



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sunol Glen Elementary School District	Molleen Barnes Superintendent/Principal	mbarnes@sunol.k12.ca.us (925) 862-2026

Plan Summary [2021-22]

General Information

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

Our Town
Located in the heart of the Bay Area, the town of Sunol ranks amongst the best places to live in the San Francisco Bay Area. The community of Sunol has an estimated population of 850 residents and is located adjacent to the intersection of Interstate 680 and Niles Canyon Road. Most of the residents of the community live on Kilcare Road, which winds north up Kilcare Canyon along Sinbad Creek. It is a beautiful, unique, isolated, unincorporated rural area complete with its own post office. The Pleasanton Ridge forms a line of hills above Sunol to the northeast. The remaining residents of Sunol live on eighty-four square miles of rural land surrounding this beautiful, small community.

Our District and Students

Sunol Glen Unified School District (the one school-site district) was established as an elementary school district in 1925 and became a unified school district through special legislation in 1987. Sunol Glen School educates students Pre-kindergarten through eighth grade, on a modified-traditional calendar system. We served 262 students during the 2020-2021 school year. 35.3% of our students are White, 15.1% are Hispanic/Latino, 26% are Asian, 1% are Black/African American, 1% are Native Hawaiian/Pacific Islander, 1% are Filipino, 20.9% are two or more races/ethnicities, 5 % are socioeconomically disadvantaged, and 4.7% are English Learners. Our school ranks amongst the top rated schools in the area with a student-teacher ratio of 21 to 1 and 87% of students achieving proficiency in math and 82% in reading.

How We Serve Our Students

Sunol Glen's staff, students, and parents make up an exemplary community of learners. The educational programs offered at the school are tailored to meet the needs of our changing society. The community is so small that the school/district serves as the heart of the community and is an integral center for many community activities. The school is utilized regularly with such activities as Scouts, 4H, Local Drama performances and for all school and community meetings. Our school district's base population is not large enough to support this one-site school district; therefore, we rely on students from other districts to support our student base, much the same as a private school. Thus, we think of our school as "A Private Public School". Eighty percent of our students are on inter-district transfers from surrounding school districts, whose parents drive them to and from school each day because of their commitment and trust that their students are receiving a superior education at Sunol Glen. Our graduating students, from Sunol, attend high school at Foothill High School in the Pleasanton Unified School District. Our unique, one-site district and the students who flourish here, benefit from academic excellence in a safe, nurturing environment. Our school district creates a prestigious, ambitious, and safe environment where children thrive and become academically, socially and emotionally successful. Our school/district motto is "Every Student, Every Lesson, Every Day"; we are dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

Our Mission

Our vision/mission statement is: Sunol Glen Unified School District believes in a holistic approach to education promoting life-long learning in an accepting environment where students demonstrate academic excellence and a commitment to their community.

Reflections: Successes

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

On March 16, 2020, Sunol Glen, along with schools throughout the entire state of California, engaged in an Emergency Shut-Down due to the COVID 19 Global Pandemic. Since the closure of the school building, our teachers had to shift and learn how to teach in different ways which has been a rewarding yet challenging experience. It has allowed teachers to try new forms of teaching lessons through online resources and learning platforms. The district had to pivot from 'school and learning as we know it', to a new type of learning that we called 'Distance Learning' (DL) where teachers taught from their own homes and students engaged in learning from their own homes. The Sunol Glen staff had to move from "teaching as we know" to "teaching virtually online". This was a monumental and unprecedented undertaking; and yet our staff, students and families rose to that challenge. Upon entering the new school year, 2020-2021, we were still facing COVID 19

surges that thus caused our district to remain in Distance Learning for the onset of the school year. As the year has progressed, our teachers have provided ongoing assessments of their students performance and progress in all curricular areas including English Language Arts, Math, Social Studies and Science. Successes have been many in that our students have done an amazing job at continuing to learn despite being in a virtual setting for the predominance of the school year. Students have continued to progress in their Reading, Math, Science and Social Studies knowledge.

Due to the COVID-19 pandemic, the state has suspended testing on state standards for the 2020-21 school year. We have therefore had to rely on feedback from our teachers and parents as well as student performance on class assessments to gauge our academic successes. Our teachers have reported that approximately 80% of our students are performing at or above grade level in Math and Language Arts. This data is derived from student achievement on assignments and weekly assessments. We consider this to be our greatest success especially given the global learning loss that has occurred due to distance learning.

Our facilities and infrastructure have been maintained in excellent condition following all regulatory protocols. Our annual inspection revealed no exceptions. Our students, teachers and parents all reported feeling safe enough to allow for a hybrid reopening late in the 2020-21 school year. 60% of our students chose to participate in the hybrid schedule. Our informal surveys of families choosing to opt out of the hybrid schedule indicate the families have full confidence in the cleanliness of our facilities and the soundness of our safety protocols. We count this as our success for it is our goal to ensure parents, teachers, staff and students all feel safe and secure on campus.

Our internet infrastructure proved very robust during this extremely trying time. Our connectivity issues were less than 5% monthly and we were able to resolve the issues within an hour of being reported. Our students and teachers had uninterrupted access to the internet allowing for uninterrupted learning. This reflects itself in the achievements of our students identified above.

To ensure the continued academic success of our students we plan to continue weekly assessments in the 2021-22 school year. This will help identify areas of need and therefore timely intervention so that our students do not fall behind. We plan to continue soliciting input from our parents so we can address any concerns they may have in a timely manner. As we navigate the uncharted territory that has become the new school year, we will draw upon information from all sources - parents, community, teachers, students, staff, and leverage this information for successful outcomes for our students. Our 2021-22 LCAP goals and actions are reflective of this strategy.

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.

School reopening amidst a global health crisis is an incredibly complex issue. At Sunol Glen, working with our staff, our parents and our community, we have spent months drawing up plans, studying guidance, surveying stakeholders, to reopen safely and equitably. By investing in protocols and infrastructure, and of course, prioritizing getting teachers vaccinated, we have minimized risks enough for everyone – teachers, students, parents, and staff– to trust being back in a classroom.

According to our Dashboard, we do not have any students in the Red and Orange. As of the last available data per the Dashboard, our students were performing well above state standards in both Language Arts and Math. One area of needed improvement, that has been identified through local District assessments, by our teachers, consistently in all grades (TK-8) is writing. The assessment data is showing that students are able to progress in reading and on math concepts. However, writing skills have suffered. Digital meetings and home schooling cannot replace the writing instruction that takes place in the classroom with professional teachers. We learned that writing skills do

not develop on their own. Students need consistent practice and close follow-up from trained teachers. Our teachers have continued to provide ample opportunities for students to be provided with writing strategies and writing assignments to practice their skills. As we moved into Hybrid whereby approximately 60% of our students chose to come back to 'live' learning on campus, the teachers have been able to provide more support and one-on-one mentoring to these students. In order to address this gap, we are moving to a full return to in-person schooling for the 2021-22 school year. Our goal is to support our entire student body and close this learning gap in writing skills by providing one on one support for struggling students and additional interventions, as deemed appropriate, to raise performance on internal assessments by 5 percent.

Another area of need is in our students overall social-emotional well-being. As the year progressed, teachers and administration were contacted by parents noting concerns for their child(ren)'s emotional health. Many parents reported that their students were depressed and anxious. This information was a significant reason why we opened Learning Hubs in October, 2020 so that we could provide the opportunity for students to come on campus at least for a 1/2 day experience, three days a week. Parents reported that they immediately saw a significant improvement in their child's demeanor and mental health upon returning to 'live instruction - AT school.' This also was another significant reason to push for our school to 'reopen' on March 22, 2021. Our Learning Hubs held the maximum allowed, which was 25% enrollment - upon reopening, we more than doubled the number of students on campus and are closing in on 65%! At this time, based on feedback from our parents, students, teachers and support staff, additional interventions are not deemed necessary. we will continue to closely monitor student social and emotional health and design appropriate interventions on an individualized basis for those students who do not show improvement after returning to in-person schooling. We are in close contact with our SELPA and have discussed possible interventions that are available for our students. We also have access to our local community resources to provide additional social interaction opportunities to address this are of concern.

LCAP Highlights

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

Our 2017-2020 LCAP was based on a review of our Annual Update for the 2018-2019 school year. This remained in place for the 2020-2021 school year as the LCAP was postponed due to the COVID-19 Global Pandemic and subsequent school closures. Sunol Glen's 2018-2019 LCAP had four key areas of focus: Student Achievement, Technology, Facilities and Character Education. Under Student Achievement, our staff prioritized a movement toward full fidelity from the last four years of curriculum adopted materials. Specifically, the focus was on Eureka math for the K-5 grade teachers and Go-Math for the 6-8 grade teacher. Additionally, the K-8 grade teachers engaged in continual professional development for the Lucy Calkin's reading and writing programs. In regards to technology, our staff invested time and energy into programs such as I-Ready (for reading and math) and Zearn for math.

For the upcoming school year, we will continue to focus on the implementation of Common Core Standards-Based Curriculum in all subject areas. We will be continuing the I-Ready program during the 2021-2022 school year in both English Language Arts and Math. We will also maintain our 1:1 student to device ratio, ensuring every student has access to a computer and to technology-integrated learning. We are continuing to assess our technology to ensure that we have a plan for when devices reach their End-Of-Life (EOL) and are in the process of

purchasing 90 new chromebooks to be deployed as replacing EOL devices for the upcoming school year. We have continued to seek funding to upgrade our facility and were successful in garnering a \$430,000 Grant to update our playground surfaces and purchase and install new exercise equipment for circuit training stations on the field, around our track. Character Education continues to be a highly valued program and we will continue our successful 'Kindness Campaign' for Character Education, as well as celebrating and promoting monthly character traits, for the next school year. We will continue to monitor and analyze our suspension data and identify potential alternatives to suspension that help students learn and grow. Finally, we will seek out trainings and programs to help augment opportunities to address our students' Social and Emotional well-being.

Our 2021-2022 LCAP Goals are as follows:

Goal 1: All students will learn through rigorous Common Core aligned courses and materials; have access to qualified, credentialed teachers in every classroom; and will achieve on the State academic standards.

Goal 2: Students will be proficient in utilizing technology for grade level assignments.

Goal 3: Students will learn in an environment that promotes social-emotional learning, good citizenship, and student and family engagement.

Goal 4: Students will learn in an environment in which the facilities are clean and in good to excellent condition.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Stakeholder Engagement

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

Stakeholder engagement is central to the vision of how our Local Control Accountability Plan (LCAP), can improve outcomes for our students. It is our firm belief that shifting resource decisions to the local community will result in decisions that better reflect local needs, leading to better outcomes for students. Additionally, public understanding of the school district's goals and budget decisions will serve to hold us accountable for distributing resources equitably.

Some of the activities that we engaged in to solicit and receive stakeholder feedback are as follows:

- 1) provide updates for our staff meetings,
- 2) send out regular updates to our families visa-vie our Eagle Flyer
- 3) ongoing discussions and updates during our School Board meetings on:
 - March 9, 2021
 - April 13, 2021
 - May 11, 2021

*June 8, 2021

- 4) communication sent out through our Aeries portals or through teachers individual classroom group emails.

Our students are key stakeholders of our LCAP since it is for their development that these plans are established. To consult with our students we deployed a variety of techniques. We conducted "polls" as a show of hands to obtain opinions on the following topics:

- 1) should we resume in-person classes or continue distance learning
- 2) should we extend the school day to provide additional learning opportunities
- 3) do you want technology based curriculum
- 4) is your school clean

We also devoted time to brainstorming type activities that included asking what they like best about their school and what they would like changed. Our students' feedback helped shape our decision to resume 100% in-person learning with the only exception being for students with underlying health issues that may prevent their return to school.

Our teachers, administrators, and support staff play a very significant role in the development of our LCAP. Sunol Glen does not have a principal since the Superintendent performs that role as well. Due to the small size of our District, every member of our staff is very familiar with our students and families and therefore in a key position to provide important feedback for the development of our LCAP. The faculty and staff were actively engaged via one on one conversations, meetings, emails and reviews of drafts. Their feedback forms the basis of our LCAP goal related actions.

Parents and our community at large are an integral part of our District. At Sunol, we do not have a formal PAC but we have a group of very

involved parents who act as ambassadors for carrying communicating with our parents and the community and soliciting feedback. We value their feedback and make every effort to solicit such feedback. Some activities that were used to solicit feedback for the 2021-22 LCAP included:

- 1) seeking volunteer families to disseminate information to the community at large
- 2) disseminating data via the volunteers
- 3) engaging parents in 1:1 conversations to solicit information about what is not working from their perspective
- 4) keeping notes of unsolicited feedback throughout the school year
- 5) sharing draft goals and actions in small easily discernable sections.

Our Board has been actively involved in the shaping of our LCAP as well. They have been apprised of our goals and action corresponding actions and provided information on the source or the driving force behind each goal and corresponding actions. Their feedback has been incorporated into the LCAP.

Our SELPA unit has been instrumental in providing support and guidance in shaping our actions to address the unique needs of our students requiring such help. Our Superintendent and Board members routinely meet with our SELPA group to ensure timely and pertinent communication exists to facilitate the development of our LCAP.

A summary of the feedback provided by specific stakeholder groups.

The stakeholder feedback was consistent from staff, students, parents and the Board of Trustees. There is a priority on addressing students' overall emotional/mental well-being in regards to the impact the COVID-19 pandemic has had on our students. Additionally, the stakeholders want to do as much as possible to have a 'return to normal/pre-pandemic school experience'. This is inclusive of providing appropriate staffing and seeking out programs to address and mitigate any student learning loss over the past 12 months.

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

The challenge to recruit and retain well-prepared teachers impacts student achievement. In education, teachers with substandard credentials and permits, may undermine staff preparedness, school stability, and student learning. These impacts are heightened due to learning loss caused by the global pandemic. Our stakeholders voiced their input via various avenues and the feedback has played an extensive role in the development of Goal 1.

The Coronavirus (COVID -19) pandemic has ushered in a new era in education, where technology is now being used by educators to teach, connect and collaborate with students, parents and peers. Technological self-efficacy of staff and students has also received keen focus since the onset of the COVID 19 global pandemic. Our teachers, students and parents all experience various struggles in the switch to online instruction that was primarily technology based. This feedback helped shape the development of Goal 2.

Our stakeholders' focus on students' mental and emotional well-being played an important role in the development of Goals 3 and 4.



Goals and Actions

Goal

Goal #	Description
1	All students will learn through rigorous Common Core aligned courses and materials; have access to qualified, credentialed teachers in every classroom; and will achieve on the State academic standards. This goal addresses state priorities 1, 2, 4,, 5, 7 and 8.

An explanation of why the LEA has developed this goal.

The importance of recruiting and retaining well-prepared teachers is tantamount student achievement. Teachers with substandard credentials and permits undermine staff preparedness, school stability, and student learning. These impacts are heightened due to learning loss caused by the global pandemic. Our stakeholders voiced their input repeatedly via various avenues and the feedback has played an extensive role in the development of Goal 1.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1: Credentialed teachers teaching outside of subject area rate	2019-20: 0%				0%
1.2: Percentage of instructional materials aligned with standards	2019-20: 100%				100%
1.3: Compliance on Williams quarterly reports	2019-20: 100%				100%
1.4: Percentage of teachers participating in professional development	2019-20: 100%				100%
1.5: CSSAPP ELA: Percentage of	2018-19: 79%				The goal will be for 75% of our students to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students meeting or exceeding standards					meet or exceed standards.
1.6: CSSAPP Math: Percentage of students meeting or exceeding standards	2018-19: 80%				The goal will be for 75% of our students to meet or exceed standards.
1.7: English Learner reclassification rate	2019-20: 18%				Our goal will be to continue to reclassify English Learners at an average of 10-15%.
1.8: Percentage of English Learner students participating in English Language Development	2019-20: 100%				100%
1.9: Percentage of Students with Disabilities receiving targeted programs and services	2019-20:100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Quality Teachers	Action 1.1: High quality instruction will be provided by highly qualified teachers in every classroom.	\$1,349,412.00	No
2	Standards aligned materials and instruction	Action 1.2: Students will receive the latest instruction in all subject areas. Staff will continue to modify and improve Lucy Calkins Writing and Reading program for Language Arts. Student learning will be supported with high quality, standards-aligned instructional materials in core curriculum.	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Professional Development	Action 1.3: All instructional staff will receive support, guidance, & professional development, thereby positively impacting student learning. Staff collaboration time 1-4 times a month will be set for Lesson Plan Development. Costs of substitute teachers is included in this budget	\$3,000.00	No
4	Intervention	Action 1.4: Students will be supported in their learning by a highly qualified Instructional Aide in the classroom.	\$63,419.00	No Yes
5				No
6				No
7				No
8				No

Action #	Title	Description	Total Funds	Contributing
9	FAPE Compliance	Action 1.5: Special Education students and Response to Intervention (RTI) students will receive FAPE (Free and Appropriate Public Education).	\$173,278.00	No
10				Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Students will be proficient in utilizing technology for grade level assignments. This goal addresses state priorities 1, 2, 4, 5, 7 and 8

An explanation of why the LEA has developed this goal.

The Coronavirus (COVID -19) pandemic has ushered in a new era in education, where technology is now being used by educators to teach, connect and collaborate with students, parents and peers. Technological self-efficacy of staff and students has also received keen focus since the onset of the COVID 19 global pandemic. Our teachers, students and parents all experience various struggles in the switch to online instruction that was primarily technology based. This feedback helped shape the development of Goal 2.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1: Student to technology device ratio with Chromebooks	1:1				Maintain baseline of 1:1
2.2: Access to online standards aligned software programs	100% of students shall have access to standards aligned software programs				Maintain baseline of 100% of students shall have access to standards aligned software programs
2.3: Uniformity of communication platform with parents	All communication will be via email				100% of all classroom related communication between parents and teachers of common messages shall be conducted via email
2.4: Access to high speed internet	Uninterrupted access to internet				Maintain uninterrupted internet access

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					throughout the regular school day; Monday through Friday, 180 school days.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Technology embedded instruction	Action 2.1: Students will learn utilizing technology-embedded lessons & assignments. Teachers will provide students opportunities to have both formative and summative assessments. This will be accomplished through technology-embedded lessons.	\$11,000.00	No
2	Professional Development	Action 2.2: Teachers will receive Professional Development (PD) in Technology in order to provide technology-embedded instruction for our students.	\$12,000.00	No
3	Technology support	Action 2.3: Teachers will be supported in their technology training with a Technology/Curriculum Support Provider	\$4,000.00	No
4	Access to hardware	Action 2.4: Students will have access to computers both in the lab and in the classroom. Computers will be upgraded as needed.	\$30,000.00	No
5		.		No

Goal Analysis [2021-22]

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Goals and Actions

Goal

Goal #	Description
3	Students will learn in an environment that promotes good citizenship, and student and family engagement. This goal will address state priorities 3, 5, 6, 8 and 9

An explanation of why the LEA has developed this goal.

The school shutdowns resulting from the COVID-19 global pandemic negatively impacted students' mental and emotional well-being. Our students were no exception. To address this concern, we have established a goal of creating an environment where our students are positively engaged with peers, teachers and family while practicing good citizenship.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.1: Regular and ongoing communication with parents via the Eagle Flyer	Weekly				100% of baseline
3.2: Regular and ongoing communication between teachers and parents via email regarding their students' feeling of safety on campus	As needed				Parent feedback (formal and informal) shall be reflective of prompt, pertinent and adequate communication
3.3: Formal interaction with parents regarding their students'	2 parent-teacher conferences and other correspondence as needed				Parent feedback shall indicate no element of surprise in the student's progress or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
academic and social performance					any disciplinary actions taken
3.4: Well publicized board meetings with ample opportunity for parent involvement	Monthly				100% of baseline
3.5: Champ cards for good citizenship	Ongoing				At least 25% of the student population shall affirm receipt of Champ Cards
3.6: Character education	Monthly				100% of baseline
3.7: Social/emotional writing prompt	Weekly				100% of baseline

Actions

Action #	Title	Description	Total Funds	Contributing
1	Character Education	Action 3.1: Character Education will be taught to students to encourage good decision making and skills to become productive citizens. Various supplies.	\$3,000.00	No
2	Safe Schools	Action 3.2: Students will engage in safe behaviors including working in a 'bully-free' and 'cyberbully-free' environment. The cost of Go Guardian is accounted for in this category.	\$2,100.00	No
3	Counselor	Access to a counselor to support the emotional, psychological needs of our students and provide support in engaging in positive behaviors. Contracted counselor services - 1 day a week.	\$30,000.00	No

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Goals and Actions

Goal

Goal #	Description
4	Students will learn in an environment in which the facilities are clean and in good to excellent condition. This goal addresses priority 2, 6, 7 and 8

An explanation of why the LEA has developed this goal.

School closures have had clear negative impacts on student mental health, education and development. However, the process of reopening schools has its own complexities. Many considerations have impacted our reopening plan such as:

- 1) Access to essential services including nutrition, child welfare, mental health, violence prevention etc.
- 2) Student social and psychological well-being
- 3) Access to reliable information on how to keep themselves and others safe
- 4) Reducing the risk of school dropout
- 5) Benefit to our community, such as allowing parents to work

To address these issues, it was extremely important to ensure access to clean and safe facilities to which students could return and resume in-person learning. By utilizing FIT, presenting facilities updates at board meetings and maintaining all COVID-19 protocols, students will be able to learn in an environment in which facilities are clean and in good to excellent condition.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.1: Designation on the Facility Inspection Tool (FIT)	All facilities are in Good repair.				Maintain rating of "good" to "excellent"
4.2: Facilities updates presented to the board of education at the school board meetings	Monthly				Ensure 100% compliance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.3: Maintain all COVID-19 related facilities protocols	100%				Ensure 100% compliance

Actions

Action #	Title	Description	Total Funds	Contributing
1	Conduct annual FIT	Ensure our facility is inspected annually. This activity does not have a cost associated with it.	\$0.00	No
2	Following protocols	Action 4.1: Classrooms will be cleaned and sanitized per COVID-19 protocols	\$15,000.00	No

Goal Analysis [2021-22]

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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
2.25%	63,419

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.

We have elected to use funds to fund a highly qualified Instructional Aide (1.0 FTE) to provide additional instructional support for our unduplicated students, including re-directing, clarifying and modifying instruction to meet their learning needs, as well as providing small group instruction. While the Instructional Aide will provide services on an LEA-wide basis, services will be targeted for our unduplicated students to ensure they have the individualized support they need to learn and achieve in the classroom. We did not consider any other supports as our stakeholders agree that this is the best use of funds and the best support for our students. A combination of our experience and performance on local and state assessments reveal having Instructional Aides in our classrooms helps improve student learning and achievement by reducing class size, addressing individual student learning needs, supplementing learning in the classroom, and reducing classroom disruptions.

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

Sunol Glen does not have any foster youth. Our EL and Low Income students constitute a very small percentage of our student body. It is therefore critical to have protocols in place to ensure these populations are not overlooked in our overall education and student enrichment plans. Specifically, our LCAP includes costs of the following actions that help ensure we are meeting the required percentage of improved services for our EL and Low Income students:

1) Based on Common Core State Standards we emphasize language-rich instruction delivered through integrated thematic units that embed language development within the academic content of social studies and science, with a strong focus on oral language and vocabulary development.

- 2) All instruction allows for extensive parental engagement practices so that language skills acquired at school can be practiced at home as well. Parents are encouraged to be involved in the school and to develop their own literacy to foster their child's development. There is a significant outreach effort involved with this activity.
- 3) Students are encouraged to discuss their culture, family, and identity. Again, there is a significant amount of outreach involved with this action.
- 4) Students cannot perform at their best if their physiological needs are not met. Families are encouraged to avail of the meals provided via Nutritional Services to ensure their students do not start the school day hungry
- 5) Students will not be able to focus unless they feel safe in both the home and the school. When teachers become certified to teach, they become mandated reporters of child abuse. This means that a teacher who suspects abuse in the home of a student is compelled by law to report this information, using established protocols. Our teachers are trained in identifying signs of abuse and the proper protocols for reporting the same.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,366,772.00	\$123,419.00	\$173,278.00	\$42,740.00	\$1,706,209.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,545,822.00	\$160,387.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Quality Teachers	\$1,321,672.00			\$27,740.00	\$1,349,412.00
1	2	All	Standards aligned materials and instruction	\$10,000.00				\$10,000.00
1	3	All	Professional Development	\$3,000.00				\$3,000.00
1	4	Students with Disabilities English Learners Foster Youth Low Income	Intervention		\$63,419.00			\$63,419.00
1	5	All						
1	6	All						
1	7	All						
1	8	All						
1	9	All	FAPE Compliance			\$173,278.00		\$173,278.00
1	10	English Learners Foster Youth Low Income						
2	1	All	Technology embedded instruction	\$11,000.00				\$11,000.00
2	2	All	Professional Development	\$12,000.00				\$12,000.00
2	3	All	Technology support	\$4,000.00				\$4,000.00
2	4	All	Access to hardware		\$15,000.00		\$15,000.00	\$30,000.00
2	5	All						
3	1	All	Character Education	\$3,000.00				\$3,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	All	Safe Schools	\$2,100.00				\$2,100.00
3	3	All	Counselor		\$30,000.00			\$30,000.00
4	1	All	Conduct annual FIT					\$0.00
4	2	All	Following protocols		\$15,000.00			\$15,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$0.00	\$63,419.00
LEA-wide Total:	\$0.00	\$63,419.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Intervention	LEA-wide	English Learners Foster Youth Low Income			\$63,419.00
1	10		LEA-wide	English Learners Foster Youth Low Income			

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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