transportation.

We believe the described actions in Goal 2 will support increased parent engagement, will we believe will improve attendance and suspension rates among our unduplicated pupils as described in the metrics for Goal 2.

Actions 2, 3, 4, and 6 are being carried over from 2019 LCAP. These actions have been determined to be effective based on the following data. Suspension rates for socioeconomically disadvantaged pupils have decreased from 6.7% in 2017 to 2% in 2019. Chronic absenteeism among socioeconomically disadvantaged pupils also decreased 3.2% from 2018-2019.

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

South Fork Union School District will use funds to improve student growth, achievement and learning that principally meets the needs of low-income, English learners, and Foster youth at our school site. All expenditures must be approved through the district office and conform to LCAP intent of benefiting unduplicated students. Student enrollment at SFUSD is 75% unduplicated.

Unduplicated students are identified as socioeconomically disadvantaged, as English Language Learners, or as Foster Youth. The district wide goal is to ensure educational equity for all students. Funding is being used to remove educational barriers, provide support for students' social and emotional well-being, provide a safe learning environment and increase student performance.

Total Expenditures Table

Totals		LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals		$ 549,844	$ -	$ -	$ -	549,844	$ 432,306	$ 117,537

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Reading Intervention- Success for All	English Learners, F	$ 17,500	$ -			$ 17,500
1	2	iReady Math	English Learners, F	$ 6,000	$ -	$ -		$ 6,000
1	3	Staff for Scoring Assessments	English Learners, F	$ 1,509				$ 1,509
1	4	Library Media Tech	English Learners, F	$ 26,993				$ 26,993
1	5	Technology Support	English Learners, F	$ 57,710				$ 57,710
1	6	Technology Supplies	English Learners, F	$ 67,560				$ 67,560
1	7	Science Consumables	English Learners, F	$ 1,000				$ 1,000
1	8	Intervention Teachers	English Learners, F	$ 146,640				$ 146,640
1	9	Intervention Paraprofessionals	English Learners, F	$ 110,473				$ 110,473
1	10	Academic Coach & Coordinator	English Learners, F	$ 7,436				$ 7,436
1	11	Saturday School	English Learners, F	$ 10,516				$ 10,516
1	12	Summer School	English Learners, F	$ 8,915				$ 8,915
2	1	Social Emotional Learning Curriculum	English Learners, F	$ 4,000				$ 4,000
2	2	School Nurse	English Learners, F	$ 36,090				$ 36,090
2	3	School Psychologist/Counselor	English Learners, F	$ 26,025				$ 26,025
2	4	Parent Engagement Conferences & Meetin	English Learners, F	$ 2,000				$ 2,000
2	5	Parent Communication System	English Learners, F	$ 7,700				$ 7,700
2	6	Transportation for Home Visits	English Learners, F	$ 11,777				$ 11,777
								$ -
								$ -
								$ -
								$ -
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Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 542,408	$ 542,408
LEA-wide Total:	$ 540,899	$ 540,899
Limited Total:	$ -	$ -
Schoolwide Total:	$ 1,509	$ 1,509

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Reading Intervention- Success for All	LEA-wide	All	All	$ 17,500	$ 17,500
1	3	Staff for Scoring Assessments	Schoolwide	All	All	$ 1,509	$ 1,509
1	4	Library Media Tech	LEA-wide	All	All	$ 26,993	$ 26,993
1	5	Technology Support	LEA-wide	All	All	$ 57,710	$ 57,710
1	6	Technology Supplies	LEA-wide	All	All	$ 67,560	$ 67,560
1	7	Science Consumables	LEA-wide	All	All	$ 1,000	$ 1,000
1	8	Intervention Teachers	LEA-wide	All	All	$ 146,640	$ 146,640
1	9	Intervention Paraprofessionals	LEA-wide	All	All	$ 110,473	$ 110,473
1	10	Academic Coach & Coordinator	LEA-wide		All	$ 7,436	$ 7,436
1	11	Saturday School	LEA-wide	All	All	$ 10,516	$ 10,516
1	12	Summer School	LEA-wide	All	All	$ 8,915	$ 8,915
2	1	Social Emotional Learning Curriculum	LEA-wide	All	All	$ 4,000	$ 4,000
2	2	School Nurse	LEA-wide	All	All	$ 36,090	$ 36,090
2	3	School Psychologist/Counselor	LEA-wide	All	All	$ 26,025	$ 26,025
2	4	Parent Engagement Conferences & Meeting	LEA-wide	All	All	$ 2,000	$ 2,000
2	5	Parent Communication System	LEA-wide	All	All	$ 7,700	$ 7,700
2	6	Transportation for Home Visits	LEA-wide	All	All	$ 11,777	$ 11,777
						$	-
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Instructions

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:

  o 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)).

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

    - **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:

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

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

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

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

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

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

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