



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.

Coronado Unified School District (CUSD) is a preschool through adult education district located in the city of Coronado near San Diego. CUSD staff members strive every day to ensure our vision and mission statements are fulfilled through our students' well-being and preparedness for their futures. The District is contiguous with the boundaries of the entire Coronado community. All information about our schools and programs can be found at www.coronadousd.net

Our Vision:

We inspire, innovate, and create limitless opportunities to thrive.

Our Mission:

Quality Education for Life - Through rigorous academic standards, high expectations, and a coordinated curriculum, the Coronado Unified School District, in partnership with our community, will graduate students with the knowledge and skills necessary to excel in higher education, careers, society, and life with the confidence not only to dream, but to determine their futures.

Our Board Goals:

1. **LEARNING:** Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.
2. **COMMUNICATION:** Communicate openly, freely, and accurately to engage and involve all stakeholders.
3. **SUPPORT:** Maintain safe and supportive schools where students and staff thrive.

The Basics:

- Locally elected five-member Board of Education; superintendent employed by the Board
- Four schools: Coronado High School, Coronado Middle School, Silver Strand Elementary School, and Village Elementary School
- 380 employees: 178 certificated (teachers, counselors, speech therapists, etc.); 176 classified (instructional assistants, custodians, maintenance and grounds staff, etc.); 26 certificated and classified administrators (superintendent, assistant superintendent, principals, assistant principals, directors, mid-management)
- Enrollment: 2594 (October 2020)
 - o Coronado High School: 1069 students
 - o Coronado Middle School: 632 students
 - o Village Elementary: 609 students
 - o Strand Elementary: 284 students
 - o Non-public schools: 10 students
- Demographics (2020-2021):
 - o 5.0% inter district transfer students, including children of parents who work but don't live in Coronado; 12.0% students with Individual Education Plans (IEPs)
 - o 35.0% of students are connected to military (based on federal survey cards completed annually)

- Strand Elementary: 80%
- Village Elementary: 35%
- Coronado Middle School: 38%
- Coronado High School: 23%
- o Total Unduplicated Count: 13.1% (n=343)
 - English Learners 3.0% (79 students); Socioeconomically Disadvantaged Students 10.9% (284 students); Foster Youth and Homeless Students: 0.15% (3 Foster Youth and 1 Homeless Student)
- Achievement:
 - o Graduation rate: 95.4% (4-year cohort graduation rate for the class of 2018-2019); 94.0% (4-year cohort graduation rate for the class of 2019-2020)
 - o UC A-G rate: 57.4% in 2018-2019; 63.8% in 2019-2020
 - o Advanced Placement: 47.6% participation rate in 2018-2019 with a pass rate of 80.9%; 48.9% participation rate in 2019-2020 with a pass rate of 77.5%
- Programs and Services that we are proud to include in our instructional program:
 - o 1:1 devices to students, with a robust network infrastructure
 - o STEAM courses and enrichment offerings in Science, Technology, Engineering, Arts, and Math and several that integrate these content areas, including Robotics and Computer Science
 - o Many Advanced Placement courses
 - o Career Technical Education (CTE) courses and CTE pathways in Engineering and Engineering Design; Health Sciences and Medical Technology, Design, Visual, and Media Arts; Performing Arts; Production and Managerial Arts; Filmmaking; Video Game Design; Cabinetry, Millwork, and Woodworking; Software and Systems Development; and Patient Care-Sports Medicine Pathway
 - o Coronado School of the Arts (CoSA), a conservatory arts program within Coronado High School, offering 6 conservatories.
 - o Five Department of Defense Education Activity (DoDEA) grants; currently under operation are Project Arts for Learning (1.25 million dollars through 2021); and STEM Read-I (1.00 million dollars through 2023)
 - o Silver Strand State Preschool and Crown Preschool, programs for three and four-year-old children
 - o NJROTC
 - o Athletics at Coronado Middle and High Schools
 - o Adult education classes

CUSD and our stakeholders are very proud of our incredible students and of the entire staff of dedicated, talented certificated and classified employees who support them!

Reflections: Successes

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

The Coronado High School graduation rate has maintained its status, even through school closures and hybrid schedules due to COVID-19, as being in the top percentage among unified school districts in San Diego County, at 94.0% (2019-2020 data).

41 graduates received the distinction of the State Seal of Biliteracy in 2019-2020. 34 graduates received the SSB in 2018-2019 and 27 graduates received the SSB in 2017-2018.

Students continue to take Career Technical Education (CTE) courses, increasing from 54% in 2018-2019 to 60% in 2019-2020. This is in large part due to the continued increase in and alignment of CTE courses per the Career Technical Education Incentive Grant (CTEIG).

In 2019-2020, the AP achievement rates for students scoring a 3, 4, or 5 decreased by 3.4% to 77.5% overall. While there was a slight decrease, the participation rate has continued to increase (1.8% increase in 2019-2020), providing more equity and access to advanced placement courses.

Per CA School Dashboard, spring 2019 data on student achievement in English Language Arts shows that CUSD status was maintained in the Very High Range (blue). Coronado High School, Village Elementary School and Silver Strand Elementary School also showed performance in the Very High Range (blue) for English Language Arts in 2019. Per the CA School Dashboard, spring 2019 data on student achievement in mathematics was in the Very High Range (blue), which improved from the green status in 2018. Coronado High School, Coronado Middle School and Village Elementary School also showed performance in the Very High Range (blue) for Mathematics in 2019.

CUSD has submitted for review two additional Department of Defense Education Activity (DoDEA) Grants in 2021, focusing on elementary mathematics and integrated technology, and world language programs. CUSD has been the recipient of five DoDEA grants, two of which are still active. In 2018, CUSD received 1.00 million to support grade s3-5 literacy and grades 6-8 STEM activities through 2023 via Project STEM Read-I. CUSD was also the recipient of a 2016 DoDEA Grant for 1.25 million to support TK-12 arts integration through 2021 via Project Arts for Learning.

Military-connected students remain CUSD's largest subgroup, crossing all other demographic subgroups (~37% 2020-2021). Spring 2019 SBAC data show that military-connected students performed better in mathematics over non-military students by 3%. Military-connected students also showed academic gains of 1% in ELA on the spring 2019 SBAC.

The number of English Learners (EL) continued to increased from 85 in 2018-2019 to 91 in 2019-2020. CUSD continues to provide robust services to support our English Learners and Reclassified Fluent English Proficient students, including additional, integrated designated instructional time in English Language Development, improved instructional resources, and district oversight of all components of the EL program. According to the 2019 English Learner Progress Indicator, 60.5% of our English Learner population is making progress towards English language proficiency (n=38). According to the 2019-2020 Summative English Language Proficiency Assessment for California, 77% of English Learners are showing growth. Additionally, CUSD reclassified students at a rate of 9% in 2019-2020. The number of Long Term English Learners (LTEs) decreased from 10 students to 3 students.

Per the 2019 CA School Dashboard, the chronic absenteeism rate for CUSD was maintained in the High Status range (green), reporting 4.5% of students were chronically absent.

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.

There are no indicators where the all student groups were in the "red" or "orange" category per CA School Dashboard. Recent data shows that approximately 22% of CUSD students district-wide are under performing in English Language Arts and 32% in mathematics based on 2019 SBAC results. Demographic subgroups referenced below are subgroups of the total percent of under performing students. While we can celebrate the slight decrease in the percentage of students under performing in ELA and mathematics, this still remains an identified need.

Suspension Rates & Chronic Absenteeism Rates:

- Per CA School Dashboard 2018-2019 data, the overall suspension rate for CUSD maintained status in the "yellow" category, increasing by 0.1% to 2.9%. Students reporting Two or More Races increased by 1.4% (orange status), English Learners increased by 0.8% (orange status), and Hispanic/Latino students increased by 0.6% (orange status).
- Per CA School Dashboard 2018-2019 data, the suspension rate for Coronado Middle School was in the "orange" category, increasing by 1.7% to 4.2%. The chronic absenteeism rate for Coronado Middle School was also in the "orange" category, increasing by 0.9% to 5.7%.

Academic Achievement:

- Reclassified Fluent English Proficient students (5.2%), Socioeconomically Disadvantaged Students (10.9%), English Learners (3.0%), Students with Disabilities (12.8%), and Hispanic/Latino students (21.0%) are not performing as high as White (59.0%) and Asian (1.4%) subgroups.
- Per the CA School Dashboard 2018-2019 data, students who are Socioeconomically Disadvantaged (n=186), Students with Disabilities (n=217), and English Learners (n=85) are either not performing at mastery level in English language arts or mathematics or whose performance has declined:
- In spring 2019, the ELA performance of Students with Disabilities (n=217) was 15.1 points below level 3; performance levels were maintained by 1.0 points (orange status).
- In spring 2019, the ELA performance of Socioeconomically Disadvantaged Students (n=186) was 38.4 points above level 3; performance levels did increase for the second consecutive year by 5.4 points (green status).
- In spring 2019, the ELA performance of English Learners (n=85) was 6.0 points above level 3; performance levels were increased by 16.1 points (green status).
- In spring 2019, the mathematics performance of Students with Disabilities (n=216) was 40.1 points below level 3; performance levels were maintained by 0.3 points (orange status).

- In spring 2019, the mathematics performance of Socioeconomically Disadvantaged Students (n=185) was 0.5 points below level 3; performance levels decreased by 4.0 points (yellow status).
- In spring 2019, the mathematics performance of English Learners (n=84) was 7.3 points below level 3; performance levels increased by 14.8 points (green status).

Graduation Rate:

- Per CA School Dashboard 2018-2019 data, the graduation rate for all students increased by 2.4%, reaching a "blue" status of 95.4%. Additionally, the graduation rate for Socioeconomically Disadvantaged students increased by 19.2%, reaching a "blue" status of 97.0%.

CUSD will continue to address these performance gaps by ensuring timely data analysis, providing targeted interventions and supports, and monitoring student subgroup performance per all state indicators by site administration. We will also work more closely with identified and trained Teachers on Special Assignment in Mathematics/Science and ELA/ELD, Student Services Department leadership, and the MTSS Committee to further refine a structure for oversight of data/monitoring, professional learning, and communication. In addition, CUSD will address the suspension rates at the various school sites through a thorough review of current behavior policies and plans (through the MTSS Committee), and the incorporation of PBIS practices and SEI supports. It is important to note that one significant variable affecting the increase in suspension rates is the small number of students in the represented subgroups. Additionally, frequent monitoring and assessment of student social-emotional well being and mental health is a priority, especially returning to school after the COVID-19 pandemic.

LCAP Highlights

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

Key features in the 2021-2022 LCAP are the following:

- Preparing students for college and career is a CUSD strength of our district due to the dedicated and professional certificated, classified, and administrative staff, as well as our caring, involved families and community. This plan outlines several key actions to maintain that focus and support content areas that are transitioning to frameworks, curricula, school structures and assessments. College and career readiness is evidenced by many metrics including CHS graduation rate, UC A-G rate, Advanced Placement participation and achievement, CCi indicator and SBAC achievement scores.
- Most Coronado students feel supported, connected to, and safe at school, as evidenced by results from the CA Healthy Kids Survey and the many social emotional supports and partnerships that are in place. CUSD plans to continue prioritizing the mental health and well being of staff and students through the MTSS committee.
- There is significant shareholder input into the 2021-2022 LCAP, which was ongoing throughout the 2019-2020 and 2020-2021 school years (Goal 2, Action 1).

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.

This section is not applicable as we do not currently have any school sites that have been identified for CSI, TSI or ATSI.

Support for Identified Schools

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

This section is not applicable as we do not currently have any school sites that have been identified for CSI, TSI or ATSI.

Monitoring and Evaluating Effectiveness

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

This section is not applicable as we do not currently have any school sites that have been identified for CSI, TSI or ATSI.

Stakeholder Engagement

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

CUSD stakeholders include: all students; all parents/guardians; all administrators, all teachers (Association of Coronado Teachers) and classified staff (California School Employees Association); all site Parent Teacher Organizations, School Site Councils, Parent Leadership Council, D/ELAC, South County SELPA CAC, and other parent/school communities; Coronado Schools Foundation, Coronado Arts Education Foundation, Coronado Sports Foundation, and Coronado SAFE (School and Family Enrichment); Military Local Planning Council, various military partnerships and support organizations, and military parent groups; City of Coronado, including Coronado Police and Fire Departments, Coronado Historical Museum, and Coronado Cultural Arts Commission; Community Services Organizations such as Rotary, Optimist, Lions, and Soroptimist Clubs.

Referring to CUSD Board Policy and Administrative Regulation 6020, CUSD recognizes that parents/guardians are their child's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. Additionally, CUSD ensures parents/guardians and family members are provided opportunities to be involved in their child's education. CUSD works with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities, advisory, decision making, advocacy roles and activities to support learning. This is achieved through regularly schedule DAC, D/ELAC, LCAP, SSC meetings, surveys and numerous advisory committees. CUSD ensures that all families receive communications and invitations to participate on committees and in forums. The LCAP process in itself provides ongoing opportunities at the site and district level to assist parents with understanding expectations for their children. CUSD staff has a deep appreciation for the high levels of parent involvement. Staff at every school site and our district office contribute to warm, welcoming environments dedicated to providing exceptional customer service to all parents. High levels of attendance at parent conferences, principal coffees, and other school and district-based events, as well as high numbers of parents volunteering at school sites each day (pre-COVID-19), provide evidence of effectiveness in this area. Collaboration through the LCAP process and through numerous parent advisory committees provide valuable information regarding how best to support our families in continuing to be involved at high levels. Technology is also used to both communicate information and request feedback about LCAP goals from the community at large. Annual surveys for stakeholders, including parents/guardians, are given throughout the school year. Requests for feedback and communication is sought through email communications, and district and school site newsletters. Participation from all parents is solicited, including parents of English learners, students receiving special education services, foster children, homeless youth, and low income families.

* Numerous stakeholder surveys were conducted during the 2019-2020 and the 2020-2021 school years via ThoughtExchange software. Survey results directly impacted the development of the 2021-2022 LCAP. It is also important to note that stakeholders from all subgroups had the opportunity to participate and provide feedback. Below is a summary of the parent/guardian ThoughtExchange surveys that were facilitated between 2019-2021:

9/30/2019: How can CUSD best prepare our students for college and career readiness?
317 Participants, 265 Thoughts, 8,511 Ratings

12/9/2019: As we look forward into the New Year, what can we do, as a school community, to best Connect, Challenge, and Champion the students in our care?

135 Participants, 21 Thoughts, 330 Ratings

2/27/2020: What are some things you think our schools are doing well and what are the most important things to focus on to ensure that our students are college, career, and life ready?

216 Participants, 60 Thoughts, 1,183 Ratings

3/20/2020: As our community manages the impact of COVID-19, what are important supports and services we can create in order to keep everyone connected and engaged during the statewide Shelter in Place?

305 Participants, 152 Thoughts, 4,062 Ratings

5/11/2020: Based off of your Distance Learning experience, what perspectives do we need to consider to ensure student success in remote learning?

616 Participants, 955 Thoughts, 19,409 Ratings

10/8/2020: What are the most important steps CUSD can take to ensure Every Child, Every Day feels safe, valued, and respected while in our care?

252 Participants, 180 Thoughts, 3,832 Ratings

1/28/2021: For summer 2021 offerings, what do you consider are essential activities, topics, and courses we should offer to support our students?

75 Participants, 81 Thoughts, 907 Ratings

3/17/2021: LCAP - What programs or services would you like to see continued or improved in order to advance student and staff learning and wellness for the 2021-22 school year?

152 Participants, 156 Thoughts, 4,361 Ratings

* During the 2019-2021 school years, a variety of staff surveys were used to provide important feedback related to LCAP priorities in the areas professional development and district efficiencies. Below is a summary of the topics and participation rates of teachers who participated in the ThoughtExchange surveys.

8/15/2019: What are some key takeaways from the experiences offered this morning and how are you planning to bring them forward into the school year?

54 Participants, 46 Thoughts, 389 Ratings

9/20/2019: What are some important things we can do, or do better, to support the health and wellness of our staff in Coronado USD?

170 Participants, 132 Thoughts, 4,638 Ratings

12/9/2019: As we look forward into the New Year, what can we do, as a school community, to best Connect, Challenge, and Champion the students in our care?

135 Participants, 21 Thoughts, 330 Ratings

12/16/2019: What are important things for us to consider as we provide positive opportunities for students and staff within our bell schedule?

47 Participants, 18 Thoughts, 152 Ratings

2/27/2020: What are some things you think our schools are doing well and what are the most important things to focus on to ensure that our students are college, career, and life ready?

216 Participants, 60 Thoughts, 1,183 Ratings

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152 Participants, 156 Thoughts, 4,361 Ratings

In addition to the CUSD stakeholder ThoughtExchange surveys, CUSD facilitated the following opportunities to further provide feedback related to the 2021-2022 LCAP:

- * September 2, 2020: All stakeholder groups were represented and provided feedback at a virtual Learning Continuity and Attendance Plan strategic planning community forum.

- * All CUSD schools held School Site Council meetings: Each School Site Council was involved in the site School Plan for Student Achievement process. All SPSAs are aligned to the Governing Board and LCAP goals: Learning, Communication and Support.

- * April 14, 2021: The LCAP goals were reviewed and opportunities for feedback was provided during a D/ELAC meeting.

The LCAP draft #1 was posted on the CUSD website on May 26, 2021, providing an opportunity for the entire stakeholder community to provide feedback via a Google survey. Responses provided TBD. Public hearing will take place on June 4, 2021 and on June 17, 2021 during the regularly scheduled CUSD Governing Board meeting.

LCAP meetings with ACT and CSEA representation will be held the week of June 1, 2021. Revisions made based on these meetings - TBD.

A summary of the feedback provided by specific stakeholder groups.

2020-2021 District LCAP ThoughtExchange: Stakeholder feedback was provided in relation to the following question - What programs or services would you like to see continued or improved in order to advance student and staff learning and wellness for the 2021-2022 school year? Feedback from this LCAP survey and other surveys outlined above was incorporated into key actions for each area of the CUSD LCAP/Board Goals for Learning, Communication, and Support. The top ten thoughts with the most ratings included: (1) foreign language offered prior to high school, (2) real-life off campus internship programs offered through CHS, (3) small class sizes and personalized instruction, (4) in-person learning, (5) small group support for math and reading, (6) maintain strong counseling support program and weekly newsletter, (7) more hands on science in the classroom and resources for science in general, (7) internship opportunities for real life experiences, (8) make sure teachers are happy to be at school and excited to share their knowledge with the kids, (9) continue to offer high quality instruction and increase our intervention for those that need it, and (10) counseling services for academics and mental health.

2020-2021 SPSAs: each school develops a SPSA that is aligned to the state SPSA template and the three Governing Board and LCAP goals. This ensures strong alignment between district and all school sites, creating a significantly improved understanding of and use of the LCAP. Each school site held regularly scheduled School Site council meetings that included the SPSA, and had a site staff leadership team that was involved in their SPSA update process. Input from site annual SPSA meetings, SSC meetings, staff meetings and CHS WASC meetings were highly considered in creating each site's updated plan, specifically in the areas of literacy, professional learning for certificated and classified staff, communication and further development of academic pathways and enrichment experiences TK-12.

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LCAP meetings with ACT and CSEA representation will be held the week of June 1, 2021. Revisions made based on these meetings - TBD.

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

Goal 1 - Learning: stakeholder feedback influenced the development of the actions within Goal 1, specifically related to professional development for certificated and classified staff, articulation of a digital literacy plan, MTSS implementation, TK-12 academic and enrichment

pathways, and curriculum aligned to new state frameworks. with an emphasis on VAPA and World Languages. Stakeholders shared a strong desire to have articulated experiences for students in the areas of VAPA and World Languages in grades K-12.

Goal 2 - Communication: Stakeholder feedback influenced the development of the actions within Goal 2, specifically related to developing a more user-friendly CUSD website and improved communication between the district and school sites.

Goal 3 - Support: Stakeholder feedback influenced the development of the actions within Goal 3, specifically related to student and staff mental health and wellness, and MTSS implementation.

Goals and Actions

Goal

Goal #	Description
1	LEARNING: Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.

An explanation of why the LEA has developed this goal.

The development of this goal intentionally maintains and seeks to further refine the articulation and alignment of the three CUSD Governing Board goals and the three goals within each school site's SPSA: Learning, Communication and Support. Alignment of our overarching goals is critical in ensuring that stakeholders understand the goals and how they articulate up and down the entire CUSD system. The state priorities addressed by this goal are priorities 1, 2, 4, 5, 7 and 8. The Learning goal in particular continues to remain relevant and further defined within this plan as a result of the following:

1. Improving academic achievement for all students
2. CUSD focus on college and career readiness through articulated pathways, increase in CTE and dual enrollment opportunities, changing school structures and systems to support flexibility for personalized learning and student schedules and provide opportunities for exploration, acceleration and remediation
3. Continued professional development for certificated and classified staff, with a special focus on the sustainability through the fidelity of the implementation of research-based instructional practices
4. Continued focus on improving the academic achievement of CUSD English learners, RFEP students, socioeconomically disadvantaged students, Hispanic or Latino students and students with disabilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Local Indicator Self-Reflection Tool rating for the following: professional learning, instructional materials, policy and program support, implementation of	2019: Professional learning, and instructional materials received ratings ranging from 2 (Beginning Development) to 4 (Full Implementation).				2023-2024: The areas of professional development, instructional materials, policy and program support, implementation of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards, and engagement of school leadership. Data Source: SBE CA School Dashboard Local Indicators Self-Reflection Tool (Local Indicator #2 - Implementation of Academic Standards)	Implementation of standards, policy and program support, and engagement of school leadership received ratings ranging from 2 (Beginning Development) to 4 (Full Implementation)				standards, and engagement of school leadership will be fully implemented with ratings between 4 and 5.
2. All students will have standards aligned instructional materials, as measured by annual inventory, Williams Sufficiency evaluation. Sufficiency will include device and internet access at home for digital instructional materials and learning management system access.	2019-2020: Maintain baseline. Williams sufficiency was met at 100%. In 2020, CUSD implemented a revised process of ensuring access to device and internet at home. CUSD distributed approximately 503 devices to students and issued mobile hotspots to families upon request.				2023-2024: Maintain baseline.
3. 100% of CUSD teachers will be appropriately	2020-2021: Maintain baseline. 100% of teachers in 2020-2021 were				2023-2024: Maintain baseline.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
credentialed and assigned.	appropriately credentialed and assigned per internal audit.				
4.Academic Achievement in ELA	<p>Per Spring 2019 SBAC:</p> <p>Overall Student Achievement in grades 3-8, 11: SBAC ELA 78% of students met or exceeded standards.</p> <p>Subgroups, met/exceeded standards:</p> <p>Socio-economically Disadvantaged: 67%</p> <p>Students with Disabilities: 45%</p> <p>Two or More Races: 78%</p> <p>Hispanic or Latino: 70%</p> <p>EL: 36%</p> <p>RFEP: 70%</p> <p>Military: 78%</p> <p>Other subgroups of need may be identified based on previous year's performance.</p>				<p>2023-2024:</p> <p>The overall CUSD average of students in grades 3-8, 11 who met or exceeded standards in ELA will increase by 3% and by 6% for each student group below the spring 2019 all student ELA average,</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5. Academic Achievement in Math	<p>Per Spring 2019 SBAC:</p> <p>Overall Student Achievement in grades 3-8, 11: SBAC Math 67% of students met or exceeded standards.</p> <p>Subgroups, met/exceeded standards:</p> <p>Socio-economically Disadvantaged: 48% Students with Disabilities: 38% Two or More Races: 69% Hispanic or Latino: 56% EL: 37% RFEP: 60% Military: 69%</p> <p>Other subgroups of need may be identified based on previous year's performance.</p>				<p>2023-2024:</p> <p>The overall CUSD average of students in grades 3-8, 11 who met or exceeded standards in Math will increase by 3% and by 6% for each student group below the spring 2019 all student Math average.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6. Academic Achievement in Science	<p>Per Spring 2019 CAST:</p> <p>Overall Student Achievement in grades 5, 8, and 11: CAST Science 60% of students met or exceeded standards.</p> <p>Subgroups, met/exceeded standards:</p> <p>Socio-economically Disadvantaged: 53% Students with Disabilities: 27% Two or More Races: 69% Hispanic or Latino: 44% EL: 11% RFEP: 41% Military: 65%</p> <p>Other subgroups of need may be identified based on previous year's performance.</p>				<p>2023-2024:</p> <p>The overall CUSD average of students in grades 5, 8, and 11 who met or exceeded standards in Science (per the CAST) will increase by 3% and by 6% for each student group below the spring 2019 all student Science average.</p>
7. Local ELA and Math Achievement Metrics	2020-2021: ELA Grades K-5 percentage of				<p>2023-2024:</p> <p>The percentage of students in grades K-5</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>students meeting standards on the Benchmark Advance Interim 3 Assessment:</p> <p>K = 75%</p> <p>1 = 80%</p> <p>2 = 71%</p> <p>3 = 71%</p> <p>4 = 60%</p> <p>5 = 38%</p> <p>Math Grades K-5 percentage of students meeting or approaching standards on the Bridges in Mathematics Number Corner Check-Up 3:</p> <p>K = 93%</p> <p>1 = 92%</p> <p>2 = 86%</p> <p>3 = 89%</p> <p>4 = 85%</p> <p>5 = 78%</p> <p>The average English course GPA for students in grades 6-8 during fall 2020 was 3.02. The average Math course GPA for students in grades 6-8 during fall 2020 was 2.9.</p>				<p>meeting standards in ELA will increase by 3%. The percentage of students in grades K-5 meeting or approaching standards will increase by 3%. The average GPA for students in ELA and Math in grade 6-12 will increase by 0.6.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	The average English course GPA for students in grades 9-12 during fall 2020 was 2.96. The average Math course GPS for students in grades 9-12 during fall 2020 was 2.84.				
8. Preliminary Scholastic Aptitude Test (PSAT)	<p>October 2019 % of students meeting benchmarks</p> <p>English/Reading/Writing (ERW) and Math: Gr 9: 68%; 43% Gr 10: 79%; 64% Gr 11: 82%; 67%</p>				2023-2024: The overall percentage of 9, 10, and 11 grade students meeting benchmarks on the PSAT will increase by 3% in ERW and by 3% in Math.
9. Graduation Rate	2019-2020 4-year cohort graduation rate was 94.0%				2023-2024: The 4-year cohort graduation rate will increase by 3%.
10. UC A-G Rate	63.8% in 2019-2020				2023-2024: The UC A-G rate will increase by 6%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
11. AP Participation and AP Pass Rates	48.9% participation rate in 2019-2020 with a pass rate of 77.5%.				2023-2024: The participation rate will increase by 5% and the pass rate will increase by 3%.
12. CTE Participation and Achievement	<p>The percent of students (unduplicated n=676/1127) who participated in CTE courses in 2019-2020 was 60%.</p> <p>The percent of students who received a “C” or better in capstone CTE courses in 2019-2020 was 100% (n=231/231).</p>				2023-2024: The percentage of unduplicated students participating in CTE courses will increase by 3%. The percentage of students who receive a "C" or better in a capstone CTE course will be maintained.
13. Early Admission Program (EAP; based on SBAC scores for grade 11)	<p>Per Spring 2019 SBAC:</p> <p>Gr 11 Students who are considered Ready in ELA (Standard Exceeded): 54.74%; Students who are considered Conditionally Ready in</p>				2023-2024: The percentages of students who are considered Ready in ELA and Math (standard exceeded) and those who are considered Conditionally Ready in ELA and Math (standard met) will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>ELA (Standard Met): 28.47%.</p> <p>Gr 11 Students who are considered Ready in Math (Standard Exceeded): 34.44%; Students who are considered Conditionally Ready in Math (Standard Met): 27.04%.</p>				increase 1% over the previous year.
14. Student and Teacher Digital Literacy	No metric to date.				2023-2024: Maintain
15. Professional Learning	Baseline: Current school site staff qualitative feedback and professional learning surveys.				2023-2024: TBD based on previous year's efforts and the change in the professional learning structures.
16. CA Physical Fitness Test (PFT)	<p>2018-2019 percentage of students in the Healthy Fitness Zone (average of all 6 areas):</p> <p>Gr 5: 79.6%</p> <p>Gr 7: 77.1%</p>				<p>2023-2024: The percentage of students in the Healthy Fitness Zone (average of all 6 areas) will increase:</p> <p>Gr 5: 82%</p> <p>Gr 7: 80%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Gr 9: 89.6%				Gr 9: 92%
17. College and Career Indicator (CCI)	<p>Spring 2019: 63.9% of graduating seniors were deemed "Prepared" for college and career.</p> <p>Summary of subgroup averages: Hispanic or Latino: 52.8% (n=53) White = 67% (n=182) Socioeconomically Disadvantaged = 66.7% (n=33)</p>				2023-2024: 70% of our graduating seniors overall will be deemed "Prepared" for college/career via CCI state measures, including student groups.
18. Discrete VAPA Instruction	<p>2019-2020 Discrete VAPA Instruction: Total Secondary CUSD Discrete Arts Enrollment: 64.7% of students are enrolled in the arts (baseline - 730/school enrollment 1,127)</p> <p>(per CUSD Strategic Arts Plan)</p>				2023-2024: The overall secondary CUSD discrete arts enrollment will increase by 3%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
19. English Learners Annual progress on becoming English Proficient	<p>2019 CA School Dashboard ELPI Indicator: 60.5% English learners are making progress toward English Language Proficiency</p> <p>2018-2019 ELPAC Summative Assessment: 16.40% of English Learners were well developed 37.77% of English learners were moderately developed 30.12% of English learners were somewhat developed 15.71% of English learners were in the beginning stage</p>				<p>2023-2024: The California Dashboard will report 63.5% of our EL students progressing towards English language proficiency (ELPI). The number of English learners will increase by 3% who performed at the well developed or moderately developed levels.</p>
20. EL Reclassification Rate	<p>EL Reclassification rate for 2019 220 was 9%, an 8% decrease compared to the 2018-2019 reclassification rate of 17%.</p>				<p>2023-2024: The reclassification rate for English learner students will increase by 3%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
21. Long-term English Learner count	In 2019-2020, there were 3 students meeting the criteria for long-term English learner (LTEL).				2023-2024: CUSD will maintain a low number of LTEL, keeping the number under 10 students who are classified as LTELs.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards-Aligned Core Curriculum, Assessment and High Quality Instruction	<p>Academic and performance standards will continue to be aligned with California State Standards, including the ELD standards, in the following content areas: ELA, Mathematics, Career Technical Education, Computer Science, Health Education, History-Social Science, Physical Education, Science, Arts Education, and World Languages.</p> <ol style="list-style-type: none"> 1. Educators will participate in piloting curriculum and recommending the adoption of instructional materials, professional development in instructional best practices related to content area frameworks, CCR standards, formative assessment and literacy. 2. Standards-aligned core curriculum, assessment and high quality instruction will contribute to increases in student engagement and achievement. 3. In order to provide all students equitable access to high quality, standards-aligned instruction, CUSD will ensure that all staff are trained and are highly qualified 4. In order to provide all students equitable access to high quality, standards-aligned instruction, CUSD will ensure there are Multi-Tiered System of Supports (MTSS) in place to provide intervention and enrichment services that support the needs of all learners. 5. CUSD and school sites will ensure that all students are receiving high quality instruction in a safe and inclusive learning environment that supports social emotional learning, PBIS and utilizes restorative 	\$35,686,501.00	No

Action #	Title	Description	Total Funds	Contributing
		practices to build positive and healthy learning communities that demonstrate value for the individual. 6. All classrooms will provide focused intervention support, increase in social emotional supports, and the development of inclusive learning environments.		
2	College and Career Readiness	Provide learning opportunities for all students in grades K-12 content which integrates academic subjects with relevant, challenging technical and occupational knowledge through Career Technical Education (CTE) pathways, Project Lead the Way (PLTW) curricula, dual enrollment (Southwestern Community College), State Seal of Biliteracy (SSB) opportunities, internships, work experience, completion of A-G requirements and Advanced Placement (AP) courses. These pathways and opportunities will allow students to incorporate applied learning across disciplines preparing them for both college and career. CUSD will develop a Graduate Profile, representing the CUSD mission for all students to attain proficiency in the core content areas and graduate from high school prepared for postsecondary and career options.	\$1,100,074.00	No
3	English Language Development	English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students will improve reading, writing, speaking and listening skills in English to be college and career ready. 1. EL students will have at least thirty minutes daily of designated English Language Development (ELD) time. 2. Continue to assign one ELD/ELA Teacher on Special Assignment (TOSA) to work with all four school sites relative to providing instructional support for designated and integrated ELD instruction, ELPAC testing, D/ELAC committee supports, parent outreach and collaboration with teachers and instructional assistants related to	\$245,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>instructional resources, academic assessment and data analysis, and tiered supports for English learner students.</p> <p>3. Provide professional learning for all teachers on integrated ELD/Specially Designed Academic Instruction in English (SDAIE) and/or Guided Language Acquisition Design (GLAD) strategies.</p> <p>4. Monitor academic progress in ELA and math for all EL and RFEP students.</p> <p>5. Schedule and promote District and site English Learner Advisory Committee (D/ELAC) participation</p> <p>6. Ensure and support reclassification celebrations and Seal of Biliteracy (CHS only) at each school site.</p> <p>7. Support English learner students by integrating the California English Language Development (ELD) standards in our classrooms. Focus on providing instructional assistants, continued professional learning for teachers and assistants, and the integration of common formative assessments to inform instruction for English learner students and improve English learner language acquisition and academic achievement.</p>		
4	Academic Achievement	<p>Improve performance in English language arts (ELA) and mathematics for all identified students, including unduplicated student groups. Continue to assign one ELD/ELA TOSA and one Math/Science TOSA to work with all four school sites relative to providing instructional support to teachers, special education case carriers, and instructional aides. TOSAs will also collaborate with grade level teams, departments and school administrators to provide student achievement data, participate in PLC dialogue and offer instructional supports and resources as needed.</p>	\$180,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	21st Century Learning Tools, Resources and Skills	CUSD will continue to prioritize the implementation of the "4Cs" for 21st Century Learning: critical thinking, communication, collaboration, and creativity. CUSD recognizes that technology plays an important role in building these skills for students and as such, will ensure all students and staff have access to and proficiency of 21st century learning tools, resources, and skills. CUSD will continue to develop and refine an articulated K-12 Digital Literacy Scope and Sequence to guide instruction relative to integrating the 4Cs into classroom teaching, ensuring that all student groups receive instruction from teachers with an increased capacity for 21st century best practices.	\$873,301.00	No
6	Systematic Data Analysis	Staff will receive professional learning on the data analytics system Illuminate Ed. Staff will also receive refresher professional learning on the Student Information System (Synergy) and the Learning Management System (PowerSchool).	\$100,000.00	No
7	Professional Learning	Professional learning will be provided to CUSD certificated and classified staff to ensure implementation of CA State Standards and Frameworks, adopted curricula, intervention programs, and to support all students including English learners, students with disabilities, and other identified special populations. CUSD professional learning will be coordinated by the Learning Department. A professional learning calendar and focus areas will be collaboratively developed between the Learning Department, Student Services Department, site administrators and teacher leaders. Professional learning for certificated and classified staff will also be tailored to the individual needs of each school site, department, grade level and staff member. CUSD priorities for professional learning include: 1. Professional Learning Communities (PLCs), data analysis and data discussions 2. Formative Assessment (including CAASPP Interims)	\$550,000.00	No

Action #	Title	Description	Total Funds	Contributing
		3. MTSS: PBIS, restorative practices, Sanford Harmony, Beyond SST, Thrively, SEL, building learning communities, and academic tiered resources and strategies 4. Academically-related training will include paraprofessionals when appropriate to content or service 5. Review integrated and designated ELD strategies 6. CCR Literacy Standards and Literacy Best Practices 7. Content-specific and curriculum adoptions 8. Elementary Bridges in Mathematics and Benchmark Advance 9. PLTW 10. Instructional Best-Practices: Learning Goals, Success Criteria, Student Talk, Engagement, Student Agency, Scaffolding Content, and Classroom Culture 11. Co-teaching 12. Instructional learning walks		
8	Recruit and Retain Highly Qualified Staff	CUSD will recruit and retain highly qualified, appropriately credentialed staff. Recruitment will include participation in county-wide job fairs, partnerships with local universities, and student-teacher coordination and placement. Retention of teachers will be measured by coordinated professional learning and ongoing support from school site instructional leaders and administrators.	\$550,000.00	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	Communication: Communicate openly, freely, and accurately to engage and involve all stakeholders.

An explanation of why the LEA has developed this goal.

The development of this goal intentionally maintains and seeks to further refine the articulation and alignment of the three CUSD Governing Board goals and the three goals within each school site's SPSA: Learning, Communication and Support. Alignment of our overarching goals is critical in ensuring that stakeholders understand the goals and how they articulate up and down the entire CUSD system. The state priorities addressed by this goal are priorities 3 and 6. The Communication goal in particular continues to remain relevant and further defined within this plan as a result of the following:

1. Importance of parents as partners in the educational experience of all CUSD students.
2. Improve equitable access to all CUSD stakeholder communications and resources.
3. Continue to be responsive to needs of all stakeholders relative to timely communication, collaborative problem solving, and improving communication and relationships with all stakeholders.
4. Improve communications and equitable opportunities for involvement for students and families within special populations, such as: English learner, homeless, foster youth, socioeconomically disadvantaged, special education, hispanic or latino, and military-connected.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Parent Survey Data Participation Counts	2020-2021 average participation on parent surveys facilitated via ThoughtExchange: Average Participants: 159 Average Number of Thoughts: 139 Average Number of Ratings: 3,033				2023-2024: Increase parent participation on all CUSD parent surveys by 100 participants. Increase number of thoughts on all CUSD parent surveys by 50. Increase number of ratings on all CUSD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					parent surveys by 300.
2. Powerschool Usage Data	2020-2021 (as of April 22, 2021): <ul style="list-style-type: none"> • There were ~823,211 visits by 2,449 students totaling ~203,198 hours. • The top student uses include inbox, calendar, Dropbox, assessments, first pages, announcements, and discussions. • There were ~49,209 visits by 236 teachers totaling ~21,751 hours. • There were ~40,914 visits by 1,206 				2023-2024: Maintain student and teacher use; increase parent use based on previous year's inventory.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	parents totaling ~2,209 hours.				
<p>3. Local Indicator Self-Reflection Tool rating for the following: building relationships between school staff and families, building partnerships for student outcomes, and seeking input for decision-making.</p> <p>Data Source: SBE CA School Dashboard Local Indicators Self-Reflection Tool (Local Indicator #3 - Building Relationships)</p>	<p>2019: Building relationships between school staff and families received ratings ranging from 3 (Initial Implementation) to 4 (Full Implementation). Building partnerships for student outcomes received ratings ranging from 3 (Initial Implementation) to 4 (Full Implementation). Seeking input for decision making received ratings of 4 (full implementation).</p>				<p>2023-2024: The areas of building relationships between school staff and families, building partnerships for student outcomes, and seeking input for decision making will be implemented with ratings between 3 and 5.</p>
4 .Required Parent School Participation	<p>2020-2021:</p> <ul style="list-style-type: none"> All schools have a robust Parent Teacher Organization. All schools with an EL count over 				<p>2023-2024: Maintain current attendance at parent school participation forums.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>21 have an English Learner Advisory (VES and CMS).</p> <ul style="list-style-type: none"> • CUSD has a District English Learner Advisory Committee (DELAC). • CUSD participates in the SELPA CAC. • CUSD has a Parent Leadership Committee which represents parents from each site. 				
5. Parent Teacher Conferences	<p>2020-2021 Participation in elementary parent teacher conferences:</p> <p>Silver Strand Elementary: 98.9%</p> <p>Village Elementary: 99.1%</p>				<p>2023-2024: Maintain current participation rates at parent teacher conferences at SSES and VES.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6. School Site Council (SSC) Participants Create, Analyze and Approve each School Plan for Student Achievement (SPSA).	2020-2021: 100% of SSC participants were involved in creating, analyzing, and approving site SPSA plans.				2023-2024: Maintain - 100% of School Site Council participants were involved in creating, analyzing, and approving site SPSA plans.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Stakeholder Participation, Communication and Engagement	<p>Continue to hold required (ED Code) and local parent participation committee meetings including School Site Councils (SSC), District and site English Learner Advisory Committees (D/ELAC), District Parent Leadership Committee (PLC), District Military Local Partnership (M-LPC), South Bay SELPA Community Advisory Committee (CAC), and Parent Teacher Organizations.</p> <p>Annual Surveys regarding Board goal areas will continue to be conducted to inform progress of District efforts, especially on communication. Surveys may include feedback from the following stakeholders: parents, teachers, students, staff and community members.</p> <p>CUSD will continue to strive for 100% participation in TK-5 parent-teacher conferences at both Silver Strand and Village Elementary Schools.</p>	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	Two-Way Communication	<p>Continue to utilize a variety of avenues to promote two-way communication with parents, students, staff, and the community. Enhanced stakeholder involvement via such methodologies as ThoughtExchange, site surveys, site and district forums, which encourage feedback on areas of celebration and areas of improvement. Continue to create activities, spaces and opportunities to connect with parents as partners in their child's education.</p> <p>CUSD and each school site will provide timely and informative communication to the CUSD community via email blasts, newsletters, etc.</p> <p>School sites and the District office will continue to engage in and provide timely and collaborative communication. Continue to improve communication through evaluating the effectiveness of communication from sites to District office, and from District office to sites.</p>	\$30,000.00	No
3	CUSD Website	Explore and commit to a new company to refresh the CUSD website. This update will require collaboration between site and district staff and administrators. Professional learning related to the navigating and updating website content will be provided to all staff who will be providing these updates on an ongoing basis.	\$350,000.00	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.

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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	Support: Maintain safe and supportive schools where students and staff thrive.

An explanation of why the LEA has developed this goal.

The development of this goal intentionally maintains and seeks to further refine the articulation and alignment of the three CUSD Governing Board goals and the three goals within each school site's SPSA: Learning, Communication and Support. Alignment of our overarching goals is critical in ensuring that stakeholders understand the goals and how they articulate up and down the entire CUSD system. The state priorities addressed by this goal are priorities 1 and 5. The Support goal in particular continues to remain relevant and further defined within this plan as a result of the following:

1. Students need to learn in a physically and emotionally safe learning environment.
2. Teachers and staff need to teach and work in a physically and emotionally safe school community.
3. The COVID-19 pandemic has greatly impacted our community and the lives of our students. Many are facing unprecedented challenges that may prove stressful and overwhelming. It is critical for CUSD to focus on social-emotional wellness in order to respond to the anticipated mental health needs. Research supports that the physical, social, emotional, and behavioral health of each learner is critical for student learning.
4. As the need for flexibility to support staff and students broadens, it is important to provide multiple pathways in ensuring access to learning, both academically and professionally.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Williams Facilities Inspection Tool (FIT)	2019-2020: 100% of CUSD schools received an overall “good” rating on the Facilities Inspection Tool (FIT)				2023-2024: Maintain, with understanding of Board philosophy of planned degradation of facilities due to budget constraints.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2. Required Safety Drills SSES: monthly VES: monthly CMS: 4 times a year CHS: 2 times a year	2019-2020: All schools held required safety drills.				2023-2024: Maintain
3. CA Healthy Kids Survey (State required, locally reported; administered every 2 years)	<p>Spring 2021 Administration Results Pending</p> <p>Spring 2019 results:</p> <p>Participation Rate: Gr. 5: 62% Gr. 7: 94% Gr. 9: 91% Gr. 11: 91%</p> <p>School Connectedness: Gr. 5: 76% Gr. 7: 74% Gr. 9: 91% Gr. 11: 69%</p> <p>Caring Adult Relationships Gr. 5: 75% Gr. 7: 72% Gr. 9: 68% Gr. 11: 73%</p> <p>Feel Safe at School Gr. 5: 87%</p>				<p>2023-2024: Improve +2% over the 2021 baseline.</p> <p>Use results from CUSD student surveys related to safety and learning to inform action steps related to student safety and social/emotional supports. Increase student participation rate on surveys by 2% over the previous year's results.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Gr. 7: 75% Gr. 9: 78% Gr. 11: 81%				
4. Number of Existing Academic Intervention Sections and Services: % FTE dedicated to Intervention	CHS (Credit Recovery, Math Support, Palm, ELD): 11 Sections CMS (Math Support, Literacy Lab, ELD): 3 sections SSES: 2.37% FTE for academic support and ELD VES: 2.6% FTE for academic support and ELD				2023-2024: Using data from the previous year, evaluate expense and effectiveness of academic interventions. Evaluation will inform restructuring intervention sections and services based on individual need.
5. P2 Attendance Rate (annually in April)	The 2019-2020 P2 attendance rate is 96.39%				2023-2024: Increase 0.5% over the previous year.
6. Chronic Absenteeism Rate	As of spring 2020 P2 (April), the chronic absenteeism rate for CUSD is 5%, a decrease of 3.12% over spring 2019 P2. CHS: 6.5% (-8.23%) CMS: 3.4% (-2.2%) SSES: 5.6% (+2.37%) VES: 4.3% (+1.15%)				2023-2024: Decrease chronic absenteeism overall and at each site by 1% over the previous year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7. Suspensions and Expulsions	2019-2020: 1.1% of students were suspended; there were no expulsions.				2023-2024: Decrease suspensions overall and at each site by 0.5% over the previous year. Maintain an expulsion rate of 0%.
8. Dropout Counts	2019-2020 Dropout Counts: CHS: 13 students CMS: 6 students				2023-2024: Reduce the dropout counts at each secondary school site by 25%.
9. % FTE and Type of Counseling Services	2019-2020: Guidance Counselors: 1.0 @ CMS; 3.0 @ CHS Clinical Counselors: 3.5 Educationally Related Mental Health (ERMHs) Professionals: 1.58 Military Family Life Counselors: 5.0				2023-2024: Maintain

Actions

Action #	Title	Description	Total Funds	Contributing
1	Safe and Clean Facilities for Students and Staff	Working collaboratively with the CUSD Maintenance and Operations Department, CUSD will provide safe and clean facilities for students and staff. CUSD will continue to take recommendations from the Maintenance and Operations Department to improve top tier identified facilities through 2024.	\$1,894,874.00	No
2	School Site Safety Plans	All school sites will annually update safety plans using the adopted CA template and follow the requirements therein. Based on learnings from the previous school year, site safety plans will be revised/updates and staff will participate in safety training and update site-specific protocols as necessary.	\$50,000.00	No
3	Multi-Tiered System of Supports	Through data-driven decision making, CUSD will provide intervention and enrichment services that support the needs of all learners, especially in ELA and mathematics, and particularly for identified unduplicated pupils. Use of LCFF Supplemental Funds will support unduplicated populations and their needs. Special attention will be given to the following key actions: 1. Continue to work with the MTSS Committee at each school site to further develop and refine a system for MTSS, with special focus on the behavioral and academic tiers of support. 2. Support appropriate inclusion at all school site for identified students. 3. Implement new balanced assessment system, develop and use interim/benchmark assessments, use assessment data formatively to provide targeted interventions and resources to individual students. 4. Provide training and access for teachers and related staff on academic data systems (Beyond SST, CA School Dashboard, Illuminate Ed, CAASPP, SEIS, PowerSchool, Synergy) and	\$152,344.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>supplemental instructional technology resources (i.e.: BYU Education, Raz Kids, IXL, Discovery Education, etc.).</p> <p>5. Professional learning opportunities for teachers and classified staff on creating inclusive experiences such as Universal Design for Learning and MTSS supports.</p>		
4	Social Emotional Learning	<p>CUSD will continue to build capacity at each school site to improve SEL interventions, decrease number of suspension/expulsions (especially for students with disabilities, socio-economically disadvantaged students, English learners, Hispanic or Latino students and students of two or more races), and support and also deepen understanding and implementation of the following:</p> <ol style="list-style-type: none"> 1. Positive Behavior Interventions and Supports (PBIS) 2. Restorative Justice Practices 3. Clubs and organizations promoting positive school climate 4. Training for all counselors and support staff related to suicide prevention 5. Support unduplicated students through coordinated services meetings to determine needs, supports, and transition; in addition to individual check-ins for each family 	\$140,000.00	Yes
5	Student Engagement & Dropout Prevention	<p>Improve CUSD attendance and chronic absenteeism rates for all students.</p> <ol style="list-style-type: none"> 1. Ensure all site attendance is accurately reported daily into Synergy. 2. Ensure all site attendance clerks and identified site administrators notify parents on a weekly basis of absences, including providing official CUSD absence threshold letters to parents on a timely basis. 3. Ensure all sites promote and/or incentivize positive attendance. 4. Ensure all sites hold appropriate SART and SARB meetings for students whose attendance reaches appropriate thresholds. 		No

Action #	Title	Description	Total Funds	Contributing
		<p>5. Enhance the process of identifying and supporting chronically absent students.</p> <p>6. Continue to utilize counseling support in early identification of at-risk middle and high school potential dropouts and identify students who may benefit from targeted intervention support to meet graduation requirements.</p>		
6	Counseling Services	<p>CUSD will provide clear communication related to the structure of the continuum of services, ranging from community partnerships, guidance counseling, clinical counseling and ERMHS.</p> <p>1. Clinical Counselors and Educational Related Mental Health (ERMHS) Counselors will provide classroom/staff presentations, individual counseling, walk-in counseling, risk management services, parent consultation, and group counseling. They will review ongoing data collection from these programs to provide formative analysis of student social emotional needs across the district. Due to this analysis, data driven decisions will be made ensuring the appropriateness of support. A Risk Management Team (RMT) for each site will be identified at the beginning of each school year, and a continuum of counseling services and supports will be followed for each site. The RMT will follow the continuum of counseling services to provide student support.</p> <p>2. Social emotional needs of students will be addressed through targeted collaboration between district departments, counselors, the CUSD School Liaison Officer for Navy Region Southwest, CUSD Military Life Consultants (MFLCs), Coronado SAFE, and the CUSD Resource Officer from the Coronado Police Department.</p> <p>3. Information on available local services for supporting staff will be offered by the Human Resources Department.</p> <p>4. Continued training and support related to character development and social emotional learning programs for all students will be provided to staff, including the 8 Keys of Excellence, Thrively, Sanford Harmony and other campus clubs and organizations promoting positive school culture.</p>	\$601,480.00	No

Action #	Title	Description	Total Funds	Contributing
7	Equity, Diversity and Inclusion	Review recommendations made from the 2020-2021 Equity Committee and develop an action plan. Provide professional learning for all staff for the CUSD Discipline Action Guide. Build capacity of staff to address issues of equity, diversity and inclusion and implement strategies at each site. Build capacity by leveraging teacher leaders that will be participating in anti-bias training and inclusivity training.	\$20,000.00	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.

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
2.66%	717,344

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.

English Language Development:

English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students will improve reading, writing, speaking and listening skills in English to be college and career ready.

1. EL students will have at least thirty minutes daily of designated English Language Development (ELD) time.
2. Continue to assign one ELD/ELA Teacher on Special Assignment (TOSA) to work with all four school sites relative to providing instructional support for designated and integrated ELD instruction, ELPAC testing, D/ELAC committee supports, parent outreach and collaboration with teachers and instructional assistants related to instructional resources, academic assessment and data analysis, and tiered supports for English learner students.
3. Provide professional learning for all teachers on integrated ELD/Specially Designed Academic Instruction in English (SDAIE) and/or Guided Language Acquisition Design (GLAD) strategies.
4. Monitor academic progress in ELA and math for all EL and RFEP students.
5. Schedule and promote District and site English Learner Advisory Committee (D/ELAC) participation
6. Ensure and support reclassification celebrations and Seal of Biliteracy (CHS only) at each school site.
7. Support English learner students by integrating the California English Language Development (ELD) standards in our classrooms. Focus on providing instructional assistants, continued professional learning for teachers and assistants, and the integration of common formative assessments to inform instruction for English learner students and improve English learner language acquisition and academic achievement.

(Goal 1, Action 3)

Longitudinal data show that EL and RFEP students continue to perform below standards in ELA and mathematics, and are overall not achieving at the same levels as their peers as evidenced by the CA School Dashboard. Based on this persistent achievement gap, CUSD will implement the action steps described above.

Academic Achievement:

Improve performance in English language arts (ELA) and mathematics for all identified students, including unduplicated student groups. Continue to assign one ELD/ELA TOSA and one Math/Science TOSA to work with all four school sites relative to providing instructional support to teachers, special education case carriers, and instructional aides. TOSAs will also collaborate with grade level teams, departments and school administrators to provide student achievement data, participate in PLC dialogue and offer instructional supports and resources as needed (Goal 1, Action 4).

Longitudinal data show that unduplicated student groups continue to perform below standards in ELA and mathematics, and are overall not achieving at the same levels as their peers as evidenced by the CA School Dashboard. CUSD will use the assigned TOSAs to build and refine proactive measures for the early identification of students who need academic interventions and supports. These measures will be grounded in the facilitation of a formative assessment cycle in which student assessment data will be analyzed on a continual basis in order to provide ongoing supports for struggling students.

Multi-Tiered Systems of Support:

Through data-driven decision making, CUSD will provide intervention and enrichment services that support the needs of all learners, especially in ELA and mathematics, and particularly for identified unduplicated pupils. Use of LCFF Supplemental Funds will support unduplicated populations and their needs. Special attention will be given to the following key actions:

1. Continue to work with the MTSS Committee at each school site to further develop and refine a system for MTSS, with special focus on the behavioral and academic tiers of support.
 2. Support appropriate inclusion at all school site for identified students.
 3. Implement new balanced assessment system, develop and use interim/benchmark assessments, use assessment data formatively to provide targeted interventions and resources to individual students.
 4. Provide training and access for teachers and related staff on academic data systems (Beyond SST, CA School Dashboard, Illuminate Ed, CAASPP, SEIS, PowerSchool, Synergy) and supplemental instructional technology resources (i.e.: BYU Education, Raz Kids, IXL, Discovery Education, etc.).
 5. Professional learning opportunities for teachers and classified staff on creating inclusive experiences such as Universal Design for Learning and MTSS supports.
- (Goal 3, Action 3)

Longitudinal data show that unduplicated student groups continue to perform below standards in ELA and mathematics, and are overall not achieving at the same levels as their peers as evidenced by the CA School Dashboard. CUSD will implement the action strategies above, as these are practices that are supported by educational research and will provide strong supports for our unduplicated students.

Social-Emotional Learning:

CUSD will continue to build capacity at each school site to improve SEL interventions, decrease number of suspension/expulsions (especially for students with disabilities, socio-economically disadvantaged students, English learners, Hispanic or Latino students and students of two or more races), and support and also deepen understanding and implementation of the following:

1. Positive Behavior Interventions and Supports (PBIS)
2. Restorative Justice Practices
3. Clubs and organizations promoting positive school climate
4. Training for all counselors and support staff related to suicide prevention
5. Support unduplicated students through coordinated services meetings to determine needs, supports, and transition; in addition to individual check-ins for each family

(Goal 3, Action #4)

Longitudinal data show that unduplicated student groups continue to perform below standards in ELA and mathematics, and are overall not achieving at the same levels as their peers as evidenced by the CA School Dashboard. CUSD will implement the action strategies above, as these are practices that are supported by educational research and will provide strong supports for our unduplicated students.

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

English Learner (EL) students and socio-economically disadvantaged students are not performing at or above standards in ELA and mathematics as evidenced by CUSD SBAC results. Goal 1/Action 3, Goal 1/Action 4, Goal 3/Action 3 and Goal 3/Action 4 are principally directed at providing the following services to our unduplicated student populations (particularly EL students). The services described above will provide the necessary supports to improve academic achievement in ELA and mathematics. Read 180, Benchmark Advance and instructional strategies, such as daily number talks and high quality mathematics tasks, are research-based programs and strategies that have been shown to improve academic achievement of unduplicated students. In addition to these research-based programs and strategies, CUSD is committed to continuing to provide in depth professional learning to all EL Resource Teachers and general education teachers related to designated ELD instruction and SDAIE methodologies. These instructional ELA/ELD frameworks and high impact strategies (John Hattie) have been shown to increase the academic achievement of struggling students in many districts across the nation. Critical to this targeted, research-based professional learning, will be an emphasis on continuous administrator data reviews to monitor the academic achievement of our unduplicated student populations. To ensure that all students are receiving equitable services, all teachers will continue to receive training on MTSS/SST/PBIS/Restorative Practices at every school site. This will not only support the instruction occurring inside the classroom, but will also provide thorough and regular monitoring of our unduplicated students through the continued use of individualized supports and data reviews. Supported by research, CUSD strongly believes that the combination of the services described above and below will positively impact the academic achievement of our unduplicated students and is the most effective use of our funding.

1. English Language Resource Teachers 1.4 FTE to provide daily English Language Development instruction to English Learners. The use of resource teachers will continue to allow English Learners to receive additional instruction time (incorporating designated ELD strategies), which has been shown to increase student achievement.

2. Professional development on ELPAC data analysis and the integration of designated ELD into daily instruction for core subjects, MTSS, PBIS, collaborative conversations, close reading, reciprocal teaching, and restorative practices will be provided to all teachers.
3. 0.5 FTE Teacher on Special Assignment for English Language Development to support all schools, particularly identified students who are not meeting grade level standards in ELA and not meeting growth goals on the ELPAC.
4. 0.5 FTE Teacher on Special Assignment for Mathematics to support all schools, particularly identified students who are not meeting grade level standards in mathematics.
5. Supplemental instructional materials/curricula to support identified unduplicated students' needs.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$28,162,636.00	\$4,364,954.00	\$7,772,920.00	\$2,238,064.00	\$42,538,574.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$34,773,092.00	\$7,765,482.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Standards-Aligned Core Curriculum, Assessment and High Quality Instruction	\$22,147,538.00	\$4,041,504.00	\$7,522,920.00	\$1,974,539.00	\$35,686,501.00
1	2	All	College and Career Readiness	\$400,699.00	\$185,850.00	\$250,000.00	\$263,525.00	\$1,100,074.00
1	3	English Learners Foster Youth Low Income	English Language Development	\$245,000.00				\$245,000.00
1	4	English Learners Foster Youth Low Income	Academic Achievement	\$180,000.00				\$180,000.00
1	5	All	21st Century Learning Tools, Resources and Skills	\$735,701.00	\$137,600.00			\$873,301.00
1	6	All	Systematic Data Analysis	\$100,000.00				\$100,000.00
1	7	All	Professional Learning	\$550,000.00				\$550,000.00
1	8	All	Recruit and Retain Highly Qualified Staff	\$550,000.00				\$550,000.00
2	1	All	Stakeholder Participation, Communication and Engagement	\$15,000.00				\$15,000.00
2	2	All	Two-Way Communication	\$30,000.00				\$30,000.00
2	3	All	CUSD Website	\$350,000.00				\$350,000.00
3	1	All	Safe and Clean Facilities for Students and Staff	\$1,894,874.00				\$1,894,874.00
3	2	All	School Site Safety Plans	\$50,000.00				\$50,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners Foster Youth Low Income	Multi-Tiered System of Supports	\$152,344.00				\$152,344.00
3	4	English Learners Foster Youth Low Income	Social Emotional Learning	\$140,000.00				\$140,000.00
3	5	All	Student Engagement & Dropout Prevention					
3	6	All	Counseling Services	\$601,480.00				\$601,480.00
3	7	All	Equity, Diversity and Inclusion	\$20,000.00				\$20,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$717,344.00	\$717,344.00
LEA-wide Total:	\$717,344.00	\$717,344.00
Limited Total:	\$717,344.00	\$717,344.00
Schoolwide Total:	\$717,344.00	\$717,344.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	English Language Development	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$245,000.00	\$245,000.00
1	4	Academic Achievement	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Elementary K-5	\$180,000.00	\$180,000.00
3	3	Multi-Tiered System of Supports	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$152,344.00	\$152,344.00
3	4	Social Emotional Learning	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$140,000.00	\$140,000.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

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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.