

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	San Miguel Joint Union School District
CDS Code:	40 68825 0000000
LEA Contact Information:	Name: Michlle Mayabb Position: Superintendent Email: kgrandoli@sanmiguelsschools.org Phone: 8054673216
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$6,701,219
LCFF Supplemental & Concentration Grants	\$1,421,748
All Other State Funds	\$621,863
All Local Funds	\$527,007
All federal funds	\$1,217,872
Total Projected Revenue	\$9,067,961

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$7,851,039
Total Budgeted Expenditures in the LCAP	\$1,283,703
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,283,703
Expenditures not in the LCAP	\$6,567,336

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$1,232,945
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$1,480,390

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$-138,045
2020-21 Difference in Budgeted and Actual Expenditures	\$247,445

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Miguel Joint Union School District

CDS Code: 40 68825 0000000

School Year: 2021-22

LEA contact information:

Michelle Mayabb

Superintendent

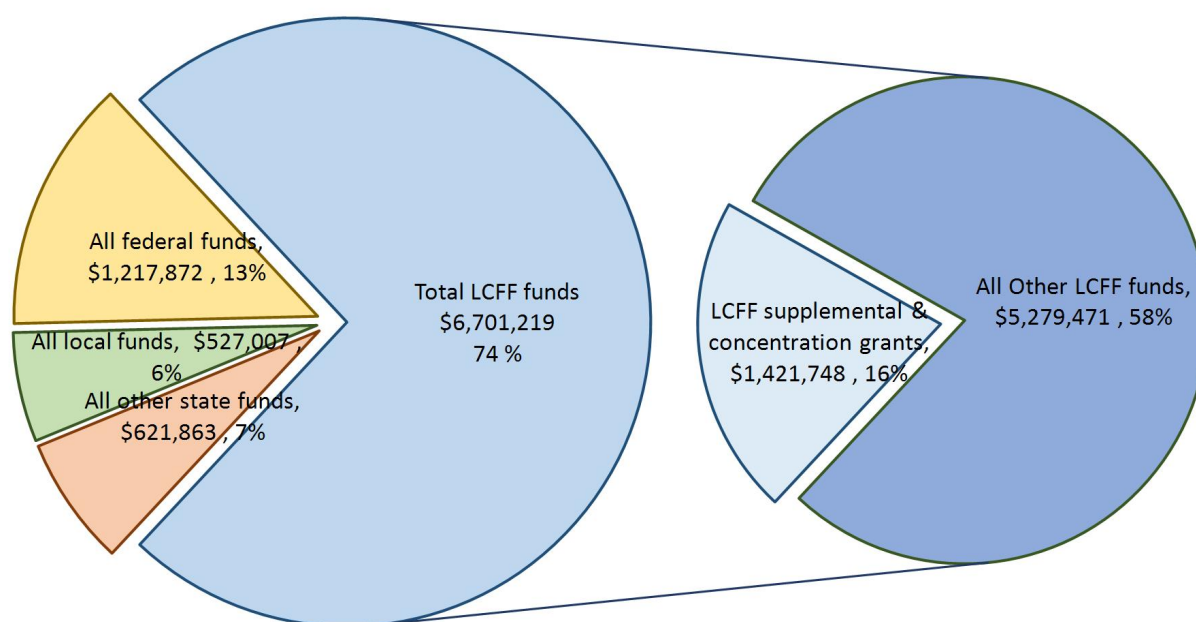
kgrandoli@sanmiguelsschools.org

8054673216

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



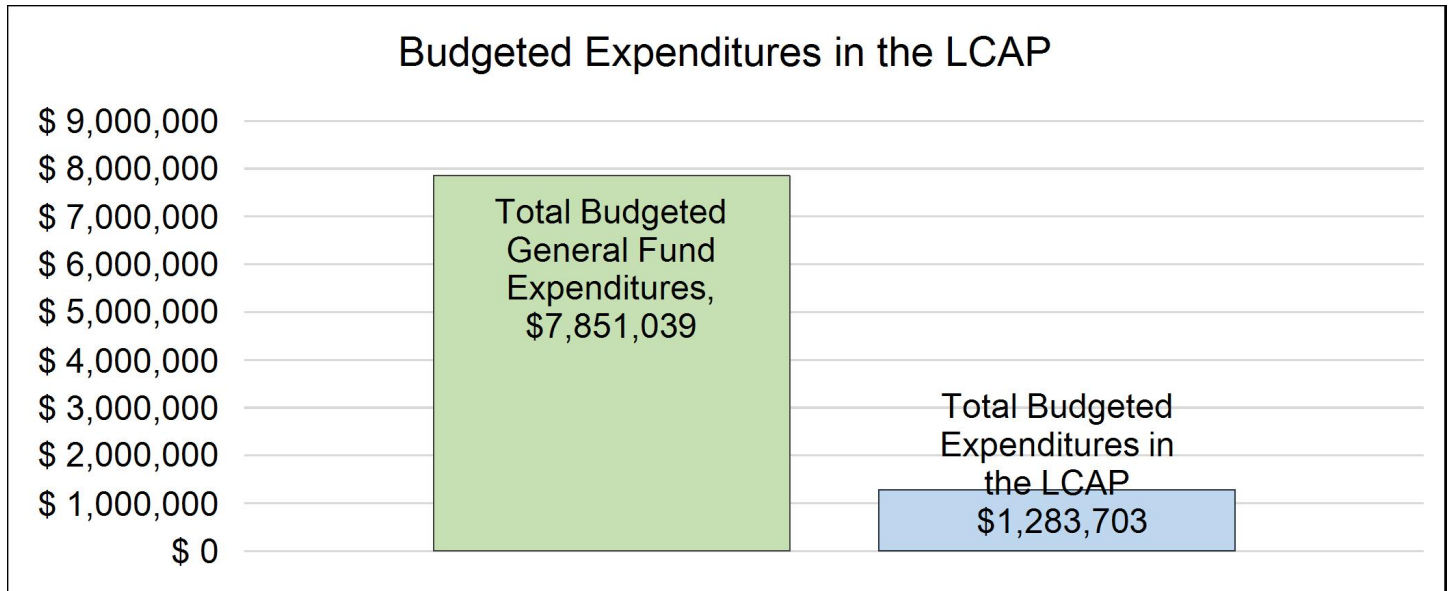
This chart shows the total general purpose revenue San Miguel Joint Union School District expects to receive in the coming year from all sources.

The total revenue projected for San Miguel Joint Union School District is \$9,067,961, of which \$6,701,219 is Local Control Funding Formula (LCFF), \$621,863 is other state funds, \$527,007 is local funds, and

\$1,217,872 is federal funds. Of the \$6,701,219 in LCFF Funds, \$1,421,748 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

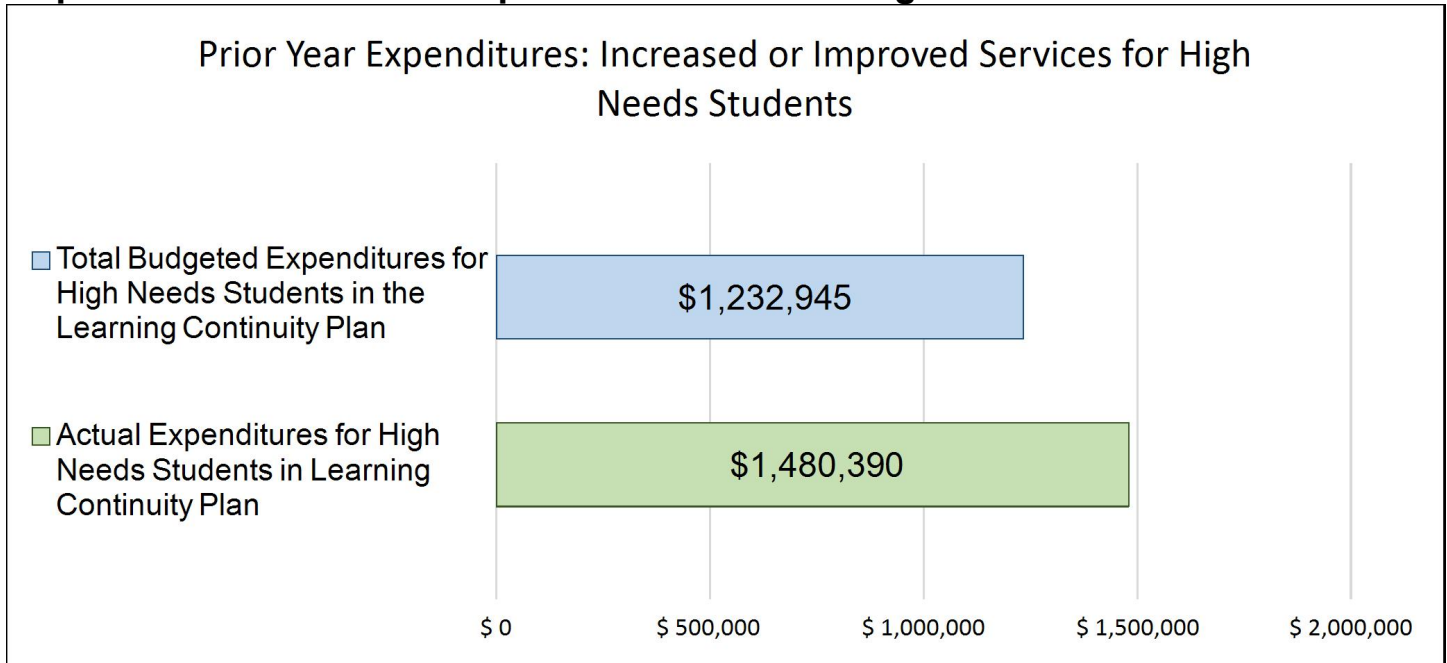
San Miguel Joint Union School District plans to spend \$7,851,039 for the 2021-22 school year. Of that amount, \$1,283,703 is tied to actions/services in the LCAP and \$6,567,336 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2021-22, San Miguel Joint Union School District is projecting it will receive \$1,421,748 based on the enrollment of foster youth, English learner, and low-income students. San Miguel Joint Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Miguel Joint Union School District plans to spend \$1,283,703 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020-21, San Miguel Joint Union School District's Learning Continuity Plan budgeted \$1,232,945 for planned actions to increase or improve services for high needs students. San Miguel Joint Union School District actually spent \$1,480,390 for actions to increase or improve services for high needs students in 2020-21.



San Miguel Joint Union School District

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

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

LEA Name	Contact Name and Title	Email and Phone
San Miguel Joint Union School District	Karen Grandoli Superintendent	kgrandoli@sanmiguelsschools.org 805.467.3216

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

Student Academic Growth:

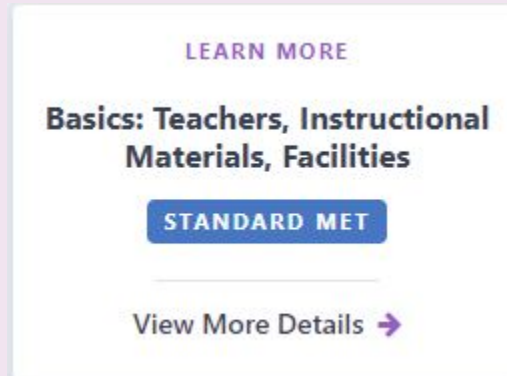
Improve and support learning for all students to close the achievement gaps and ensure that all students promote from eighth grade ready to succeed in college and career readiness programs in high school.

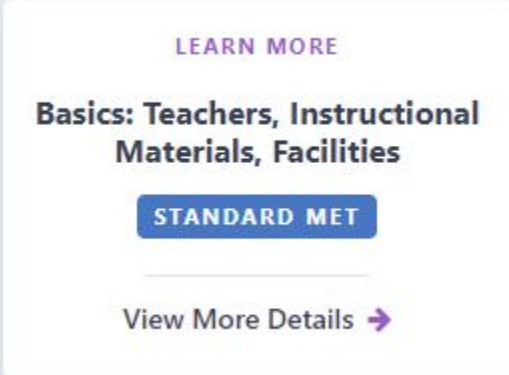
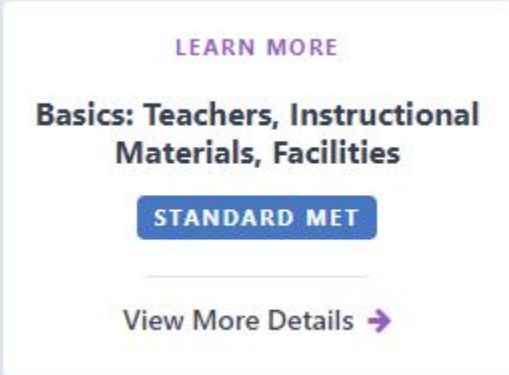
State and/or Local Priorities addressed by this goal:

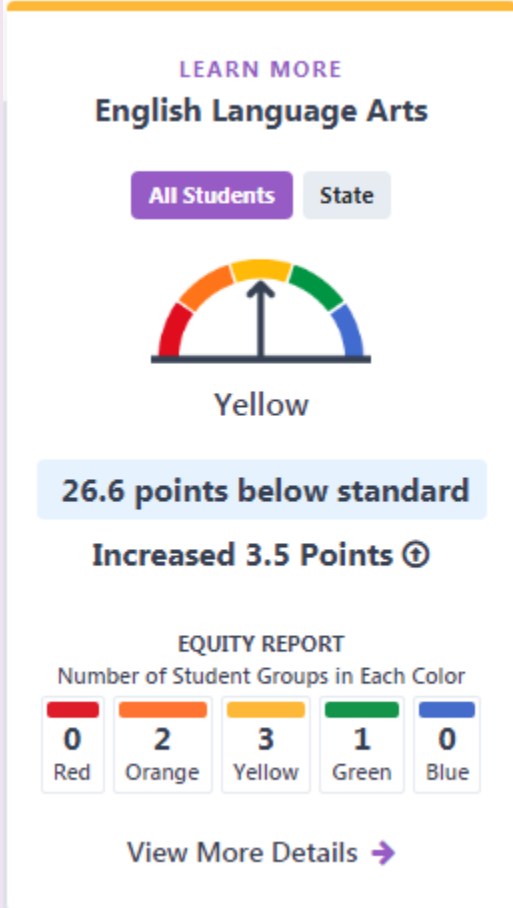
State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

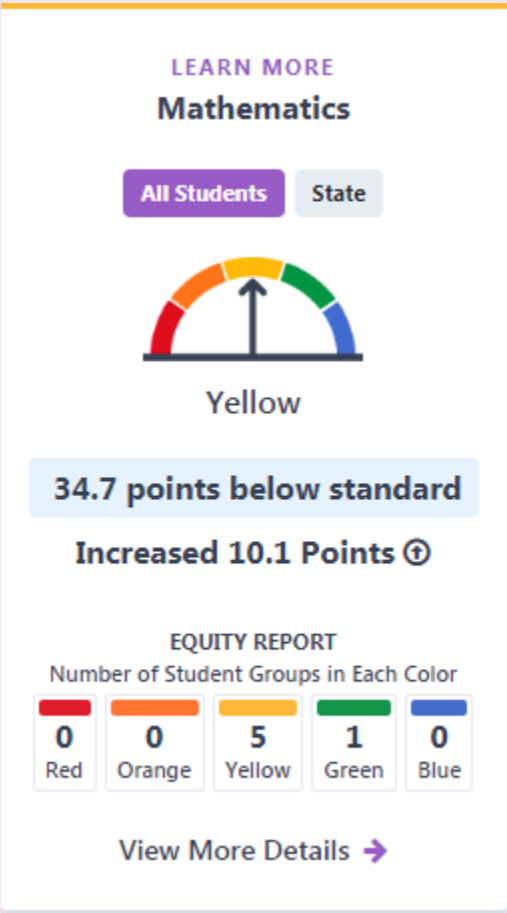
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Compliance with Williams Act requirements, teacher credentialing and teaching assignments (LOCAL Indicator) 19-20 Maintain 100% Baseline 100% of teachers are appropriately credentialed and/or board authorized	Goal Met- 100% of teachers are appropriately credentialed and/or board authorized  An infographic with a white background and a light purple border. At the top, it says 'LEARN MORE' in purple. Below that, in bold black text, is 'Basics: Teachers, Instructional Materials, Facilities'. Underneath is a blue button with white text that says 'STANDARD MET'. At the bottom, it says 'View More Details' followed by a purple arrow pointing right.
Metric/Indicator Compliance with Williams Act requirements, sufficient textbooks (LOCAL Indicator)) 19-20 100% of students will have access to standards-aligned materials	Goal Met- 100% of students will have access to standards-aligned materials

Expected	Actual
<p>Baseline 100% of students will have access to standards-aligned materials</p>	
<p>Metric/Indicator Compliance with Williams Act requirements, facilities (LOCAL Indicator)</p> <p>19-20 100% compliance with Williams Act requirements, facilities</p> <p>Baseline 100% compliance with Williams Act requirements, facilities</p>	<p>Goal Met-100% compliance with Williams Act requirements, facilities</p> 
<p>Metric/Indicator Implementation of content and performance standards for all students, including EL- Local Survey</p> <p>19-20 Increase percent of teachers reporting proficiency in implementing ELA, Math, and ELD standards to 95% Increase percent of teachers reporting proficiency in implementing NGSS to 80%</p> <p>Baseline</p>	<p>Not measured due to pandemic and school closures.</p>

Expected	Actual
78% of teachers report proficiency in implementing ELA, Math, and ELD standards. 31% of teachers report proficiency in implementing NGSS standards.	
Metric/Indicator California Dashboard- CAASPP ELA 19-20 Increase by 7-20 points Baseline 21.3 points below level 3 district-wide	Goal Not Met- SMJUSD increased by 3.5 points 
Metric/Indicator California Dashboard- CAASPP Math 19-20	Goal Met- SMJUSD increased by 10.1 points

Expected	Actual
<p>Increase by 5-15 points</p> <p>Baseline 35.6 points below level 3 district-wide</p>	
<p>Metric/Indicator STAR Test</p> <p>19-20 All students will increase their reading levels by one year. 75%-80% will be reading on grade level.</p> <p>Baseline 59% of students are reading on grade level or have made one year's growth by the end of trimester 2.</p>	<p>Not measured due to pandemic and school closures.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to provide support in NGSS, Thinking Maps, and math for all staff. Train new staff as needed.	<p>\$1000 for Thinking Maps Binders \$1000 for Mystery Science 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1000</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$500</p>	<p>Thinking maps 4000-4999: Books And Supplies LCFF Supplemental and Concentration 1421</p> <p>Mystery Science 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1998</p>
<p>Provide differentiated instruction at LLE during a specific time during the day for each grade level utilizing a teacher and para-educators. (One 1.0 FTE Certificated TOSAs, one 0.375. paraeducator, one 0.25 paraeducator, and one 0.22 paraeducator)</p> <p>Provide for differentiated instruction at CCE utilizing a teacher and para-educators (One 0.5 FTE Certificated TOSA and a part-time para-educator).</p>	<p>Certificated salaries for one 0.5 FTE and sub cost 1000-1999: Certificated Personnel Salaries Title I \$79,978</p> <p>3000-3999: Employee Benefits Title I \$11,797</p> <p>2000-2999: Classified Personnel Salaries Title I \$23,533</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$9497</p> <p>\$6,000 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$40,000</p>	<p>D Ramos 1000-1999: Certificated Personnel Salaries Title I 79332</p> <p>2000-2999: Classified Personnel Salaries Title I 41466</p> <p>3000-3999: Employee Benefits Title I 44887</p> <p>D Ramos 1000-1999: Certificated Personnel Salaries Title II 5000</p> <p>D Ramos 3000-3999: Employee Benefits Title II 1146</p>
Reduce class sizes to a district average of 22 in grades TK-8 eliminating the need for combination classes.	<p>Salaries for three additional teachers 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$442,717</p> <p>Benefits for three additional teachers 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$139,492</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 629384</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 184764</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide after-school tutoring, homework help, and enrichment through our ASES "LEAP" program.	<p>After School Education and Safety (ASES) \$190,000</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$9,633</p> <p>1,669 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$5,565</p>	<p>After School Education and Safety (ASES) 156334</p>
All students will utilize ST Math for strategic intervention and/or enrichment.	<p>License for each student to access the program. (annual renewal) LCFF Supplemental and Concentration \$6,000</p>	<p>Mind Research Institute 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 5233</p>
Director of Curriculum will oversee the district's MTSS and assessment programs to ensure that our unduplicated students are making adequate progress towards our metrics in academics and behavior.	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$48,883</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$7,958</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$13,792</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 13930</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 3371</p> <p>Technology 4000-4999: Books And Supplies LCFF Supplemental and Concentration 4964</p> <p>Principal, Renaissance Learning, ESGI Softwar, IXL.com 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 42917</p>
Discontinued after 2017/18.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Pay for 20% of our IT Coordinator to source, purchase, and maintain our one: one Ipads and Chromebooks, provide professional development for teachers, and research new opportunities for both intervention programs and technology to prepare our unduplicated students for success. implement a student technology workshop for students so that they may learn how to troubleshoot common technology problems with their one to one devices.	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$12,621</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$4,875</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 10238</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 4465</p> <p>technology 4000-4999: Books And Supplies LCFF Supplemental and Concentration 42477</p>
Provide 0.5 FTE para-educator support to TK and Kindergarten classes because of the large numbers of unduplicated students in these classes. In the event that classes are less than 20, time will be adjusted.	<p>One 2 hour para at each site</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$12,609</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3,286</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 12355</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 7287</p>
Provide a 0.5 FTE Physical Education teacher and a 0.75 Physical Education paraeducator to deliver PE to students in self-contained classrooms.	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$32,220</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$12,125</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$26,195</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$2,625</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 31375</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 1178</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 26632</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 7692</p>

Goal Analysis

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

Across all three of our LCAP funds differences between planned and actual expenditures occurred due to great part to sudden closure of our schools on March 13, 2020. The reasons for decreased spending include:

1. Some of our staff left the district during the pandemic and their positions were either not filled at all or not filled very quickly.
2. Some of our employees shifted to new responsibilities and job duties due to school closure and were then funded from other sources.
3. Our ASES program, known locally as LEAP, was not in operations from March 13 through the end of the year as an "after-school" program. Many of the costs associated with the program were not incurred. The LEAP para-educators were used instead to support students with Distance Learning.

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

During 2019/2020 we were able to service our struggling students through General Education intervention services at both sites. School data showed growth for students who participated regularly in interventions. Both sites continued to work on their MTSS structures and improve pre-SST supports for all students through monthly meetings with the MTSS team. Our continued class size reduction for all grades is successful due to the elimination of combo classes which are only proven to be successful due to "high" students being placed up a grade. Our high numbers of unduplicated students benefit from having more adult time. Continuing to fund additional IT time turned out to be crucial as we moved into school closure and our emergency distance learning plan. Without this additional time our teachers would have lost a valuable resource in servicing devices and providing support.

On March 13th, 2020, San Miguel Joint Union School District (SMJUSD) closed for on campus instruction. The district remained closed for two weeks while providing students with optional enrichment work opportunities both online and through packets. After our two-week spring break between March 30, 2020 and April 3, 2020, we began distance learning which continued through the last day of school on June 5, 2020. We provided a combination of online learning through the Google Platform and our other online programs such as IXL, Mystery Science, Accelerated Reader, and ST Math along with packets for pickup. The district worked tirelessly to identify students who needed access to internet and we cooperated with both Spectrum and Ranch Wifi to get internet into most of our students' homes. Due to the rural locations of some of our students' homes, we did continue to offer packets in combination with phone calls to support those who needed it.

Additionally, we did not have enough devices to provide all of our tk-2nd grade students with a device. Additionally, teachers used other 2020-21 Learning Continuity and Attendance Plan for San Miguel Joint Union School District Page platforms such as Screencastify and YouTube to record lessons for students and upload them to their newly created distance learning websites.

Goal 2

English Language Learner Proficiency

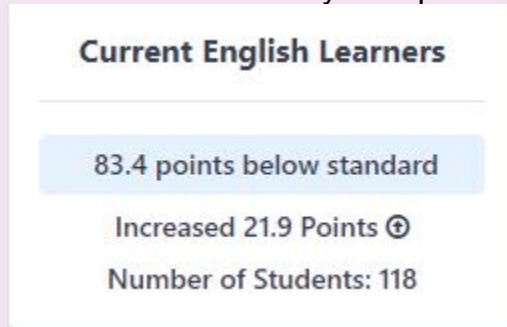
Increase English Language Learners' proficiency on the CAASPP ELA and on the CELDT/ELPAC by implementing strategies for cooperative learning, reading comprehension, reading fluency, and vocabulary

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator EL Progress on CA Dashboard 19-20 Increase by 1.5-10 points Baseline Yellow	Goal Met- increased by 21.9 points. 
Metric/Indicator Reclassification rate based on state and local criteria 19-20 10% Baseline 0%	Goal not met. We did not reclassify any students due to canceling the administration of the SBAC and the ELPAC.
Metric/Indicator	Goal not met. We did not reclassify any students due to canceling the administration of the SBAC and the ELPAC.

Expected	Actual
<p>Number of LTELS will decrease</p> <p>19-20 18 (10%decreae)</p> <p>Baseline 28 (10 % of current EL population)</p>	
<p>Metric/Indicator Number of At-Risk LTELS will decrease</p> <p>19-20 27 (10% decrease)</p> <p>Baseline 41 (15% of current EL population)</p>	Goal not met. We did not reclassify any students due to canceling the administration of the SBAC and the ELPAC.
<p>Metric/Indicator ELL performance on CAASPP ELA on CA Dashboard</p> <p>19-20 Increase by 7 to 20 points</p> <p>Baseline Low (50.6 points below level 3)</p>	Goal not met. We did not reclassify any students due to canceling the administration of the SBAC and the ELPAC.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide 6-hour bilingual paraeducator to support ELL learners at ELPAC level 1.	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$17,780</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3,400</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 20251</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 11366</p>
Purchase Systems 44 licences for our lowest performing LTELs in grades 4-5.	4300, 5894 LCFF Supplemental and Concentration \$5,000	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue implementation of program. Train new teachers as needed.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4000	4000-4999: Books And Supplies Title I 5713
Continue implementation of Thinking Maps and provide additional training of the ELL component of Thinking Maps to our current TOSA who is a Thinking Maps Training.	LCFF Supplemental and Concentration \$1,000 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$2500	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 726 3000-3999: Employee Benefits LCFF Supplemental and Concentration 147 5000-5999: Services And Other Operating Expenditures Title I 1259
Identify and purchase an ELD Progress monitoring assessment. This action was not completed last year. Although staff has been researching different options there are no researched based tools aligned with the ELPAC and CA ELD standards. We will continue to work with the county and our Title III region leads to implement this goal.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,500	
Teacher to handle Reclassification process and mandatory monitoring of EL students.	LCFF Supplemental and Concentration \$822	
Provide a 0.85 EL TOSA to support our ELL students in middle school and the Learning Center with a focus on Newcomers, Emerging ELLs, LTELs, and ELLs not making satisfactory growth on metrics towards reclassification.	1000-1999: Certificated Personnel Salaries Title III \$15,000 3000-3999: Employee Benefits Title III \$2,150 1000-1999: Certificated Personnel Salaries Title I \$5,000 3000-3999: Employee Benefits Title I \$750 1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries Title III 2737 3000-3999: Employee Benefits Title III 644 1000-1999: Certificated Personnel Salaries Title III 14232 3000-3999: Employee Benefits Title III 5862 1000-1999: Certificated Personnel Salaries LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration \$20,000 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3,000	Supplemental and Concentration 37769 3000-3999: Employee Benefits LCFF Supplemental and Concentration 10960
Purchase National GeographicIn the USA/Inside the USA program for Newcomers to provide an additional layer of ELD for students in Grades 2-8. This will be a pull-out program taught by Learning Center EL staff.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration 875 1000-1999: Certificated Personnel Salaries Title I 230 3000-3999: Employee Benefits Title I 45 1000-1999: Certificated Personnel Salaries Title III 263 3000-3999: Employee Benefits Title III 51
Provide After-school instruction in ELA and Math to migrant students and other struggling students in grades 2-8 with the support of four 0.12 Certificated teachers and four 0.07 instructional assistants. This action is funded with Migrant funds. More details can be found in our Migrant Education Program.	8 hours of PD for four teachers and 75 hours of instruction for four teachers. 1000-1999: Certificated Personnel Salaries Other \$9627 3000-3999: Employee Benefits Other \$2264 8 hours of PD for four instruction aides and 75 hours of instruction for four instructional aides.. 2000-2999: Classified Personnel Salaries Other \$5223 3000-3999: Employee Benefits Other \$1630 4000-4999: Books And Supplies Other \$3200	1000-1999: Certificated Personnel Salaries Other 4333 3000-3999: Employee Benefits Other 876 2000-2999: Classified Personnel Salaries Other 4386 3000-3999: Employee Benefits Other 1239

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide a 0.75 FTE migrant program aide to support instruction during the school day and additional hours to run three parent workshops in the evenings. This action will be funded with Migrant Funds. See MEP plan for more details.	2000-2999: Classified Personnel Salaries Other \$20,291 3000-3999: Employee Benefits Other \$12, 214 4000-4999: Books And Supplies Other \$1,992	2000-2999: Classified Personnel Salaries Other 8772 3000-3999: Employee Benefits Other 2477

Goal Analysis

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

This action was implemented as planned with two exceptions. Our after-school instruction for Migrant Ed was cut short due to difficulty recruiting teachers and a need to stop the program during the pandemic. We were unable to find an EL progress monitoring tool.

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

Our biggest success according to survey data was the use of our EL specialist and our bilingual aide. Teachers often feel at a loss and how to work with so many English Language Learners at different levels. Having an added layer of ELD at the newcomer level helps those students make progress towards basic oral English skills. Additionally our bilingual staff provides primary language support in the content areas.

On March 13th, 2020, San Miguel Joint Union School District (SMJUSD) closed for on campus instruction. The district worked tirelessly to identify students who needed access to internet and we cooperated with both Spectrum and Ranch Wifi to get internet into most of our students' homes. Additionally, we did not have enough devices to provide all of our tk-2nd grade students with a device. Due to the rural locations of some of our students' homes, we did continue to offer packets in combination with phone calls to support those who needed it due to no internet or devices. This was especially challenging for our EL students.

Goal 3

School Climate: SMJUSD will ensure a safe, welcoming, engaging, and inclusive climate for all students and their families that promotes academic excellence, daily attendance, and appropriate, respectful behavior by providing social-emotional support and parent education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: Parent Engagement and Local Climate

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance Rates 19-20 96% Baseline 95.75 %	
Metric/Indicator Suspension Rates 19-20 1.5% overall and all sub-groups Baseline 6.1% overall 6.1% ELL 7.7% socioeconomically disadvantaged 15.4% students with disabilities 5.3% White	Goal not met. We made progress and lowered our overall suspensions rate to 3.5%. ELL 3.6% Socioeconomically disadvantaged 4.2% White 2.9% Students with Disabilities 2.3%

Expected	Actual
Metric/Indicator Office Referrals 19-20 200 Baseline 296 through May	Goal not met Total Referrals: There were 500 assertive discipline entries in Aeries for the 2019/20 school year.
Metric/Indicator Parent Participation sign ins and self reporting on survey 19-20 90% Baseline 60% of parents	Goal not met. 87% of parents report having attended at least one event on campus.
Metric/Indicator Chronic Absenteeism 19-20 10% Baseline 12%	Goal not met. 10.6% of students were chronically absent.
Metric/Indicator Middle School Drop-Out Rate 19-20 0% Baseline 0%	Goal Met 0%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Attendance- Trimester attendance assemblies and classroom incentives for highest percentages of attendance.	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Monthly reviews of attendance, targeting chronically absent students. Principals to oversee. Saturday School Enrichment for students to recuperate missed days. Six Saturdays to be scheduled September-March	Supplemental and Concentration \$1,504 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$298 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,500	Supplemental and Concentration 1480 3000-3999: Employee Benefits LCFF Supplemental and Concentration 303 4000-4999: Books And Supplies LCFF Supplemental and Concentration 2756
We will continue to provide in-house training on PBIS, Capturing Klds' Hearts (Flippen) strategies and free incentives/prizes to students. (PTO donated prizes, and non-tangibles rewards such as "Lunch with the Principal", music at lunch, or "front of the line passes".	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,500	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 1790
Field trip transportation-Each grade level to be provided with transportation costs for quality field trips per year.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$15,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 4257 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 203 3000-3999: Employee Benefits LCFF Supplemental and Concentration 18
After-school enrichment classes K-8 and sports 6-8 will be provided to allow students extra-curricular activities on our campuses.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$20,000 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3942	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 14304 3000-3999: Employee Benefits LCFF Supplemental and Concentration 2460

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$8578 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$2252	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 4229 3000-3999: Employee Benefits LCFF Supplemental and Concentration 458
Parent communication and involvement School principals, site secretaries, and clerks will: Use Aeries, Bright Arrow, Facebook, Remind, and District Website, email, newsletters and other method to increase parent communication. Work with PTOs, SSCs, DELAC, and other committees to increase parent and community input for our SPSAs and LCAP. Continue providing parents and community members with events to increase their connection to the schools.	Website, Aeries, and Bright Arrow 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,500	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 11027
	completed in 17/18	
Provide one 6.25 hour behavior specialist to support Tier I, II, and III behaviors and participate in the school's MTSS team.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$37,130 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$15,612	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 1197 3000-3999: Employee Benefits LCFF Supplemental and Concentration 286 2000-2999: Classified Personnel Salaries Title II 25056 3000-3999: Employee Benefits Title II 11485 2000-2999: Classified Personnel Salaries Title IV 25024 3000-3999: Employee Benefits Title IV 11516

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide a counselor for two days at each site. Continue working with The Link to connect families in need to resources. Continue working with County Mental Health to refer students with Tier III counseling needs.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$45,750	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 45750
Provide a 0.5 FTE attendance clerk at each site to reach out to our unduplicated students and increase attendance, run awards, coordinate SARB and attendance letters, and coordinate incentive programs.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$25,600 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3840	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 27097 3000-3999: Employee Benefits LCFF Supplemental and Concentration 12128
Provide transportation "Good Behavior" field trip or assembly as an incentive for middle school students at the end of each trimester.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,500	
Provide a 0.15 teacher to teach an Agricultural Enrichment class for our 7th and 8th graders for each of the 180 school days.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$5,760 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$1,094	
MTSS Leadership Team will continue to work on a comprehensive inventory of available resources for the three tiers of support in the areas of Behavior, Academics, and Social Emotional Learning. The district will provide release time and training for staff to identify and select interventions and resources for Tiers 1, 2, and 3. This includes establishing and/or refining a behavioral matrix and instruction in the Check-In/Check-out Tier 2 intervention.	SUMS Grant 1000-1999: Certificated Personnel Salaries Other \$15,000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$5,000	5000-5999: Services And Other Operating Expenditures Other 1842

Goal Analysis

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

All goals, actions, and services in this sections were implemented.

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

Although we did not meet most of our metrics for this goal, we did make progress on them. Our MTSS teams continued to work to implement supports and services for our students. We focused on implementing one main Tier II strategy for behaviors: Check in Check Out. This was overall a big success. Data from our CICO forms shows improved behavior from most students. Research shows that there is often an increase in Office Discipline referrals the first year implementing an MTSS program with PBIS strategies as teachers, staff, and students adjust to the new system.

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
Purchase of PPE for staff including 2 cloth masks and face shield for each certificated staff, face masks for classified staff	TBD		No
Purchase of disposable masks for students who do not have masks and visitors to the school office who do not have a mask	TBD		No
Purchase of additional hand sanitizer for classrooms and officers	TBD		No
Environmental Changes for social distancing including Plexiglas for offices, directional markers, signs, etc	TBD		No
Touchless thermometers for use by staff	TBD		No
Equipment to sanitize classrooms and office spaces	TBD		No
TK Paraeducator to provide differentiated support at Lillian Larsen (LCAP) Mckee	\$12,347	20,092	Yes
Primary Paraeducators to provide support for reading intervention for primary students at Lillian Larsen (LCAP) (Title I people- Krouse, Diaz, Mireles, McKenzie)	\$32,000	52,805	Yes
English Language Development Intervention (including ELD teacher at 6-8 for Newcomers at Lillian Larsen (M. Soto)	\$56,622	67,652	Yes
Bilingual Paraeducator at Lillian Larsen (LCAP)	\$ 21,956	28,592	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Supplementary English Learner Materials and Supplies (LCAP)	\$6,447	6447	Yes
New Teacher Support (LCAP)	\$2,500	2500	No
Strategic Support for classroom including intervention materials, assessment materials, and student access to supplemental materials	\$6,000	6,000	Yes
Good daily attendance will be monitored with AERIES, communicated through InTouch, and encouraged through rewards and incentives	\$1,000	1,000	Yes
Provide staff development PBIS, Social Emotional Learning	TBD		No
Maintain additional four days of counseling to support low income students in developing socialization skills and the impacts of trauma.			
Extra custodial services to ensure that facilities are cleaned more regularly and more deeply.	\$40,000	40,000	
In-Touch application for home-school communication.	\$700	700	
Provide one day of Nursing services through a school credentialed RN (Tanya White)	\$18,940	22,630	Yes
Provide tutoring, distance learning help, and enrichment through our ASES "LEAP" program. (Krouse, Pinon, Fuentes, J. Hernandez)	\$140,000	56,576	Yes
Migrant program aide to support families and students (Castaneda)	\$20,853	27,157	Yes
Behavior Support Specialists- one at each site (M. Davis and W. Capelli)	\$75,000	122,806	Yes

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

The two largest differences in planned actions and/or budget expenditures had to do with Provide tutoring, distance learning help, and enrichment through our ASES "LEAP" program and the Migrant program aide to support families and students. All other actions and services were implemented with fidelity. During the initial months of the pandemic, we lost all but one of our ASES LEAP paraeducators. We have had an extremely difficult time filling these position all year as many people are still needing to be at home to support their own children during Distance Learning and Hybrid models of instruction. Although we had a person in the Migrant Aide position at the start of the school year, she resigned mid-way through the year to take a position with the Link as our Middle School Family Advocate (0.5 FTE funded through a grant).

Analysis of In-Person Instructional Offerings

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

SMJUSD began offering in-person instructional support in September of 2020. While the county briefly entered the Red Tier, we began reopening into our Hybrid plan on November 7, 2020. We were able to bring all students who wanted in-person hybrid instruction back on campus promptly. We allowed students to return to campus throughout the school year. After surveying staff and parents we went with a four day a week AM/PM cohort model. Mondays were reserved for distance learning and in some cases, on campus DL support and intervention.

A big success was the push to get all of our students with disabilities and unduplicated students back on campus for both in-person instruction and additional support on Mondays and after their in-person cohort. Many teachers felt that although students were on campus less time (two hours and 30 minutes), the fewer amount of students, and less interruptions, allowed them to accomplish more in the areas of reading, writing, and math. This was especially true in the primary grades.

One of the biggest challenges we faced was having enough room in our in-person cohorts to accommodate everyone's schedules. We allowed for a great deal of flexibility to have the maximum amount of in-person students. As CDC loosened it's guidance to allow for 3 ft. social distancing, we allowed more students the flexibility of changing cohorts to allow families for a return to work or normalcy.

The cleaning and sanitization schedule between cohorts required a great deal of planning and coordination, as did the lunch distributions. Finally, pick up and drop off times occurring twice daily required a great deal of support from teachers, administrators, and staff.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Zoom Educator accounts for Teachers, Administrators, Psychologists, and SLPs	\$3,690	4025	No
Purchased Hotspots for low income families	\$45,000	48,721	Yes
Purchased Mystery Science, Studies Weekly, IXL, Learning Ally, BrainPopELD, ETC Portal, STMath, and Seesaw for Distance Learning Access	\$40,000	29,939	Yes
Purchased 160 Chromebooks for students in grades 1-2	\$47,368	44,800	Yes
Purchased 90 Ipads for pre-school, tk, and Kinder	\$35,500	32,245	Yes

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.

The planned actions and/or budgeted expenditures for the distance learning program were implemented as planned.

Analysis of the Distance Learning Program

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

Continuity of Instruction

Regular teacher to student interaction was at the core of the District's instructional program and we continued the commitment in a virtual classroom. All teachers met on a daily basis with their students through the use of video conferencing tools. The district purchased a licensed Zoom account for each teacher. Teachers delivered instructional content, checked for student understanding, and offered additional support in a synchronous and asynchronous format using virtual classrooms. Fourth through eighth grade teachers used Google Classroom as their learning management system, while kindergarten through third grade teachers were provided with Seesaw Premium, an additional resource the district acquired for the 2020-2021 school year. Students had digital access to the district's adopted curriculum or math, history-social science, language arts, and science through their district-issued iPad or Chromebook, including other support materials. At times, our teachers and students experienced challenges from slow wifi,

reliability, and other connectivity issues. When this happened our teachers worked with the student in other means to support them beyond the device. We always had our offices open and our site secretaries became the first line of defense in troubleshooting tech issues from wifi to device problems.

Access to Devices and Connectivity

All students in the Distance Learning Program were given an iPad (pre-school through Kinder) or a Chromebook. The district ordered 90 new iPads and 160 new Chromebooks to increase our 1:1 program down to our youngest learners. Previously we had 1:1 devices for 4th-8th graders. To ensure internet access for all families, administration sent out a survey to all families in the district to determine family's needs.

Families requiring support for home internet connectivity were provided information on Charter's internet services, Ranch Wifi, and finally given a district funded Hotspot if there was not other alternative. We provided 100 families with a hotspot.

Pupil Participation and Progress

When students were not physically attending school in-person, district personnel needed to develop a system to ensure that students were actively participating in class each day. Our district used the California Department of Education (CDE) pupil engage template for monitoring pupil participation. The district also created a system for reengagement when necessary. As part of this tiered reengagement process, the teacher reaches out to families whose child is not in attendance and determine the child's needs. The school's attendance clerk also supports this process through phone and email communication with the families. If these supports do not reengage the student, the student receives tier two support. This involves the site administrator, counselor, and resource officer reaching out to the family to brainstorm additional supports that can be provided to help the student consistently attend class. This school to home communication includes phone calls and email, as well as home visits, as deemed necessary. If these additional supports were not successful then the district's pupil personnel services staff provide tier three support, including coordinating services through county agencies, to determine how to support the student in re engaging. Students who were not participating virtually were strongly encouraged to return to in-person instruction.

Distance Learning Professional Development

During the three days before students returned to Distance Learning instruction in August, teachers were provided with several sessions of PD focused on DL expectations and new programs and platforms. The district adopted two new programs this year to address learning loss and social emotional needs: iReady and Second Step. Sessions were held for both of these programs to familiarize teachers with their components. iReady provided three additional trainings for teacher as the year progressed. One day of PD was a menu of choices provided to all educators in the area through the Fresno Office of Ed. Teachers were able to focus on their individualized needs and were able to choose from a menu of offerings all focused on Distance Learning best practices. All PD was held virtually for the 2020/21 school year.

Staff Roles and Responsibilities

Because we are a small district, all staff and teachers were required to work from campus once we shifted to in-person instruction unless they qualified for an accommodation. All paraeducators began working on campus in September to support small group

cohorts. Paras were assigned to groups of students needing distance learning support. They also provided intervention to targeted students. One additional Special Education teacher was hired to support our students with disabilities. Teachers were allowed to work from home per our MOU with SMTA during distance learning, but returned to campus on Tuesdays through Fridays once we began our phased reopening in November. We had staff working out of class for much of the year as we had fewer needs in some areas such as transportation, but great needs in other areas such as custodial and food services.

Support for Pupils with Unique Needs

The district began bringing students with unique needs back on campus by the third week of school under the Small Group Cohort Guidance. On campus these students would receive Distance Learning support, work towards IEP goals, receive reading intervention, and receive tutoring. This support continued even after we reopened by offering our pupils with unique needs additional time on campus on Mondays and before or after their in-person cohort. For pupils with unique needs who did not want to come on campus, Distance Learning small group or individual services were set up to support students in meeting their goals. At Lillian Larsen we formed a special instructional group for our newcomers in grades 5-8 to receive instruction at their level and primary language support.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase i-Ready (Curriculum Assoc Inc) to assess student performance in math, ELA and SEL and plan interventions to mitigate learning loss.	\$73,200	78,282	Yes
Intervention teacher at Lillian Larsen (Ramos)	\$85,000	110435	Yes
Extra duty for teachers to provide after hours tutoring and homework help for Migrant Students (Johnson, Lemm, Soto)	\$12,000	8,000	Yes

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

There are no substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss. We did make a switch to move Migrant services from after hours to Saturdays.

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.

Our iReady program has proven to be effective this year as our scores from Diagnostic 1 to Diagnostic 3 have gone up 16% points in overall proficiency. Our EL students have increased from 9% proficient to 20% proficient. The district purchased iReady English Language Arts and Mathematics, for all students, and provided training for all teachers on how to use the program. Teachers also had access to online modules to assist them in how to best use this program instructionally, as well as how to use the data reports to drive instruction. All students engaged with the iReady reading and mathematics online curriculum during the asynchronous portion of their school day. Teachers used these programs as part of their ongoing assessment of learning and used the data to determine small, targeted groups for instruction. The personalized pathways offered was used to accelerate learning toward mastery of standards. Teachers also used data from the program to plan targeted small group instruction to address missing prerequisite skills. These skills were not taught in isolation, but in connection to the standard with which they vertically align. Our Intervention Teacher has provided intervention to small groups and individuals and coordinated all on-campus support groups, paraeducator schedules, progress monitoring, and intervention groups for our paraeducators. We have been able to service all of our migrant students with additional instruction on Saturdays.

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.

SMJUSD was able to continue with many of the supports and services we have in place during a typical year during the 2020/21 school year. We actually were able to provide additional Counseling support for our students through the Preventative Health Grant and the new PEI School Wellness Grant for Lillian Larsen Middle School. We provide two days of counseling at Lillian Larsen Elementary, Lillian Larsen Middle School, and Cappy Culver. We also added a Family Advocate through the PEI grant for Lillian Larsen Middle school. This is a half-time position that was filled about halfway through the school year. Our three counselors were able to provide direct services through Zoom during distance learning and later, after a return to in-person instruction, in person. Our Family Advocate was able to help families access mental health services outside of the school for families needing a higher level of service. Additionally, we had a Mental Health Provider through SELPA to support students with disabilities who had greater needs in the area of Mental Health. She was also able to provide "Class Meetings" giving our older students a safe place to discuss their feelings during COVID times.

Another success was the addition of Second Step, a Tier I support for Social/Emotional Learning. All teachers received training in the summer and implemented the program in their classrooms. It was part of synchronous instruction during Distance Learning and then in-person instruction when we shifted to Hybrid.

Our biggest challenge was reaching students who were not engaged in Distance Learning throughout the whole year. According to grades, Google Classroom and Seesaw work completion, and attendance logs, many students were not engaged in school work during the synchronous and asynchronous times of instruction. Many students did not turn cameras on or respond when called on for answers. Many assignments were not turned in. This seemed to affect our unduplicated students disproportionately. Many of our older students at Lillian Larsen were obligated to watch younger siblings so their parents could go to work. Several of our middle school students were asked to work in the fields themselves. In these cases, we utilized our resources to get children back onto campus for in-person instruction.

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.

Due to the necessity of the situation, the district increased outreach to parents and students through the use of increased emails, social media posts, texts, and online meetings. After parents learned how to use the technology we actual saw increased attendance at many of our meetings. Parents who did not have a personal device were able to utilize their children's devices to participate. The district used an "all hands on deck" approach. Teachers were able to increase their outreach using many new digital platforms such as Seesaw and Google Classroom. Many also added Class Dojo to text an interact with parents in their native language. The district also took advantage of using Google Voice to be able to text or call parents from home. We utilized our bilingual paraeducators to assist in

making phone calls home when another level of communication was needed. Our site secretaries and clerks were always available by phone or in person to assist parents needing support. We were fortunate to have a new family advocate start with us mid-year for further support at Lillian Larsen Middle School. Additionally we continued working with SLO Sheriff's department and had a full-time School Resource Officer on campus.

The district also worked with SLO Public Health to help the community recover from COVID19. San Miguel was the hardest hit area on the central coast in terms of number of cases per capita. We arranged for on-site testing and vaccination clinics during the year.

Analysis of School Nutrition

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

In response to the school closures which began on March 13, 2020, SMJUSD began a seamless summer program for all youth in the area. Our food services department has worked tirelessly to provide food to the 600 plus students enrolled at our campus, Bradley School District, Almond Acres Charter School, and Pleasant Valley School, along with any youth ages 1-18 who need a lunch. We provided additional food for students over the winter holidays. We also worked with other non-profit organizations such as the SLO Food Bank to put together special boxes to be distributed to needy families several times over the course of the year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Purchase Second Step as a Tier 1 Social emotional Health program	\$11,000	\$10,398	Yes

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.

This action was implemented as planned.

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, if not most of our Goals and actions, have been informed by our in-person and distance learning instructional experiences from 2020/21.

Goal 1- Academics

We have chosen to fund an intervention teacher at each site for 2021/22. In the past we have used Title I funds to fund a part-time intervention at Cappy Culver and a full-time teacher at Lillian Larsen. We will be using one-time dollars to fund a position at CCE, and a combination of LCFF funds and federal funds to pay for a full-time intervention teacher at LLE and a part-time EL Specialist at LLE. Based on local data we recognize the need for interventions for next year at both sites. During our hybrid plan, we have had in-person cohorts of an average of 12 students. Data from surveys and increased engagement from the students in the in-person cohorts, stresses the importance of smaller class sizes and single-grade classrooms. We do not feel the 2021/22 school year should have class sizes of 30 with two grades in them as student needs will be very acute as demonstrated by our iReady results and other local data (DIBELS, STAR Reading, standard-based grades on Curriculum-based assessments, achievement grades, and assignment completion). The addition of summer school for general education is a new action added to help with Learning Loss and will provide students an additional 70 hours of instruction (20 days of 3.5 hours in-person). The district will continue to utilize many of the same programs that it has used during Distance Learning. The district will provide access to ST Math, IXL, Generation Genius, DIBELS, Social Studies Weekly, ESGI, Renaissance, Seesaw, Learning Ally, and Zoom. Additionally, we will move into year two of iReady which will provide us with a progress monitoring tool and a personalized intervention path in Reading and Math for all students. Currently, our ELL students lag behind their English Only counterparts and we continue to have high numbers of Long-term EL students along with a steady influx of newcomers from Mexico who speak no English and are generally not literate in their first

language which is generally Mixteco. The district will begin a three-year Professional Development program focusing on high leverage strategies for our EL students.

Goal 2- Academic Engagement

Parents, student, and staff survey data shows the need for our students to get involved in school and make the school a place where all students feel excited to come. This year during both DL and hybrid instruction there have been much higher levels of apathy than ever before. Many students say that they do not enjoy school (see LCAP survey). Increasing the enrichment opportunities, electives, and course selection for our students is important to re-engage our students after being on DL or Hybrid for the last 15 months.

Goal 3- Climate

The pandemic has shown us how important it is that students and their families find school a safe and welcoming environment. We are aware that our students will have increased social-emotional and mental health needs next year. This goal focuses on supports and services to help students get to school daily and be ready to learn.

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

The district will use a cycle of assessment, data analysis, and creating meaningful plans of action to measure and address pupil learning loss. PLCs will have structured collaboration time on a weekly basis, three times a month to engage in these improvement cycles. We have scheduled three sessions of year 2 Professional Development to look closely at our iReady data in Reading and Math. Teachers will use this data to complete the cycles of assessment along with other local data including:

English language arts: iReady, STAR and Early STAR Renaissance, DIBELS, Step Up to Writing Prompts, and Grade-level ELA IABs and Performance Tasks

For Mathematics: iReady, Eureka Math Skills Assessments, Grade-level Math IABs, and Math Performance Tasks

For students not meeting standards we use a response to intervention to offer Tier 2 and Tier 3 supports.

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.

The only substantive difference between the description of the action and the action implemented was part of our In-person actions: Provide tutoring, distance learning help, and enrichment through our ASES “LEAP” program. While the action was implemented the funding amount was greatly reduced due to the inability to fill several of the support positions.

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 district will be focusing on three areas in the 2021/22 through 2023/24 LCAP:
Academic Achievement, Academic Engagement, and Climate and Social Emotional Learning

While we are proud of the growth we made on the CA Dashboard in 2019, we still have student groups that lag behind in all subject areas. Our metrics indicate that English Language Learners (ELL) and Students with Disabilities (SWD) are performing at lower rates than fluent English speakers and overall. Our addition of iReady and Intervention staff at both sites is crucial to their success, along with the success of all students who have been receiving less than half of their instruction in-person over the last 15 months.

We have learned that we need to continue to provide mental health resources and to provide ways for students to be identified or to self-identify if they have a social-emotional need. During distance learning, this required re-directing staff duties to ensure that this critical component was not missed. We are continuing with our MTSS leadership teams at each site, site-based counseling, Behavior Support Specialists, and a tiered program for social-emotional health. We realize when all students are back in-person, full-time their needs will likely be much greater than ever before.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,480,390.00	1,699,725.00
After School Education and Safety (ASES)	190,000.00	156,334.00
LCFF Supplemental and Concentration	1,092,955.00	1,243,518.00
Other	59,227.00	23,925.00
Title I	121,058.00	172,932.00
Title II	0.00	42,687.00
Title III	17,150.00	23,789.00
Title IV	0.00	36,540.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,480,390.00	1,699,725.00
	202,822.00	156,334.00
1000-1999: Certificated Personnel Salaries	710,686.00	835,095.00
2000-2999: Classified Personnel Salaries	199,193.00	206,906.00
3000-3999: Employee Benefits	267,955.00	327,111.00
4000-4999: Books And Supplies	15,192.00	58,206.00
5000-5999: Services And Other Operating Expenditures	68,250.00	20,383.00
5800: Professional/Consulting Services And Operating Expenditures	16,292.00	95,690.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,480,390.00	1,699,725.00
	After School Education and Safety (ASES)	190,000.00	156,334.00
	LCFF Supplemental and Concentration	12,822.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	586,081.00	728,968.00
1000-1999: Certificated Personnel Salaries	Other	24,627.00	4,333.00
1000-1999: Certificated Personnel Salaries	Title I	84,978.00	79,562.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	5,000.00
1000-1999: Certificated Personnel Salaries	Title III	15,000.00	17,232.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	150,146.00	102,202.00
2000-2999: Classified Personnel Salaries	Other	25,514.00	13,158.00
2000-2999: Classified Personnel Salaries	Title I	23,533.00	41,466.00
2000-2999: Classified Personnel Salaries	Title II	0.00	25,056.00
2000-2999: Classified Personnel Salaries	Title IV	0.00	25,024.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	249,364.00	246,883.00
3000-3999: Employee Benefits	Other	3,894.00	4,592.00
3000-3999: Employee Benefits	Title I	12,547.00	44,932.00
3000-3999: Employee Benefits	Title II	0.00	12,631.00
3000-3999: Employee Benefits	Title III	2,150.00	6,557.00
3000-3999: Employee Benefits	Title IV	0.00	11,516.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	10,000.00	52,493.00
4000-4999: Books And Supplies	Other	5,192.00	0.00
4000-4999: Books And Supplies	Title I	0.00	5,713.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	68,250.00	17,282.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	1,842.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	1,259.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	16,292.00	95,690.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,136,901.00	1,359,846.00
Goal 2	127,129.00	135,213.00
Goal 3	216,360.00	204,666.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$434,365.00	\$454,957.00
Distance Learning Program	\$171,558.00	\$159,730.00
Pupil Learning Loss	\$170,200.00	\$196,717.00
Additional Actions and Plan Requirements	\$11,000.00	\$10,398.00
All Expenditures in Learning Continuity and Attendance Plan	\$787,123.00	\$821,802.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$43,200.00	\$43,200.00
Distance Learning Program	\$3,690.00	\$4,025.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$6,190.00	\$6,525.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$391,165.00	\$411,757.00
Distance Learning Program	\$167,868.00	\$155,705.00
Pupil Learning Loss	\$170,200.00	\$196,717.00
Additional Actions and Plan Requirements	\$11,000.00	\$10,398.00
All Expenditures in Learning Continuity and Attendance Plan	\$740,233.00	\$774,577.00



San Miguel Joint Union School District

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
San Miguel Joint Union School District	Karen Grandoli Superintendent	kgrandoli@sanmiguelsschools.org 805.467.3216

Plan Summary [2021-22]

General Information

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

The San Miguel Joint Union School District (SMJUSD) is a two-school district located primarily in northern San Luis Obispo county with some of our boundaries stretching into Monterey county. It encompasses 200 acres. In 2020/21 SMJUSD had a total of 624 students enrolled. SMJUSD serves students from Transitional Kindergarten through grade 8. Our students then go on to attend Paso Robles High School for 9th grade.

Cappy Culver Elementary School is located in Heritage Ranch which is part of rural Paso Robles. Many of the residents of this area choose to live there due to the proximity of Lake Nacimiento, a popular recreational spot for locals and tourists alike. Many of the families attending Cappy Culver work in state or county government jobs, local hospitals, local school districts, and the tourism industry. During the 2020/21 school year, Cappy Culver had an enrollment of 205 students enrolled in Transitional Kindergarten through grade 8 in self-contained

classrooms. The school is made up of 67% white, 27% Hispanic, 3.4% two or more races, 0.5% Native American, and 0.5% Filipino. 87.5% of its students speak English as their primary language.

8.3% of its students are English Language Learners whose primary language is Spanish. Another 4.2% of the students are reclassified as fluent English speakers. 41% of the students are socio-economically disadvantaged. 17% of the total population of the school represents students with disabilities. 4% of the students at Cappy Culver are homeless.

Lillian Larsen Elementary School is located in the rural town of San Miguel. Many of the families that live in San Miguel are farmworkers. Others work primarily in state and county government jobs and in the hospitality sector. The area is rich in vineyards, wineries, and tourism. During 2020/21, Lillian Larsen had a total enrollment of 388 students from Transitional Kindergarten through grade 8. Lillian Larsen has self-contained elementary school classrooms and a fully departmentalized middle school for grades 6-8 taught by single-subject credentialed teachers. 88% of Lillian Larsen's students are Hispanic. 9% are white. 1% are two or more races. 0.8% are African American and 0.5% are Asian.

Lillian Larsen had an English Learner population of 56%. Another 17.6% of the population has been Reclassified as fluent in English. 70% of the students are considered "Ever-EL" which means they have been considered an English Learner at some point in their enrollment in school. About 85% of the EL students speak Spanish as their primary language. 15% speak Mixteco as their first language. Another 0.5 percent speak Vietnamese as their first language. Lillian Larsen has 12% of its students identified as Migrant, 26% are Homeless, and 93% are considered socio-economically disadvantaged.

San Miguel is a school with two very different schools, facing unique challenges at each school. Our team has worked to develop an LCAP that reflects these challenges with a focus on equity. Although the demographics of the individual schools are quite different from one another, both schools share the challenge of being rurally located. The school community is very important to our families because extracurricular activities are not available to our students in their neighborhoods. Both schools are more than 10 miles away from recreational sports, art classes, music programs, childcare centers, and other services that parents can access with ease in other nearby communities such as Paso Robles. Other basic needs such as mental health services, doctors, and dentists are also not located in our communities or are extremely limited.

Our LCAP strives to provide academic excellence, access to classes and programs to engage our students, and to provide our students and their families with a welcoming and supportive community, giving them access to the tools they need to be healthy and successful members of society.

Reflections: Successes

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

On March 13th, 2020, San Miguel Joint Union School District (SMJUSD) closed for in-person instruction. The district remained closed for two weeks while providing students with optional enrichment work opportunities both online and through packets. After our two-week spring break between March 30, 2020 and April 3, 2020, we began Distance Learning which continued through the last day of school on June 5, 2020. We provided a combination of online learning through the Google Platform and our other online programs such as IXL, Mystery Science, Accelerated Reader, and ST Math along with packets for pickup. The district worked tirelessly to identify students who needed access to the internet and we cooperated with both Spectrum and Ranch Wifi to get internet into most of our students' homes. Due to the rural locations of some of our students' homes, we did continue to offer packets in combination with phone calls to support those who needed it. Additionally, we did not have enough devices to provide all of our tk-2nd grade students with a device. Teachers used other platforms such as Screencastify and YouTube to record lessons for students and upload them to their newly created distance learning websites. Teachers also provided synchronous classes through Google Meet.

On July 16, 2020, the governing board of the San Miguel Joint Union School District met and approved the Reopening Plan with a recommendation to begin the school year with Distance Learning due to the continued high numbers of COVID-19 in the county. On July 17, 2020, Governor Gavin Newsom mandated that all districts located in counties on the State watch list start in Distance Learning. We began our school year much better prepared to instruct our students through Distance Learning. SMJUSD added Zoom as our synchronous meeting software. We provided a uniform approach to our online classrooms. All TK-3rd grade teachers used Seesaw for their online classrooms. Grades 4th-8th used Google Classroom. The district provided minimum instructional minutes in line with the state mandate. All students received live interaction daily.

In September the district began bringing back cohorts of vulnerable students including Students With Disabilities, English Language Learners, and Foster and Homeless Youth, following the state's Guidelines for Small Group Cohorts. On November 16, 2020, while the county was in the Red Tier, we began a phased reopening of our two tk-8th grade schools. By December 7, both schools were reopened in hybrid with the exception of Lillian Larsen's middle school. Those students returned on January 4, 2021. We were the first middle school in the county to bring back students to in-person instruction. At Lillian Larsen where 98% of our students are unduplicated, we have looked for opportunities to have students stay beyond the hybrid half-day, increasing instructional support by 30 minutes per day or more. We have small group cohorts on campus on Mondays, our Distance Learning day.

In looking at the 2019 California Dashboard, the district has identified many areas of growth in all three areas: Academic Performance, Academic Engagement, and Conditions and Climate. In Academic Performance, we went from orange to yellow in both English Language Arts (ELA) and Mathematics. English Learners, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities all increased from Orange to Yellow. Our White students increased from Yellow to Green. Our Hispanic sub-group maintained Yellow, increasing by 2 points. In Math, all of our sub-groups increased one level from Orange to Yellow with the exception of our White sub-group increased two levels from Orange to Green. Our Students with Disabilities did exceptionally well, increasing 17.2 points in ELA and 21.7 points in Math. In terms of Academic Engagement, the amount of students chronically absent has decreased 0.7% to 10.6% overall. All subgroups declined by at least 0.6% with our Students with Disabilities dropping the most at 3.6%. Our Homeless students have the lowest rate of chronic

absenteeism at 7.1%. On terms of Conditions and Climate our suspension rate dropped by 0.4% causing us to go from Orange to Yellow. Our Students with Disabilities went from Red to Green in the area of suspension.

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.

Due to school closures, many of our local indicators were difficult or impossible to monitor. During the 2020/21 school year, all of our efforts have revolved around student engagement during Distance Learning. It has been a careful balance of ensuring students are attending hybrid groups yet maintaining a safe and healthy campus. As we move towards a full re-opening we will be focusing on addressing learning loss due to closure. This year we have implemented iReady as a benchmark assessment tool. Initial data from our first year of implementation shows that we have a lot of work to do in both ELA and Math. Our mid-year Diagnostic tests show that 37% of our students are two years or more behind grade level in ELA and 33% of students are two years or more behind grade level in Math. We have improved slightly in ELA to 31% two years or more below grade level and to 28% of students two years or more below grade level in math. It is important to note that students were just returning to in-person instruction at the mid-year diagnostic, but had been back in hybrid for about five months for the final diagnostic.

It is important to note that our English Language learners (ELL) were below those averages and there are 38% two years or below in Math and 45% two years or below in Math. Our goals and actions are designed to give significant support to this sub-group through our intervention and EL programs. This includes staffing, professional development, and curriculum designed to support our EL students.

The CA State Dashboard indicates that our Students With Disabilities (SWD) are also behind in academics. While "All Students" are in the Yellow tier at 25.6 below a 3 (on-grade level) our SWD are at 67.8 points below a level 3. We have added an additional intervention program to work with SWD and other struggling students at Cappy Culver for 2021/22.

On a positive note, SMJUSD made gains in all areas on the 2019 CA Dashboard showing growth in ELA, Math, and English Language Learner progress towards fluency. We declined in our rate of suspension and we know we will drop again in 2020/21 suspension rate.

However, alternatives to suspension and a robust Multi-tiered system of support will be crucial for the full return to school in 2021/22 due to school closures lasting 15 months. An additional area of challenge on the CA Dashboard was Chronic Absenteeism. Initial data from 2020/21 shows that this continues to be an issue. Our White students, SWD, and Socio-economically Disadvantaged students are above 10% on this metric. We have a goal with several actions to address this.

LCAP Highlights

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

Our post-COVID LCAP for 2021-2025 will be focused on recovery of academic loss, rebuilding in-person attendance, and the social-emotional needs of our students, their families, and our staff. The data we have collected indicates that students and their families will rely on schools more than ever to help meet their needs. We have developed three goals focusing on Academic Achievement, Academic

Engagement, and Conditions and Climate. SMJUSD currently must increase or improve services by 30% for our unduplicated students (low socioeconomic students, English Language Learners, and Foster students) as compared to all students. Additionally we have received about \$2.6 million dollars for Learning Loss, increased in-person services, and other COVID-19 relief. This LCAP is written to reflect all actions and services above the base. The reader will see how we are using our Supplemental and Concentration funds, our Title I funds, our Title III funds, and our Coronavirus Relief Funds to provide our unduplicated students with equitable access to the following goals.

Goals:

Academic Performance: Provide high quality classroom instruction and curriculum that promote college and career readiness, with academic interventions in place to eliminate barriers to student success.

Academic Engagement: Ensure that all students have access to classes and programs which are varied and engaging in order to prepare them for further education, employment, and a secure life.

Conditions and Climate: Ensure a safe, welcoming, engaging, and inclusive climate for all students and their families that promotes academic excellence and appropriate, respectful behavior by providing social-emotional support and parent education.

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.

No schools in the LEA are eligible for comprehensive support and improvement.

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.

This year our stakeholder meetings were held through Zoom as we could not allow gatherings on campus. This made it challenging for some family members to join us, but as the year progressed, more parents were able to log into these meetings using their personal technology or their students devices. This year we have had to focus on the challenges of providing access to instruction, social-emotional needs, and physical needs during a pandemic. Along with online stakeholder meetings, we have surveyed parents and other stakeholders numerous times about the needs of their students.

Surveys Conducted this year:

1. New Bilingual Program (FLES/Heritage Language) for Lillian Larsen Elementary
2. Distance Learning Survey
3. Parent Tech Survey
4. Reopening Survey
5. Hybrid Plan Survey
6. Hybrid Cohorts and Scheduling
7. Return to Full-time Instruction survey
8. LCAP Survey for parents and Community Members
8. LCAP Survey for Staff
9. LCAP Surveys for Students

Stakeholder engagement also occurred at our online parent meetings on the following dates:

August 3, 2020

September 2, 2020

November 5, 2020

February 9, 2021

March 25, 2021 (SELPA Consultation)

May 5, 2021

A summary of the feedback provided by specific stakeholder groups.

This year the feedback from all stakeholders revolved around the concerns that all students, but especially unduplicated students and students with disabilities, are facing unprecedented challenges in academics, social emotional, and physical health due to the impacts of the pandemic and school closures.

As parents were surveyed throughout the fall, we used the results to help guide us through a range of reopening options. In August, 4% of our students enrolled in a new full year Independent Studies, or Homeschool, Program that we offered due to parent and stakeholder input. The rest of our students were all placed in Distance Learning. As the year progressed and we began our phased re-opening, we initially had about 30% of our students remain on Distance Learning. Feedback from surveys indicated three main reasons for this choice: mask

mandates, a lack of bus services, and concern for student safety given the ongoing pandemic. As the year progressed, more students returned to in-person hybrid instruction.

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

1. The need to continue with some type of Online program for the 2021/22 school year. Actions were added to purchase Edugenuity for students wanting to continue with a homeschool program.
3. The need to continue to support our students with 1:1 devices. Action to purchase additional Chromebooks and Ipads was added to replace aging devices and allow for increases in enrollment.
4. The need to support some families with internet hotspots. Action to continue the use of Hotspots was added to provide families with much-needed access to wifi.
5. The need for academic supports for Learning Loss. Actions were added for programs, increased staffing including paraeducators, and additional options for in-person instruction in small, non-combo classes. An additional Intervention teacher was added for Cappy Culver. Lillian Larsen will continue with an Intervention teacher and an ELD Newcomer support teacher.
6. The need for social-emotional supports for students. Actions were added to utilize Second Step district-wide, the use of Behavior Support Specialists at both sites, a part-time additional administrator at Lillian Larsen to support the transition back to full-time in-person learning,
7. The need for access to a broad course of study and extra-curriculum activities. Actions were added to bring back after-school enrichment activities, field trips, and sports. A new Foreign Language for Elementary School (FLES)/Heritage Language program was added to Lillian Larsen to teach Spanish to all students in grades tk-2 for 60-90 minutes per week.
7. The need for additional Professional Development to support certificated and classified staff in learning loss and English Language Development. Actions for professional development for teachers and staff were added.
8. The need to support our parents with additional services for them. An action to provide PIQE to families at Lillian Larsen was added.

Goals and Actions

Goal

Goal #	Description
1	Academic Performance: Provide high quality classroom instruction and curriculum that promote college and career readiness, with academic interventions in place to eliminate barriers to student success.

An explanation of why the LEA has developed this goal.

This goal supports our vision and mission, Our stakeholder groups identified the importance of the following areas when considering the development of learning focused goal:

1. Assure the highest level of educational achievement through implementation of the California Standards in ELA/ELD, mathematics, and all content areas.
2. Increase the annual rate of reclassification of English Learner students to English Proficient and improve our reclassification rate and continue the implementation of the California English Learner Roadmap.
3. Continue to see an increase in state and local student assessment data, especially in the area of literacy across all content areas.
3. Increase support and improve learning outcomes for students with disabilities.
4. Provide instructional materials and professional development for content areas such as ELA, Mathematics, History Social Science, and NGSS.
5. 100% fully credentialed teachers in appropriate assignments as measured by credential audits and review of appropriate assignments pursuant to Education Code section 44258.9.
6. Improve the district's Academic Performance as measured by CAASPP data and iReady data and demonstrate growth for each student group.
7. Provide supplemental and intensified supports to student who require more academic support (MTSS).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	Overall: (2018/2019) Yellow 25.6 points below standard Hispanic:				Overall: Yellow increase between 9 and 45 points overall Hispanic:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Orange 43.5 points below standard</p> <p>English Learners: Yellow 56.4 points below standard</p> <p>Homeless: Yellow 39.5 points below standard</p> <p>Socioeconomically Disadvantaged: Yellow 36 points below standard</p> <p>Students with Disabilities: Yellow 67.8 points below standard</p> <p>White: Green 7.3 points above standard</p>				<p>Orange increase between 9 and 45 points overall</p> <p>English Learners: Yellow increase between 9 and 45 points overall</p> <p>Homeless: Yellow increase between 9 and 45 points overall</p> <p>Socioeconomically Disadvantaged: Yellow increase between 9 and 45 points overall</p> <p>Students with Disabilities: Yellow increase between 9 and 45 points overall</p> <p>White: Green increase between 9 and 45 points overall</p>
CAASPP Math	<p>Overall (2018/2019) Yellow 34.7 points below standard</p>				<p>Overall: Yellow increase between 9 and 45 points overall</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Hispanic Yellow 46.6 points below standard</p> <p>English Learners Yellow 59.7 points below standard</p> <p>Homeless Yellow 51.3 points below standard</p> <p>Socioeconomically Disadvantaged Yellow 42.2 points below standard</p> <p>Students with Disabilities Yellow 79.4 points below standard</p> <p>White 11.8 points below standard</p>				<p>Hispanic: Orange increase between 9 and 45 points overall</p> <p>English Learners: Yellow increase between 9 and 45 points overall</p> <p>Homeless: Yellow increase between 9 and 45 points overall</p> <p>Socioeconomically Disadvantaged: Yellow increase between 9 and 45 points overall</p> <p>Students with Disabilities: Yellow increase between 9 and 45 points overall</p> <p>White: Green increase between 9 and 45 points overall</p>
ELPAC	54.9% making progress towards English language proficiency				Increase percent of EL students making progress towards English Language

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Proficiency by 3% annually
Reclassification Rate	12.57% (2018/2019)				15%
iReady Reading	<p>Overall 39% proficient</p> <p>Hispanic 29% proficient</p> <p>English Learners 20% proficient</p> <p>Socioeconomically Disadvantaged TBD</p> <p>Students with Disabilities TBD</p> <p>White 53% proficient</p>				<p>Overall Increase by 5% each year to 54% proficient</p> <p>Hispanic Increase by 5% each year to 44% proficient</p> <p>English Learners Increase by 5% each year to 35% proficient</p> <p>Socioeconomically Disadvantaged TBD</p> <p>Students with Disabilities TBD</p> <p>White Increase by 5% each year to 68% proficient</p>
iReady Math	<p>Overall 29% proficient</p> <p>Hispanic 21% proficient</p> <p>English Learners 12% proficient</p>				<p>Overall Increase by 5% each year to 44% proficient</p> <p>Hispanic Increase by 5% each year to 36% proficient</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socioeconomically Disadvantaged TBD</p> <p>Students with Disabilities TBD</p> <p>White 43% proficient</p>				<p>English Learners Increase by 5% each year to 27% proficient</p> <p>Socioeconomically Disadvantaged TBD</p> <p>Students with Disabilities TBD</p> <p>White Increase by 5% each year to 58% proficient</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Intervention Teacher at Lillian Larsen	The Intervention Teacher will oversee the intervention program at the site which will include managing the schedules of the paraeducators, overseeing progress monitoring, providing support and training for the paraeducators, and providing direct instruction for students.	\$109,758.00	Yes
2	Intervention Teacher at Cappy Culver	The Intervention Teacher will support students with disabilities and general education students in need of interventions in reading and math.	\$101,960.00	No
3	English Language Development Specialist	The ELD specialist will support Newcomers (students in grades 2 and above at an ELPAC level of 1) with additional leveled ELD support and primary language support.	\$58,796.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Intervention Paraeducators	Five part-time Intervention Paraeducators will support students in grades k-5 in reading and math intervention.	\$82,140.00	Yes
5	Bilingual Paraeducator	One 6.25 hour bilingual paraeducator will support newcomers and students needing additional ELD.	\$28,396.00	Yes
6	Class size reduction	Reduce class size average to an average of 24 district-wide to avoid combination classes.	\$579,028.00	Yes
7	Summer School	Provide Summer School for students struggling due to learning loss due to the COVID 19 pandemic.	\$43,077.00	No
8	Online programs for progress monitoring, and academic support programs	District will provide access to ST Math, IXL, Generation Genius, DIBELs, Social Studies Weekly, ESGI, Renaissance, Seesaw, Learning Ally, Zoom	\$22,000.00	
9	iReady	District will continue with year two of iReady for progress monitoring and individualized learning in reading and math. This includes access to program and three training sessions.	\$1,500.00	Yes
10	English 3D	English 3D provides additional ELD for our Long-term and at-risk for Long-term English Language Learners.	\$4,000.00	Yes
11	English Language Development Professional Development	Provide k-8 teachers at Lillian Larsen a three-year long professional development plan focusing on strategies to increase EL students' reclassification rate.	\$19,099.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	IT Support for teachers and students	IT Team from the County Office of Education will support our schools to ensure that all unduplicated students have access to the programs and technology needed.	\$11,760.00	Yes
13	ELD Materials for Newcomers	Newcomers in grades 2-8 will be provided with supplemental curriculum and materials in addition to our state adopted ELD programs in order to help them achieve basic fluency in oral English. (National Geographic, System 44)	\$3,500.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Academic Engagement: Ensure that all students have access to classes and programs which are varied and engaging in order to prepare them for further education, employment, and a secure life.

An explanation of why the LEA has developed this goal.

This goal supports our vision and mission Our stakeholder groups identified the importance of the following areas when considering the development of learning focused goal:

focused goal:

1. Assure access to a variety of electives, especially in our Middle School grades, in order to compete with the larger feeder schools to prepare our students for success at Paso Robles High School.
2. Increase access to enrichment classes and after-school sports programs to increase engagement, attendance, and enrollment at our K-8 rural elementary schools.
3. Provide Spanish for our youngest students at Lillian Larsen where our unduplicated numbers are at almost 100%. Many students are opting to leave the district to attend a neighboring district due to their popular Dual Immersion program. This will give all students early exposure to Spanish.
3. Attendance rates were impacting student performance before COVID and due to Distance Learning and Hybrid programs during the 2019/20 and 2020/21 school years, attendance rates have dropped even lower.
4. Due to the rural locations of our schools, many of our students do not have access to real-world, hands-on experiences. Field trips continue to be extremely important to our stakeholders and give students and have proven to be a motivating factor in regular school attendance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates	District ADA				
Chronic Absenteeism	Overall 10.6%				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic 9.7% chronically absent English Learners 8% chronically absent Homeless 7.1% chronically absent Socioeconomically Disadvantaged 10.1% chronically absent Students with Disabilities 10.5% chronically absent White 11.3% chronically absent				
Middle School Dropout	Overall 0%				
Physical Fitness test in Grades 5 and 7	5th graders meeting 6 of 6 Healthy Fitness Zone targets 18.3% 7th graders meeting 6 of 6 Healthy Fitness Zone targets 12.1%				Increase percent of 5th graders meeting 6 out of 6 targets in the Healthy Fitness Zone by 5% each year to 33%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Increase percent of 7th graders meeting 6 out of 6 targets in the Healthy Fitness Zone by 5% each year to 27%
LCAP Survey Middle School Students	<p>1. The school has lots of learning experiences to help get students ready for high school, college, and career readiness. 79% yes</p> <p>2. I enjoy attending school. 52.1% yes</p>				<p>1. 98%</p> <p>2. 80%</p>
LCAP Survey Elementary School Students	<p>1. The school has lots of learning experiences to help get students ready for high school, college, and career readiness. 93% yes</p> <p>2. I enjoy attending school. 44.5% yes</p>				<p>1. 98%</p> <p>2. 80%</p>
LCAP Survey Parents/community	<p>1. The school has lots of learning experiences to help get students ready for high school, college,</p>				<p>1. 92%</p> <p>2. 80%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and career readiness. 77.6% yes 2. My child enjoys attending school. 45%				
LCAP Survey Teachers/staff	1. The school has lots of learning experiences to help get students ready for high school, college, and career readiness. 93% yes 2. Our students enjoy attending school. 63.3% yes				1. 98% 2. 80%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide electives for Lillian Larsen Middle School	Provide three elective classes at Lillian Larsen Middle School to give students access to a broad course of study. We will provide Agriculture and Leadership.	\$43,146.00	Yes
2	Elective wheel	Provide Middle school aged students at Cappy Culver access to an elective wheel to provide them with a broad course of study.	\$38,137.00	Yes
3	After-school Enrichment	Provide a variety of after-school enrichment classes for students to sign up for.	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	After-School Interscholastic Sports	Provide after-school sports for middle school students. (volleyball, flag football, basketball, soccer, cross-country, and track).	\$34,870.00	Yes
5	Field Trips	Provide two field trips per grade level at each site.	\$15,000.00	Yes
6	FLES/Heritage Language Program	Provide Spanish to all students in grades TK-2 at Lillian Larsen for 60-90 minutes per week.	\$29,598.00	Yes
7	PE Teacher	Provide a PE teacher to support students at Lillian Larsen K-5.	\$68,809.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Conditions and Climate: Ensure a safe, welcoming, engaging, and inclusive climate for all students and their families that promotes academic excellence and appropriate, respectful behavior by providing social-emotional support and parent education.

An explanation of why the LEA has developed this goal.

This goal supports our vision and mission. Our stakeholder groups identified the importance of the following areas when considering the development of learning goal with a focus on the whole child:

1. Increase percentage of students that report a sense of safety and school connectedness as measured by California Healthy Kids Survey and LCAP survey data
2. Decrease Pupil Suspension rates as measured by suspension rates
3. Improve district attendance rate
4. Decrease chronic absenteeism
5. Maintain or increase the support for mental health services and counseling services.
6. Provide supplemental and intensified supports to student who require more academic, behavioral, and/or emotional support (MTSS).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Suspension Rates	Overall 3.5% Hispanic 4% English Learners 3.6%				Overall 2.0% or less Hispanic 2.0% or less English Learners 2.0% or less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless 6.3% Socioeconomically Disadvantaged 4.2 % Students with Disabilities 2.3% White 2.9%				Homeless 2.0% or less Socioeconomically Disadvantaged 2.0% or less Students with Disabilities 2.0% or less White 2.0% or less
Pupil Expulsion Rates	Overall 0.47% Hispanic 0% English Learners 0% Homeless 0% Socioeconomically Disadvantaged 0.47% Students with Disabilities 0% White 0.47%				Overall 0% Hispanic 0% English Learners 0% Homeless 0% Socioeconomically Disadvantaged 0% Students with Disabilities 0% White 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CHKS Survey	<p>2019/20 Survey (given every other year)</p> <p>Feels School Connectedness 5th grade- 76% 7th grade- 50%</p> <p>Feels Safe at School 5th grade- 63% 7th grade- 51%</p> <p>Has a caring adult at school 5th grade- 73% 7th grade- 61 %</p>				<p>Feels School Connectedness 5th grade increase by 5% each year to 91% 7th grade increase by 5% each year to 65%</p> <p>Feels Safe at School 5th grade increase by 5% each year to 78% 7th grade increase by 5% each year to 66%</p> <p>Has a caring adult at school 5th grade increase by 5% each year to 88% 7th grade increase by 5% each year to 76%</p>
LCAP Survey middle school student	<p>1. The school climate fosters a feeling of safety. 83%</p> <p>2. Students have at least one caring adult they are comfortable reaching out to if they have a problem or concern. 59.2%</p>				<p>1. 98%</p> <p>2. 75%</p>
LCAP Survey elementary school student	<p>1. The school climate fosters a feeling of safety. 94%</p>				<p>1. 98%</p> <p>2. 87%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2. Students have at least one caring adult they are comfortable reaching out to if they have a problem or concern. 71.7%				
LCAP Survey parent and community	<p>1. The school climate fosters a feeling of safety. 98%</p> <p>2. Students have at least one caring adult they are comfortable reaching out to if they have a problem or concern. 85%</p>				<p>1. 98%</p> <p>2. 98%</p>
LCAP Survey Teachers/staff	<p>1. The school climate fosters a feeling of safety. 98%</p> <p>2. Students have at least one caring adult they are comfortable reaching out to if they have a problem or concern. 83.7%</p>				<p>1. 98%</p> <p>2. 98%</p>
Office Discipline Referrals (Discipline Distribution Report in Aeries)	<p>357 entries of non-48900 codes (minor)</p> <p>43 entries of 48900 codes (major, suspendible offenses)</p>				<p>150 entries of minor codes</p> <p>30 entries of major codes</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS Support	Provide a part-time retired Administrator at Lillian Larsen and a part-time director/principal at Cappy Culver to focus on Multi-tiered systems of supports for students in social emotional and behavioral areas.	\$85,632.00	Yes
2	Attendance and PBIS incentives and awards	Provide tangible incentives, assemblies, field trips, and other motivational awards to students in the areas of attendance and behavior as part of our MTSS program.	\$10,000.00	Yes
3	Parent Institute for Quality Education (PIQE)	Parents at Lillian Larsen will be supported with classes to help them understand the importance of school and how to help guide their children to be successful.	\$2,000.00	Yes
4	Increased Parent Communication	Use of parent communication program, social media, newsletter program (S'more) to increase parent engagement. Offer a variety of meeting types including both in-person and Zoom meetings.	\$3,000.00	Yes
5	Behavior Support Specialist	Under the direction of the Director of Special Education the Behavior Support Specialist Lead Trainer will provide specific feedback in order to improve support, strategies, and the program as a whole. This specialist will also work directly with students who require Applied Behavior Analysis, Discrete Trial Training, and/or Social Skills training.	\$46,700.00	No
6	Student Support Counselors	Supplement the counseling services from the County Behavioral grant to provide both sites with counseling. Lillian Larsen will have two days a week for K-5 and two days a week for 6-8. Cappy Culver will have two days a week.	\$45,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Behavior Support Specialist Lead trainer	Under the direction of the Director of Special Education the Behavior Support Specialist Lead Trainer will work with classified and certificated staff in consultation, coaching, one-to-one, and group presentation to provided professional development and specific feedback in order to improve support, strategies, and the program as a whole. This specialist will also work directly with students who require Applied Behavior Analysis, Discrete Trial Training, and/or Social Skills training.	\$51,486.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23.84%	\$1,421,748

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.

Goal 1 Action 1- Intervention Teacher at Lillian Larsen

- 1) Lillian Larsen has an unduplicated population of 98%. This action is based on our need to improve outcomes for student groups that performed at a lower level than all students and represent a performance gap. Specifically, Hispanic, Socioeconomically Disadvantaged, and English Learners performed below standard on CAASPP and local assessments in ELA and Mathematics.
- 2) Research shows that a strong intervention program under the guidance of a qualified certificated teacher can help students make growth towards the grade-level standards and close the achievement gap.

Goal 1 Action 4 - Intervention Paraeducators

- 1) Lillian Larsen has an unduplicated population of 98%. This action is based on our need to improve outcomes for student groups that performed at a lower level than all students and represent a performance gap. Specifically, Hispanic, Socioeconomically Disadvantaged, and English Learners performed below standard on CAASPP and local assessments in ELA and Mathematics.
- 2) Research shows that a strong intervention program under the guidance of a qualified certificated teacher can help students make growth towards the grade-level standards and close the achievement gap. The addition of well-trained para-educators will allow more students to receive intervention services.

Goal 1 Action 6 -Class size-reduction

1) The district has determined the ability to reduce class sizes for 2021-22 as a strategy to give students more inclusive academic, behavioral, and social-emotional support and provide the differentiation necessary to accelerate learning over the next school year. This will also allow more adult interaction with students during the school day. We have determined that our smaller classes during Hybrid Reopening (average of 12) have increased teachers' ability to deliver instruction with fewer interruptions and greater opportunities for individualized support. It will also allow us to eliminate the need for combination classes.

2) The district believes this strategy of class size reduction is a way to increase and improve services for students that experienced some educational challenges due to the COVID-19 pandemic that impacted students over two school years. While class size has a demonstrable cost, it may prove to raise achievement levels and improve student outcomes in regards to broader life outcomes as well (e.g. student connectedness, building independence, and resilience).

Goal 1 Action 9 - iReady

1) Through local assessment data the district has determined that our unduplicated students who make up 77%, as well as our students with disabilities have suffered learning loss during the pandemic over the last 16 months. iReady allows us to monitor students' progress throughout the school year and provides a Personal Path for additional support for students. 2. iReady is an evidence-based program showing high levels of growth among EL students, students with disabilities, and socio-economically disadvantaged students.

Goal 1 Action 11 - English Language Development Professional Development

1) Lillian Larsen has an Ever EL population of 79% and an "At-risk" or LTEL population of 27% Additionally approximately 5% of our EL students are Newcomers (in the country for two years of instruction or less).

2) The district sees the need to provide a common understanding of comprehensive ELD programs in San Miguel, specifically at Lillian Larsen. This Professional Development opportunity will link core to Designated ELD and provide strategies to be implemented to different proficiency levels; connect and align strategies to ELD standards and content in both Integrated and Designated ELD. Teachers will use these high-leverage strategies to increase the English language proficiency of their English learners in both integrated and designated ELD settings. The PD will also provide resources to school leadership in the delivery of a comprehensive ELD program.

Goal 1 Action 12- IT Support for teachers and students

1) SMJUSD has an unduplicated population of 77%. Many of our students do not have access to the internet at home. Very few have access to a home computer. During the COVID19 Pandemic SMJUSD has had an increased need for IT services to assist with device maintenance, programs such as those listed in the LCAP, Professional Development for teachers, and direct support for our students and their parents. Survey data has shown that our EL students and students from socio-economically disadvantaged homes need increased support for technology.

2) Our tech team will support students, their families, and their teachers to better access the technology needed to be successful in a digital world.

Goal 2 Action 1 - Provide electives for Lillian Larsen Middle School

1) San Miguel has an unduplicated population of 77%. Survey data shows that many of our unduplicated students do not have access to any extra-curricular activities outside of the school environment. This is also due to the rural locations of both of our schools. In order to increase our class offerings, we will be offering electives at Lillian Larsen for grades 6-8.

2) Offering electives will increase opportunities for our students to help them become college and career-ready as they move closer to high school.

Goal 2 Action 2 - Elective wheel

1) San Miguel has an unduplicated population of 77%. Survey data shows that many of our unduplicated students do not have access to any extra-curricular activities outside of the school environment. This is also due to the rural locations of both of our schools. In order to increase our class offerings, we will be offering an elective wheel at Cappy Culver for grades 6-8.

2) Offering electives will increase opportunities for our students to help them become college and career-ready as they move closer to high school.

Goal 2 Action 3 - After-school Enrichment

1) Surveys show our unduplicated students do not have access to enrichment activities outside of the school. Our surveys indicated that students are more likely to attend school regularly when they enjoy coming.

2) Offering after-school enrichment in the arts, STEM, and other areas will increase student engagement at school.

Goal 2 Action 4 - After-School Interscholastic Sports

1) Surveys show our unduplicated students do not have access to sports outside of the school. Our surveys indicated that students are more likely to attend school regularly when they enjoy coming.

2) Offering after-school interscholastic sports will increase student engagement at school.

Goal 2 Action 5 - Field Trips

1) Surveys show our unduplicated students do not have access to enrichment activities outside of the school. Our surveys indicated that students are more likely to attend school regularly when they enjoy coming.

2) Offering field trips in the arts, STEM, and other areas will increase student engagement at school.

Goal 2 Action 6 - FLES/Heritage Language Program

1) 98% of parents of students enrolled in TK-1 indicated that the desire to learn at least part of the day in Spanish was important to them. For our EL students, developing their primary language is proven to help with learning their second language. This is also a beneficial program for our other unduplicated students who speak English as their first language, giving them early exposure to a second language. The district plans to add grade levels each year.

2) Offering this enrichment class will increase engagement for our students as well as help prepare them for college and career.

Goal 2 Action 7- PE teacher for LLE elementary

1) Surveys show our unduplicated students do not have access to sports outside of the school. Our surveys indicated that students are more likely to attend school regularly when they enjoy coming.

2) Offering elementary school PE at Lillian Larsen where 98% of our students are unduplicated will increase student engagement at school.

Goal 3 Action 1-MTSS Support

- 1) Office discipline referrals, academic metrics, and counseling referrals show that our unduplicated students need support in both academics and social-emotional areas. This will provide administrative support to oversee the MTSS process ensuring that students get the supports they need.
- 2) Research shows that having a tiered system of support in place for students increases academic and social emotional outcomes.

Goal 3 Action 2-Attendance and PBIS incentives and awards

- 1) Our unduplicated students have had high absence rates this year. Our Attendance/PBIS incentives are tied to our MTSS plan.
- 2) Research shows the PBIS is an effective system for increasing student engagement at school. Research shows that attendance is an important factor for student achievement and chronic absenteeism has been linked to reduced student achievement according to Gottfried (2014).

Goal 3 Action 3=Parent Institute for Quality Education (PIQE)

- 1) Our EL Parents, as well as parents from socio-economically disadvantaged households, at Lillian Larsen will benefit from increased knowledge in how to help their children be college and career ready.
- 2) Parent engagement at school is tied to student success.

Goal 3 Action 4-Increased Parent Communication

- 1) Our unduplicated parents have been less involved at school in terms of volunteer work, attending meetings, and responding to surveys.
- 2) Increased parent outreach in their native language is intended to decrease barriers to participation and being fully engaged.

Goal 3 Action 6-Student Support Counselors

- 1) Provide counselors for all students with a focus on unduplicated count students for 2021-22.

This action is focused on improving the number of students feeling safe and reporting school connectedness, since the District has experienced a decline in the sense of safety and a lower than desired level of school connectedness according to survey data. The counselors will focus on providing social/emotional learning to improve student outcomes.

- 2) The district-wide allocation of counseling allows for case management of students that need support in social/emotional well-being to improve their academic performance. Counselors can setup learning plans for Foster Youth, help remove obstacles to learning for low socio-economic students, and do academic goal setting for English Learners. This increases the number of adults available to support all unduplicated count students. Effective counseling programs are important to the school climate and a crucial element in improving student achievement. Some studies have shown that students in schools that provide counseling services indicated their classes were less likely to be interrupted by other students, and that their peers behaved better in school according to Mullis, F. & Otwell, P. (1997).

Goal 3 Action 7-Behavior Support Specialist Lead trainer (BSS-LT)

- 1) Office discipline referrals and referrals to Special Education have been higher among our English Language Learners. The BSS-LT will work directly with these students, as well as with teachers and para-educators, to provide structures and support for behavior and classroom engagement.

2) Having a BSS-LT will allow students to remain in their classrooms in lieu of suspension or spending time in the office. Strategies taught will be used by all adults to further support student success.

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

The district is increasing and improving services for our unduplicated students by adding a full-time Intervention Teacher, intervention para-educators, an EL Specialist, a part-time administrator, and a Behavior Support Specialist- Lead Trainer. Additionally we are eliminating the need for combo classes and keeping class sizes to an average of 24 as opposed to our contractual number of 30. We are also providing Student Support Counselors. Our Professional Development for the year is focused on iReady, a progress monitoring, and personalized intervention program, along with ELD at Lillian Larsen. We are also adding a Parent Institute through PIQE at Lillian Larsen to help the parents of our unduplicated students. Our MTSS/PBIS systems will be supporting both the academic and social-emotional needs of our students. Finally, we are increasing opportunities for enrichment, sports and hands-on learning through our after-school programs and field trips.

All of the goals, actions, and services described in this section are specifically targeted for unduplicated student support.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,203,726.00	\$184,265.00		\$153,151.00	\$1,541,142.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,383,533.00	\$157,609.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Intervention Teacher at Lillian Larsen	\$109,758.00				\$109,758.00
1	2	All Students with Disabilities	Intervention Teacher at Cappy Culver		\$101,960.00			\$101,960.00
1	3	English Learners	English Language Development Specialist	\$54,876.00			\$3,920.00	\$58,796.00
1	4	English Learners Foster Youth Low Income	Intervention Paraeducators	\$4,772.00			\$77,368.00	\$82,140.00
1	5	English Learners	Bilingual Paraeducator	\$14,198.00			\$14,198.00	\$28,396.00
1	6	English Learners Low Income	Class size reduction	\$579,028.00				\$579,028.00
1	7	All	Summer School		\$43,077.00			\$43,077.00
1	8		Online programs for progress monitoring, and academic support programs	\$22,000.00				\$22,000.00
1	9	English Learners Foster Youth Low Income	iReady	\$1,500.00				\$1,500.00
1	10	English Learners	English 3D	\$4,000.00				\$4,000.00
1	11	English Learners	English Language Development Professional Development	\$19,099.00				\$19,099.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	12	English Learners Foster Youth Low Income	IT Support for teachers and students	\$11,760.00				\$11,760.00
1	13	English Learners	ELD Materials for Newcomers	\$3,500.00				\$3,500.00
2	1	English Learners Foster Youth Low Income	Provide electives for Lillian Larsen Middle School	\$43,146.00				\$43,146.00
2	2	English Learners Foster Youth Low Income	Elective wheel	\$38,137.00				\$38,137.00
2	3	English Learners Foster Youth Low Income	After-school Enrichment	\$2,000.00				\$2,000.00
2	4	English Learners Foster Youth Low Income	After-School Interscholastic Sports	\$34,870.00				\$34,870.00
2	5	English Learners Foster Youth Low Income	Field Trips	\$15,000.00				\$15,000.00
2	6	English Learners Foster Youth Low Income	FLES/Heritage Language Program	\$10,000.00			\$19,598.00	\$29,598.00
2	7	English Learners Foster Youth Low Income	PE Teacher	\$68,809.00				\$68,809.00
3	1	English Learners Foster Youth Low Income	MTSS Support	\$85,632.00				\$85,632.00
3	2	English Learners Foster Youth Low Income	Attendance and PBIS incentives and awards	\$10,000.00				\$10,000.00
3	3	English Learners Foster Youth Low Income	Parent Institute for Quality Education (PIQE)	\$2,000.00				\$2,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	English Learners Foster Youth Low Income	Increased Parent Communication	\$3,000.00				\$3,000.00
3	5	All	Behavior Support Specialist		\$39,228.00		\$7,472.00	\$46,700.00
3	6	English Learners Foster Youth Low Income	Student Support Counselors	\$45,750.00				\$45,750.00
3	7	English Learners Foster Youth Low Income	Behavior Support Specialist Lead trainer	\$20,891.00			\$30,595.00	\$51,486.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,181,726.00	\$1,327,405.00
LEA-wide Total:	\$742,790.00	\$742,790.00
Limited Total:	\$76,574.00	\$94,692.00
Schoolwide Total:	\$362,362.00	\$489,923.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Intervention Teacher at Lillian Larsen	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen K-8	\$109,758.00	\$109,758.00
1	3	English Language Development Specialist	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lillian Larsen 2-8	\$54,876.00	\$58,796.00
1	4	Intervention Paraeducators	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen K-5	\$4,772.00	\$82,140.00
1	5	Bilingual Paraeducator	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lillian Larsen k-8	\$14,198.00	\$28,396.00
1	6	Class size reduction	LEA-wide	English Learners Low Income	All Schools	\$579,028.00	\$579,028.00
1	9	iReady	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	\$1,500.00
1	10	English 3D	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lillian Larsen 4-8	\$4,000.00	\$4,000.00
1	11	English Language Development	Schoolwide	English Learners	Specific Schools: Lillian Larsen k-8	\$19,099.00	\$19,099.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Professional Development					
1	12	IT Support for teachers and students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,760.00	\$11,760.00
1	13	ELD Materials for Newcomers	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lillian Larsen 2-8	\$3,500.00	\$3,500.00
2	1	Provide electives for Lillian Larsen Middle School	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen 6-8	\$43,146.00	\$43,146.00
2	2	Elective wheel	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cappy Culver 6-8	\$38,137.00	\$38,137.00
2	3	After-school Enrichment	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
2	4	After-School Interscholastic Sports	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,870.00	\$34,870.00
2	5	Field Trips	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
2	6	FLES/Heritage Language Program	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen TK-2	\$10,000.00	\$29,598.00
2	7	PE Teacher	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen K-5	\$68,809.00	\$68,809.00
3	1	MTSS Support	LEA-wide	English Learners Foster Youth Low Income		\$85,632.00	\$85,632.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	2	Attendance and PBIS incentives and awards	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
3	3	Parent Institute for Quality Education (PIQE)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen	\$2,000.00	\$2,000.00
3	4	Increased Parent Communication	LEA-wide	English Learners Foster Youth Low Income		\$3,000.00	\$3,000.00
3	6	Student Support Counselors	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$45,750.00	\$45,750.00
3	7	Behavior Support Specialist Lead trainer	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen	\$20,891.00	\$51,486.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

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[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.