

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
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Plan Summary [2021-22]

General Information

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

Brittan Elementary School District is a rural Transitional Kindergarten (Jump Start) through Grade 8 school providing services for approximately 460 students of which 56% are socio- economically disadvantaged. Brittan has an attendance rate of approximately 91%. All students in Jumpstart to Kindergarten through Grade 5 are using the state- adopted English Language Arts (ELA/ELD) instructional program by McMillian/McGraw Hill, Wonders. The sixth through eighth grades are using the state- adopted ELA/ELD instructional program by McMillian/McGraw Hill, Study/Sync. Our philosophy guiding the reading curriculum is that children learn to read in different ways, so our approach emphasizes teaching reading through differentiated instruction. Teaching the same concepts and skills in many different ways provides both reinforcement and allows the curriculum to correspond to the learning strengths of each child. Academic performance and a safe and orderly environment are conditions strongly supported by the entire staff and the Board of Trustees. Budget, staffing and program decisions reflect these priorities. The student teacher ratio does not exceed 22 to 1 in Jump Start to Kindergarten through third grade, and an average of no more than 25 to 1 in grade four through grade six. Students in grades 6 are in a self contained class, while grades 7-8 have 5 class periods taught by teachers with either a single subject credential or a supplemental credential. The school has an extensive on site library. All students have one to one Chromebooks. We are in the process of implementing virtual desktops. Brittan has a Technology Coordinator. All technology changes and purchases are outlined in the Districts 5 year technology plan. The entire certificated staff has worked together to design an extensive research -based coordinated curriculum that defines basic skills, proficiency standards and student performance levels for all grades and all subjects. The Brittan Elementary School District Board of Trustees has established teacher professional development programs as a priority to improve teacher effectiveness. Teachers have been participating in PLC groups and have received additional minimum days for PLC collaboration.

Reflections: Successes

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

The last year has been difficult for schools nationwide, but despite challenges from Covid-19 Brittan staff has had many successes. Although we do not have the most current information on our school dashboard, we have made significant progress toward former LCAP goals. Teachers have worked together through PLC groups to continue to analyze data. Currently, teachers are working toward choosing essential standards in math and ELA and aligning those most essential standards with their curriculum in order to facilitate learning recovery. This will continue to be maintained throughout this LCAP through the PLC process, data collection and analyzation, and targeting specific standards through classroom RTI and intervention from the district intervention specialists in math and ELA.

All stakeholders agree that Brittan School has worked hard to better incorporate technology into the classroom. All students now have access to their own chromebook or laptop. The school has provided hotspots for socioeconomically disadvantaged families who did not have access to the internet. We plan to maintain our technology and improve upon it through the next three years by creating a technology plan, continuing to provide hotspots, and continuing to provide devices for students in grades 1-8. Teachers have also advanced in their technology skills through learning google classroom and other technology programs and stakeholders have much appreciated the success we had transitioning to distance learning through technology. We plan to continue the use of many of these programs, including other ones as part of our technology plan for the next three years.

Stakeholders also agree that the way we handled our breakfast and lunch program during the past year was a success. We gave free lunch and breakfast to all students everyday throughout the year. We also provided snacks for all students on campus to help make sure that our socioeconomically disadvantaged students were not hungry and could focus on learning. We plan to continue to provide free and reduced lunch for those students who are socioeconomically disadvantaged.

We also have successfully implemented a new standard aligned curriculum in social studies in grades 4-8. We have piloted science programs in k-8 and are planning on implementing "Amplify" next year. The new programs are standard aligned and will help us progress in raising test scores. We also plan on piloting and implementing new social studies curriculum in grades k-3 and a new math standards aligned curriculum in grades k-8. This will continue to help students improve on reaching their standards and improving individual and schoolwide test scores.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California State Dashboard did not indicate performance for the 2020 school year due to the nationwide pandemic. Going back to the 2019 Dashboard, there are two areas of concern. Chronic Absenteeism is one indicator in which Brittan School is in the "orange" with 14.5% chronically absent which increased 1.4% from the previous year. The most pressing concern is students who are socioeconomically disadvantaged and chronically absent because they are in the "red". In the 2019-2020 school year a PLC group was held to address this specific issue and recommended an attendance incentive program that would target students who are socioeconomically disadvantaged, but appeal to all students. Brittan is planning on implementing a new attendance incentive for the 2021-2022 school year. The California State Dashboard also indicated an "orange" for mathematics at 36.9 points below standard. To address this issue, we have hired a math

intervention specialist who will provide intervention to struggling students and help teachers analyze the data to implement a math RTI program for the 2021-2022 school year.

Even though we don't have current data for the California State Dashboard, we can safely assume that one of our most significant needs is to address learning recovery due to loss of time in the classroom during the COVID-19 pandemic. Teachers will receive training on how to implement learning recovery strategies. Teachers will also collaborate amongst themselves and through the county to determine the most essential standards to address. Additional aids in the classroom, reading and math intervention specialists, and collaboration time for teachers within grade levels will help in the learning recovery process. Reopening our afterschool day care will benefit families and provide additional instruction and tutoring to also aid in learning recovery. Students have also suffered socially and emotionally from the pandemic. Teachers will receive training and curriculum for social emotional learning. An onsite counselor will help address the most pressing social and emotional needs for individual students. All of these actions should also improve not only attendance, but should improve student performance in math and ELA.

LCAP Highlights

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

There are many items on the LCAP that will continue from our past goals. We will continue to maintain credentialled and appropriately assigned teachers. Emphasis on PLC group collaboration within grade levels and vertically to analyze data, choose essential standards, and implement RTI in order to improve test scores will continue. In addition to having an intervention specialist for ELA, we are also looking forward to hiring a math intervention specialist to help target specific kids in order to help improve test scores. We plan to maintain our standards aligned curriculum in ELA, and social studies. We will implement a new standards aligned program in science through grades k-8. In the next few years we plan to pilot and implement a new standards aligned math program in grades k-8. Many of our programs at Brittan have been highly successful and popular. We will continue with the art docent program three times a year, History Days, and Family Literacy Night. We have planned to gain support and inform parents of our new science program and the NGSS standards by beginning to host a science night. We also hope to expand our school performances, using the new stage in our new gym. We are exploring a new drama program called "The Missoula Project." We also plan to continue providing students with their own chromebooks or laptops and are excited about creating a new technology plan. In order to improve attendance we also are beginning a schoolwide attendance program to help improve our chronic absenteeism and motivate students to come to school. We will continue to provide bussing in order to help support socioeconomically disadvantaged students and to help students come to school. Maintaining a school counselor on site is something that we will continue to provide, however, we are hoping to be able to make the counselor available more days a week for students. We also are planning to implement a social emotional learning program to help students with their social and emotional skills, especially as many students have experienced trauma as a result of COVID-19. We also are planning to help aid learning recovery by providing after school tutoring and more para-professionals in the classroom. Teachers are working hard on selecting essential standards and aligning them with their curriculum. This process will continue next year through collaboration and daily instruction.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Stakeholder Engagement was integral to the process of development of the LCAP. Here is a timeline of the stakeholder engagement process.

Classified Staff: A survey was conducted on April 14, 2021

Certificated Staff: A survey was conducted on April 14, 2021

Students: A survey was conducted on May 10, 2021

Parents: A survey was conducted on April 14, 2021

Brittan Education Association: A survey was conducted on April 14, 2021

SELPA: May 24, 2021

Site Council: May 25, 2021

Public Hearing: June 8, 2021

Initial Approval: June 22, 2021

Public Hearing: August 10, 2021

Approval : September 7, 2021

There was an opportunity for all stakeholders to offer input during this process. Brittan school values democracy and believes that collaboration and giving all stakeholders a voice is integral for creating a healthy climate and fulfilling our school vision of helping all students reach their potential.

A summary of the feedback provided by specific stakeholder groups.

Teachers and staff were satisfied with the curriculum and 92 % felt that it was aligned with the state standards, though 20% wanted to see a change in the math curriculum. One hundred percent of teachers and staff were satisfied with many of the programs that we offer such as Family Literacy Night, The Art Docent Program, school performances, and History Days. Seventy percent of teachers and staff indicated that they would like to see a science night offered. One of the most pressing concerns from teachers and staff is learning recovery. They would like to see more collaboration time, more training in RTI, SEL curriculum, and more paraprofessionals in the classroom.

The Site Council had similar results to teachers and staff. One hundred percent were satisfied with all of the curriculum. 100 % were satisfied with the Art Docent Program, school performances, and History Days. Each member indicated they would like to see a science night. Their biggest concerns were that we get more art into the school, plant more trees and add seating, and provide more counseling and paraprofessionals in the classroom.

Parents were also 92 % satisfied with the curriculum. 86% like the Art Docent Program and 76% would like to see a science night. Some of their suggestions were to improve the parking lot, add more drinking fountains, include more music and art, and provide after school tutoring.

Students were most satisfied with the ELA curriculum at 89%, 59% were satisfied with math, and 45% were satisfied with science. The majority of students surveyed were satisfied with all programs including sports, ASB, CJSF, Student of the Month, History Day's and Family Literacy Night. Some of their suggestions for improvement included vending machines, more electives, more art, more shade and benches, and more access to social emotional support.

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

Stakeholder input played an integral part in the creation of this LCAP. We used data from surveys given to all stakeholders, the Healthy Kids Survey, California State Dashboard, and local indicators. We chose to eliminate an action from last year's LCAP because interest and attendance at parent workshops were low. Based on the input from all stakeholders we will be focusing many of our actions on learning recovery and meeting the social emotional needs of the students. Last year's pandemic caused learning loss and emotional stress for our students and all stakeholders agree that meeting those needs should be our priority. To meet those needs we have planned actions to hire a math intervention specialist, create math benchmark assessments, increase paraprofessionals in the classroom, and explore after school instruction and tutoring programs. We also are increasing our opportunities for professional learning communities to collaborate over intervention and learning recovery. In order to meet our students emotional needs, we planned actions to implement social emotional learning school wide. We also intend to continue to provide on-site counseling to meet the emotional needs of students and hope to be able to expand the counseling opportunities within the course of this LCAP. In addition, our school has transitioned to using much more technology. All stakeholders agree that maintaining one to one technology and creating a technology plan should also be a priority, and that was integral to our creating actions toward a technology plan. We have also made plans to add filling stations for students' water bottles and improve the parking lot to make it safer and more convenient for families. Based on the data from the California State Dashboard, we have piloted and plan to implement a school wide attendance incentive program to motivate students to come to school. This program was specifically targeted to meet the needs of our high socioeconomically disadvantaged population, though it benefits the whole school. We finally have completed our new gym and stage. Brittan is looking forward to incorporating more school and grade level performances for the Brittan families and the community. Many actions remain from the past LCAP. We will continue to provide ELD training and coordination for our ELD/Intervention specialist. We also will continue to provide home to school transportation, school surveys, and ELA intervention.

Goals and Actions

Goal

Goal #	Description
1	Brittan Elementary School District will provide conditions of learning that will develop College and Career Ready students. Priority 1, 2 and 7

An explanation of why the LEA has developed this goal.

Brittan School's Mission Statement states that, "...It is the mission of Brittan School to encourage, guide, and support all students to reach their highest potential and become successful lifelong learners." The first step to becoming a successful life longer is to be prepared for high school and to become college and career ready students. Stakeholder input also led to the development of this goal because making sure students are ready for the next grade and high school is part of helping students to eventually become college and career ready. We plan to accomplish this by continually ensuring properly credentialed and appropriately assigned teachers, implementing a new science curriculum in grades k-8, providing professional development for teachers in all subject areas, providing access to devices, creating a new technology plan, improving our campus by adding filling stations and improving our parking lot. We plan to explore drama programs to increase our access to VAPA, and will address students' SEL needs by providing SEL curriculum and increasing access to a school counselor.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A- Teachers properly credentialed and appropriately assigned Source: SARC	100%				Maintain 100%
1B- Access to standards aligned instructional materials Source: SARC	100%				Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>1C- Facilities maintained in good repair</p> <p>Source: Facilities Inspection Tool (FIT)</p>	Good Repair				Maintain Good Repair
<p>2A- Implementation of State Standards</p> <p>Source: Local Indicator Tool Priority 2</p>	<p>Beginning Development (2) on instructional materials in science</p> <p>(3-5) on providing professional learning in math</p>				<p>Full Implementation and Sustainability (5)</p> <p>Full Implementation and Sustainability (5)</p>
<p>2B- How programs and service will enable English Learners to access CCSS.</p> <p>Source: CAASPP Data 2019</p>	40% of the EL students meet or exceed the standards on the ELA CAASPP				55%
<p>7A- Access to and enrolled in a Broad Course of Study</p> <p>Source: Daily Instructional Schedule</p>	0% of students have access to comprehensive Health Education Program				100% of students will have access to comprehensive Health Education Program
					d ELA

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Staff	Additional teachers were hired in order to provide smaller class sizes. Teachers sharing a contract are both working on Wednesdays in order to provide additional assessment services for all grade levels.	\$215,492.00	Yes
2	Standards Aligned Instructional Materials	Purchase consumables for ELA/ELD k-8, and social studies 4-8. Preview k-3 social studies curriculum with the goal of piloting a new curriculum in the next few years. Implement “Amplify” NGSS curriculum in grades k-8.	\$4,000.00	No
3	Increase engagement and awareness of NGSS	Host a Science Night for families to increase engagement and awareness of NGSS Evaluate opportunities for cross curricular connections to NGSS	\$700.00	No
4	Technology	Maintain a 1 to 1 ratio with devices. Create and Implement a technology plan including infrastructure, licensing, and computer programs	\$231,700.00	No
5	Internet Access	Purchase hot spots for student without internet access	\$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
6	Professional Development for Science and Math	Professional development will be provided for implementation of the new NGSS Science curriculum “Amplify” and Math standards aligned curriculum.	\$0.00	No
7	Support and professional development for teachers	<p>Teachers will participate in PLC groups within the district. They will have vertical planning time to refine prerequisite skills for essential standards. They will match curriculum with prerequisite skills and develop scope and sequence. There will be ongoing identifying and implementing essential standards for technology.</p> <p>This action will will improve services for our specific student groups of EL,Foster Youth and Low income.</p> <p>They will also benefit from other countywide professional development opportunities offered through Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science. Professional Development will focus on additional access for our EL, Low income and Foster Youth.</p> <p>Additionally, Sutter County Superintendent of Schools will provide site support teachers in all content areas. Outside vendors will also provide professional development and support for teachers in teaching standards based curriculum.</p>	\$19,534.00	Yes
8	Using data to meet student needs	Re-evaluate the need based on the next dashboard release to determine what progress has been made, or if this student group continues to need more intensive support. Analysis of this data will take place within grade levels and within our professional learning communities and increase and improve service for our student groups of EL,Foster Youth, and low income.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	VAPA	Explore Kindergarten–5th Grade classroom music grants through Sutter/Yuba Arts Council Maintain Art Docent program 3 times per year Continue to recruit a credentialed music teacher. Maintain Transitional Kindergarten–8th Grade student participation in the annual Christmas Program, Patriotic Program, and 6th–8th Grade student participation in History Day. Incorporate more school and grade level performances for the Brittan families and community with the use of the newly built gym and stage. Investigate scheduling the drama program “Missoula Children’s Theater”	\$500.00	No
10	Counseling Support	Fund 2 day/week counselor to provide SEL support to all students and increase services to our low socioeconomic, EL and foster youth students	\$20,000.00	Yes
11	SEL Curriculum	Provide SEL curriculum to support all students and increase case management to low socioeconomic, EL and foster youth students.	\$1,000.00	Yes
12	Family Literacy Night	Maintain Family Literacy Night and Scholastic Bookfair to provide free books for socioeconomically disadvantaged students and increase enthusiasm for reading.	\$700.00	No

Action #	Title	Description	Total Funds	Contributing
13	Facilities	Maintained facilities in good repair as per the Facilities Inspection Tool Purchase more filling stations Reconfigure back parking lot to provide a safe drop off in the morning for students and a designated bus drop off and pick up	\$434,428.00	No
14	Certificated Staff	Maintain highly qualified teachers	\$1,779,118.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Brittan Elementary School District will plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes. Priority 4 and 8

An explanation of why the LEA has developed this goal.

Research shows that data driven instruction leads to improved student achievement and progress toward California state standards. Based on stakeholder input and current research, Brittan Elementary developed this goal. In order to reach our desired outcome for 2023-24 teachers will continue to give benchmark assessments to students three times a year and analyze data within grade levels and with the data coordinator to improve student achievement toward California state standards. The ELA student intervention specialist will continue to provide intervention for struggling students and EL's in order to improve student performance. We will hire a math specialist to help teachers create a math district assessment, analyze data, and work with individual struggling students. Teachers will work within PLC groups to analyze the data from district benchmarks in order to provide RTI for students in reaching the California State Standards. Our ELD specialist will continue to analyze data, share it with classroom teachers, provide additional support and work toward reclassifying at least five additional students in the next few years. Teachers will receive collaboration time, and professional development in order to bring students closer to reaching the standards in ELA and math.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4a - Statewide Assessments Source: Dashboard - Academic Indicator	Fall 2019 Dashboard ELA: Yellow, 11.4 points below standard Math: Orange, 36.3 points below standard				ELA 1.4 points below standard Math: 11.4 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4E - EL's who make progress toward English proficiency Source: ELPAC	25% of EL students moved from 2A to 2B				Increase 40% EL's moving levels
4F - EL Reclassification Rate Source: Reclassification Policy	15% of students were reclassified				20% students reclassified
8 - Local Data Source: ELA District Benchmark Assessments k-5 Wonders, 6-8 StudySync Math: Star Math	Benchmark assessment ELA 40% met or exceeds standards Benchmark assessments for math 30% met or exceeds standards				60% ELA students met or exceeded standard on district wide benchmark 50% Math students met or exceeded standard on district wide benchmark

Actions

Action #	Title	Description	Total Funds	Contributing
1	Assessment Data Analyzation	Teachers will analyze assessment data both individually and within grade level groups and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions ELA specialist and math specialist will help teachers analyze data within grade level groups and drive instruction to aid in learning recovery	\$0.00	No
2	District wide benchmark plan and schedule for ELA.	Kindergarten–5th Grade teachers will administer identified assessments (Unit 1, 3, and 5) and performance tasks (Unit 2 and 4) in Wonders 6th–8th Grade teachers will administer district created StudySync assessments three times a year In all grades continue to look at additional assessments Common testing protocol will be established and followed Teachers will track baseline data on a common tracking sheet	\$0.00	No
3	District wide benchmark assessment plan and schedule for math	Teachers will analyze all assessment opportunities in the math programs and create a comprehensive assessment plan. Common testing protocol will be established and followed.	\$0.00	No
4	Intervention Specialists	Hire a Math and ELA Intervention Specialist to provide Professional Development, Intervention and data analysis of assessments	\$186,611.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	ELA Intervention	Continue to evaluate the daily schedule to ensure students are receiving pull out intervention at optimal times Teachers will continue to work with the district's data coordinator to analyze ELA CAASPP data, determine growth targets (if available), identify trends, and plan for instruction that matches the rigor and demands of the state assessment. To provide additional supports for our EL and low income students.	\$3,792.00	Yes
6	Math Intervention	Intervention data coordinator for the district. will create an intervention program for struggling math students. Evaluate the daily schedule to ensure students are receiving pull out intervention at optimal times.	\$3,792.00	Yes
7	Additional Classroom Support	Provide more paraprofessionals within classrooms to provide more one on one support and help aid in learning recovery.	\$50,638.00	Yes
8	Professional Development and CASSPP analysis for math	Teachers will work with the data coordinator, analyze math CAASPP data, determine growth targets (if available), identify trends, and plan for instruction that matches the rigor and demands of the state assessment.	\$0.00	No
9	ELD Support	Students will continue to receive improved Designated ELD services from a credentialed teacher 30 minutes per day, 5 days per week. Teachers will be provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Long Term English Learner (LTEL) students and students at risk of becoming LTEL will be identified.</p> <p>A plan of support will be created, the student monitored, and data shared among the classroom teacher and ELD teacher.</p> <p>Maintain ELD/Intervention teacher in order to provide improved Designated ELD services</p> <p>The ELD teacher will collaborate with the Sutter County Superintendent of Schools Title III Coordinator and other ELD teachers in Sutter County on best practices and lesson design.</p> <p>Reclassification Policy will be updated to include data from local assessments</p>		

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	Brittan Elementary School District will promote student engagement and a school culture conducive to learning Priority 3, 5, and 6

An explanation of why the LEA has developed this goal.

Student engagement is necessary for student success. Brittan School Mission statement is, “Through quality instruction and shared responsibility, all students will have the opportunity to achieve success and become responsible, participating citizens.” Engagement and a culture conducive to learning are necessary components to quality instruction and the opportunity to achieve success for all students. Stakeholders also agree that promoting student engagement and a school culture conducive to learning is a top priority for Brittan School. Our school provides free bus transportation within the school bus route to help students get to school. We plan to provide tutoring services, after school daycare, and additional paraprofessionals to help improve student engagement and a culture conducive to learning. We have created a school wide incentive program that targets our socioeconomically disadvantaged population by recognizing small improvements, and providing incentives that will motivate students to attend school. We also will continually solicit feedback from all stakeholders.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A - Efforts to seek parent input thru surveys Source: Parent, student, and staff surveys Local Indicator 3	75 % participation in Google form surveys.				90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3B - Efforts to seek parent input of unduplicated pupils Source: Surveys	100% of the surveys will be provided in multiple languages if needed to parents of unduplicated pupils				Maintain survey access in multiple languages if needed for parents of unduplicated pupils
3C -Efforts to seek parent input of students with exceptional needs Source: Survey for RSP students	100% coordination with the county RSP staff to provide a survey to parents of onsite RSP students and county operated programs off site in multiple modalities: pencil/ paper, access to school computer, and google forms.				Maintain survey in multiple modalities for parents of onsite RSP students and county operated programs off site
5A - Attendance Rates Source: P2 Attendance report	91.2%				95%
5B - Chronic Absenteeism Rates Source: Dashboard - Chronic Absenteeism Rate Indicator	15.5% Chronically absent Socioeconomically disadvantaged 20.6% chronic absenteeism rate				5 % Chronically absent 10.6% Socioeconomically disadvantaged chronically absent
5C - Middle School Drop Out Rate Source: CALPADS	0 students				Maintain 0 students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6A - Suspension Rates Source: Dashboard-Suspension Rate Indicator	1.2% Percent Suspended in the 2019 Dashboard				Maintain 1.2% Suspended
6b - Expulsion Rates Source: CALPADS	0 students				Maintain 0 students
6c - sense of school safety and connectedness Source: Local Survey CHKS	68 % of parents believe school is safe 61% of 5th grade students feel school is safe 65 % of 7th grade students feel school is safe 68% of parents feel connected to the school 85% of 5th grade students feel connected to school 75% of 8th grade students feel connected to school				75% of Parents believe school is safe 75% of 5th grade students feel school is safe 75% of 7th grade students feel school is safe 75% of parents feel connected to the school. 95% of 5th grade students feel connected to school 80% of 8th grade students feel connected to school
5 After School Program	Restart After School Daycare for our families				100%of parents would like to have After School Daycare

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student/Parent Engagement Surveys	Continue to administer a parent, student, staff survey in the spring. Analyze results and share with stakeholder groups. Administer Healthy Kids Survey and share results with stakeholders		No
2	Suspension	Analyze suspension data on the dashboard and plan as needed based on results Continue utilizing in-house suspension for students when appropriate	\$7,704.00	Yes
3	Whole School Attendance /Tardy incentives	Implement a school wide attendance incentive to recognize improvement in attendance and tardiness. This incentive includes a monthly raffle for all students with no unexcused absences or tardies, recognition by sending letters home to parents of students who improve their attendance each month, and a monthly treat for each class per grade who has the best attendance.	\$1,000.00	No
4	Home to School Transportation	Provide home to school bus transportation within the school bus route to help students be able to attend school and avoid transportation costs being placed on the families	\$80,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	After School Programs	Restart the After School Daycare program to provide safe daycare for our families. This program would give priority to unduplicated students with special needs Explore tutoring programs to promote learning recovery	\$40,898.00	Yes

Goal Analysis [2021-22]

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.94%	\$367,958 increase of \$15,110

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.

Brittan Elementary School District is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, EL, and foster youth in the district. All requests in expending funds go through an approval process through the Superintendent/CBO to ensure that the funds are spent to benefit these subgroups of students. Furthermore, funds expended at the district level be used in response to the Community/Stakeholder Engagement surveys.

Our actions for each goal are best served school-wide, but will be especially effective for our unduplicated students.

Goal 1, Actions 3,5,7,8,10,11 After assessing the needs, conditions and circumstances, related to the academic performance of our SED students we learned the 75% of our SED students are below the 25th % percentile on the 20/21 STAR Test in ELA and 50% are below the 25th percentile in Math. Our certificated staff expressed the need for continued professional development in PLC support and additional diagnostic assessments in ELA and math. In addition our stakeholder feedback from our certificated and classified staff as well as parents showed a desire to prioritize and continue the low teacher to student ratio. Training and dedicated time for collaboration allows for instructional planning to address the significant challenges of our specific population of students. Staff will have designated time for vertical planning to refine the prerequisite skills for the essential standards at each grade level. Improvements in the Healthy Kids Survey responses validate the need for counseling support services and SEL K-8 curriculum as addressed in actions 10 and 11.

Goal 2, Actions 4, 5,6 and 7 address the efforts to close the learning gaps through increased professional learning, data analysis, and increased opportunities for students to receive additional support in ELA and Math. Through stakeholder input and the analysis of CAASPP testing and STAR ELA and Math assessments we found that a 45% of our SED students would benefit from additional support in a smaller setting in the areas of ELA and Math . The addition of our ELA and Math specialists we believe will lead to improved academic performance,

a reduction in the identified learning gaps and increased English language proficiency measured by the CA Dashboard. Our ELA and Math Data Coordinators will analyze the assessment data and monitor the progress of our students. They will provide the data needed to our teachers so that their instruction will focus on the targeted student level and will provide students opportunities for more individualized support. In addition, we have redesigning our schedules so that our paraprofessional will be in the classrooms assisting students in small groups, this will provide multiple opportunities to narrow the learning gap for our low income, English learners, and students with disabilities.

These actions are being provided on a LEA-wide basis and we expect all students performing below the 25th percentile to benefit. However, because the actions were designed to address our SED students need for more intensive instruction we expect that the academic performance of our SED students on the STAR assessment and ultimately on the CAASPP will increase significantly. Additionally, we anticipate the feedback from our stakeholders regarding these services will be positive and will help contribute to inform our academic supports.

Goal 3, Action 2,4,5 addresses actions identified in the new LCAP by providing attendance incentives to increase daily attendance and decrease tardies. After assessing the needs, and circumstances of our students, we learned that attendance rates of our low income students are 20% lower than our attendance rate for all students. In monitoring the attendance progress of this student subgroups over the past two years there has been no decrease in the rates. Although, our SED students are the catalyst for this action, supporting positive attendance for all students is especially important considering the impact of COVID-19 and the disengagement of students.

These actions are being provided on a LEA-wide basis and we expect all students attendance rates to increase. However, because the actions were designed to address our SED students low attendance rates we anticipate that with additional parent communication and transportation supports our SED student's attendance rates will be positively affected. Additionally, we anticipate the feedback from our stakeholders regarding these services will be positive and will help contribute to inform our engagement and attendance supports.

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

Based on the goals and actions as well as the district-wide actions described above, Brittan School District is meeting the minimum percentage requirement.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$363,061.00	\$190,954.00	\$2,239,046.00	\$291,046.00	\$3,084,107.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,329,279.00	\$754,828.00

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	Certificated Staff	\$215,492.00				\$215,492.00
1	2	All	Standards Aligned Instructional Materials				\$4,000.00	\$4,000.00
1	3	All	Increase engagement and awarenesss of NGSS				\$700.00	\$700.00
1	4	All	Technology				\$231,700.00	\$231,700.00
1	5	All	Internet Access		\$2,500.00			\$2,500.00
1	6	All	Professional Development for Science and Math					\$0.00
1	7	English Learners Foster Youth Low Income	Support and professional development for teachers	\$10,000.00	\$9,534.00			\$19,534.00
1	8	English Learners Foster Youth Low Income	Using data to meet student needs					\$0.00
1	9	All	VAPA				\$500.00	\$500.00
1	10	English Learners Foster Youth	Counseling Support	\$20,000.00				\$20,000.00
1	11	English Learners Foster Youth Low Income	SEL Curriculum	\$500.00	\$500.00			\$1,000.00
1	12	All	Family Literacy Night				\$700.00	\$700.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	13	All	Facilities		\$12,000.00	\$422,428.00		\$434,428.00
1	14	All	Certificated Staff			\$1,779,118.00		\$1,779,118.00
2	1	All	Assessment Data Analyzation					\$0.00
2	2	All	District wide benchmark plan and schedule for ELA.					\$0.00
2	3	All	District wide benchmark assessment plan and schedule for math					\$0.00
2	4	English Learners Foster Youth Low Income	Intervention Specialists	\$3,000.00	\$130,165.00		\$53,446.00	\$186,611.00
2	5	English Learners Foster Youth Low Income	ELA Intervention	\$3,792.00				\$3,792.00
2	6	English Learners Foster Youth Low Income	Math Intervention	\$3,792.00				\$3,792.00
2	7	English Learners Foster Youth Low Income	Additional Classroom Support	\$22,087.00	\$28,551.00			\$50,638.00
2	8	All	Professional Development and CASSPP analysis for math					\$0.00
2	9	All	ELD Support					\$0.00
3	1	All	Student/Parent Engagement Surveys					
3	2	English Learners Foster Youth Low Income	Suspension		\$7,704.00			\$7,704.00
3	3	All	Whole School Attendance /Tardy incentives	\$1,000.00				\$1,000.00
3	4	English Learners Foster Youth Low Income	Home to School Transportation	\$42,500.00		\$37,500.00		\$80,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	5	English Learners Foster Youth Low Income	After School Programs	\$40,898.00				\$40,898.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$362,061.00	\$629,461.00
LEA-wide Total:	\$362,061.00	\$629,461.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Certificated Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$215,492.00	\$215,492.00
1	7	Support and professional development for teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$19,534.00
1	8	Using data to meet student needs	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00
1	10	Counseling Support	LEA-wide	English Learners Foster Youth	All Schools	\$20,000.00	\$20,000.00
1	11	SEL Curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	\$1,000.00
2	4	Intervention Specialists	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	\$186,611.00
2	5	ELA Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,792.00	\$3,792.00
2	6	Math Intervention	LEA-wide	English Learners	All Schools	\$3,792.00	\$3,792.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
2	7	Additional Classroom Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,087.00	\$50,638.00
3	2	Suspension	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$7,704.00
3	4	Home to School Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,500.00	\$80,000.00
3	5	After School Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,898.00	\$40,898.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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