



Grass Valley School District

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

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

The Grass Valley School District serves approximately 1204 students (2019-20 ADA), Transitional Kindergarten through grade Eight (8), at three outstanding school sites (two K-4 campuses and one 5-8 campus). The district also has a Kindergarten through grade Eight (8) Expeditionary Learning Charter School of approximately 500 students which is responsible for developing its own LCAP.

The following statistics apply to the student populations that attend the three non-charter programs in the district: 70.4% white, 23% Hispanic, 2.6% Two or More Races, 1.9% American Indian, 1.2% Asian, and remaining ethnicity groups under 1% per group. The student subgroup demographics are: 72.5% Economically Disadvantaged, 13.7% Students with Disabilities, 8.5% English Learners, 1.7% Homeless, and 0.9% Foster Youth. The district's LCFF Unduplicated Count is 72.4%

Reflections: Successes

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

Analyzing our goals from the previous LCAP are unique and challenging this year due to the lack of standardized state assessment information. Also, we have not traditionally implemented a standardized district local assessment therefore year over year comparisons are challenging. General reflections are listed below along with the analysis of the most recent state assessment data from the 2019 California School Dashboard.

In English Language Arts, the grade 3 and grade 4 students at Bell Hill and Scotten performed well. At Bell Hill students maintained a score that is 2.9 points above the state average and at Scotten scores increased 19.6 points or 8.1 above the state average. Bell Hill and Scotten English Learner progress was also above the state average.

The goal of decreasing student suspensions by 3% is critical to student success. We also know that this data point was dramatically impacted by the pandemic as well as our instructional models during the end of the 2019-20 school year and throughout 2020-2021 school year. The most recent data from August- April 2019 indicates that both Bell Hill and Lyman Gilmore student suspensions decreased significantly. At Bell Hill they went from 9 to 4 and at Lyman Gilmore from 145 to 42.

The goal of decreasing the number of expulsions by 3% was achieved. The number of student referrals for major offenses decrease significantly at Bell Hill and Lyman Gilmore. The goal of maintaining below a 1% Middle School Dropout rate was achieved, with no students dropping out.

The District focus will continue to be on the implementation of the Multi Tiered Systems of Support (MTSS) Model to ensure the tools for students to succeed are present at all district school sites.

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.

Analyzing our goals from the previous LCAP are unique and challenging this year due to the lack of standardized state assessment information. Also, we have not traditionally implemented a standardized district local assessment. This unfortunately makes year over year comparisons challenging. As a district team we decided to administer a districtwide TK-8 standardized assessment this year to help us target instruction through the end of the school year. This assessment will also be utilized to identify students who would best benefit from intervention including summer school. General reflections are listed below along with the analysis of the most recent state assessment data from the 2019 California School Dashboard.

District/LEA Performance as well as any "Red or "Orange" ratings:

The District had one overall rating in the Orange Category - Mathematics. One Student Subgroup was in Red (Students with Disabilities) and six subgroups were in Orange (English Learners, Homeless, Socioeconomically Disadvantaged, Hispanic, White)
The District had no other overall ratings in the Red, however the following sub groups are listed in Red or Orange Categories:
Chronic Absenteeism - Red for Foster Youth, Homeless, Students with Disabilities and Orange for Two or More Races
Suspension Rate - Red for Foster Youth, Homeless, and Two or More Races.
English Language Arts - No Red areas, Orange for White and Students with Disabilities.

Bell Hill Performance as well as any "Red or "Orange" ratings:

Bell Hill had no overall performance ratings in Red or Orange. However the following sub groups as listed in Red or Orange:
Suspension Rate - Orange for Hispanic

Margaret Scotten Performance as well as any "Red or "Orange" ratings:

Margaret Scotten had one overall area rated as Orange - Suspension Rate.
Suspension Rate - Orange for Socioeconomically Disadvantaged, Students with Disabilities, and White
English Language arts overall Green however the Students with Disabilities subgroup is Red.
Mathematics overall Yellow however the Students with Disabilities subgroup is Red.

Lyman Gilmore Performance in the "Red or "Orange" category:

Lyman Gilmore had two overall areas rated as Orange - English Language Arts and Mathematics
Specifically the English Learner subgroup and the Students with Disabilities subgroup were rated in all Orange and Red ratings.
Chronic Absenteeism - Red for Students with Disabilities and Orange for English Learners, Socioeconomically Disadvantaged, and White.
Suspension Rate - Orange for English Learners and Students with Disabilities
English Language Arts - Red for English Learners and Orange for Socioeconomically Disadvantaged, Students with Disabilities, and White
Mathematics - Red for Students with Disabilities and Orange for English Learners, Socioeconomically Disadvantaged, Hispanic and White

Student Chronic Absenteeism was last officially reported during the 2018/19 school year. No formal state measurements were reported for the 19-20 school year. Chronic Absenteeism is a critical sign of student engagement. We expect official rates to be significantly higher due to the COVID-19 pandemic locally and statewide. This will need to be a continued area of focus.

The steps the LEA planning to take to address the above areas with the greatest need for improvement will be to continue to focus our actions and services on the implementation of the Multi Tiered Systems of Support (MTSS) Model. Focus will be directed to specific subgroups that are rated Red or Orange. The District will also provide additional supports to provide coaching and support in the areas of academic and behavior intervention, Social Emotional Learning support and student attendance outreach and mentoring. Improvement in the utilization of existing Behavior Support Aides. Lyman Gilmore will continue to implement successful areas of their former CSI plan.

The LEA was previously identified for Differentiated Assistance due to being rated Red for Suspension Rates, with five student subgroups in red, and being rated Red for Chronic Absenteeism, with five student subgroups also in red. The District Leadership Team works closely with the Nevada County Superintendent of Schools office to develop action plans to support student success.

LCAP Highlights

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

We have worked collaboratively with staff and parents and through our District Advisory Committee to update our district goals and focus areas for the new LCAP. We are building upon some past successes and are adding new opportunities to strengthen our program to support students. Listed below are the three main district goals which we will focus on over the 2021-2024 school years.

Goal 1: Grass Valley District Students will receive high quality instruction and support in Mathematics and Language Arts following the Common Core Standard guidelines which will increase overall student proficiency as measured by state and local assessments.

Goal 2: Grass Valley District Students will receive additional academic, social-emotional and behavior intervention, based on need, which will result in improved student outcomes as measured by state and local assessments and intervention success rates.

Goal 3: Grass Valley District Students and Families will be provided a school climate that is safe, welcoming, caring, and conducive to learning which will result in improved student attendance and suspension/expulsion rates.

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.

Lyman Gilmore remains identified as ATSI due to the elevated suspensions rate in the 2018-2019 school year.

Support for Identified Schools

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

We are working closely with staff, students and families as well as our support team from the Nevada County Superintendent of Schools office to support student success. We do this by examining our school site strengths, weaknesses, and areas of need. We are focusing heavily on culture and positive engagement alternatives to suspension. We have a new Lyman Gilmore site leader who started in the 20-21 school year and this is bringing a fresh perspective and energy to this work.

Monitoring and Evaluating Effectiveness

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

We will continue to monitor our data on a regular basis to be able to respond and react to trends in real time.

Stakeholder Engagement

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

We launched our LCAP engagement work in January 2021 using a single focus question this year, "What are the most important actions and services we should focus on to support our Grass Valley Students?". Prior to launching our official work, our administrative team began by reviewing our the previous LCAP goals, budget, success and action areas. During this work and analysis we also reviewed the most recent Learning Continuity and Attendance Plan and how we were navigating teaching, learning and engagement throughout the COVID-19 pandemic. We also collaborated with our district IBB team to ensure transparency and support with staff. On February 3rd we launched our use of the Thought Exchange platform to gather transparent stakeholder engagement from all parties including parents, staff, students, and community members. Our Thought Exchange supported language translation and we shared communications out in English and Spanish to support our community. We held an evening Community Forum on February 4th, a District Advisory Committee (DAC) meeting on February 8th, and we engaged with our District English Language Advisory Committee (DELAC) on February 10th. We closed our district Thought Exchange outreach on February 19th and were pleased with the overall results. It should be noted however that while we benefited from increased parent engagement this year we unfortunately saw a decrease in student engagement with our survey. To gather authentic stakeholder input we worked closely with our DAC and DELAC committees. The DELAC committee met on February 10th, March 24th and May 19th and the DAC committee met on February 8th, March 2nd, March 25th, and May 20th. We will be sharing a draft of our LCAP publicly by May 7th to ensure full transparency and feedback. We will hold Public Hearing regarding our LCAP on June 8th and will going for Board approval on June 15th.

A summary of the feedback provided by specific stakeholder groups.

We received helpful feedback from our stakeholder groups between February 3rd and 19th as well as during our ongoing work with our DAC and District Committees. Through our Thought Exchange Survey we received feedback from 399 participants who provided 451 comments. Within the Thought Exchange, participants are also able to review and provide star ratings of the thoughts provided by other participants. Through that process we received over 18,000 ratings. This level of engagement shows that our stakeholders really put in the time to consider the views of other members. Throughout this process there was a wide range of feedback provided.

Listed below are the top 5 thoughts that participants provided:

1. Support and value staff so they know the importance of the role they have.
2. Mental health for students
3. Let the kids play outside, fresh air and physical activity only improves learning.
4. Social/Emotional - student are suffering. They need this support now more than ever in order to be successful in their academic performances.
5. Socio-emotional well being of our students.

We value input from all stakeholder groups and via multiple formats. We continue our dialogue with parents, students, teachers, administrative leaders, community groups, and advisory committees to ensure transparency. We work collaboratively with our bargaining

units through the IBB and Classified Committee meetings and have included key representatives from our special education local plan area team to do our best to leverage and align resources across planning teams.

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

After discussing and reviewing all of the Thought Exchange comments with our DELAC and DAC committees, we revamped the LCAP goals for our district adding new metrics and ideas. Social emotional support was a clear focus area as well as our MTSS system of support and intervention for students. The feedback received showed a clear need to provide strong academic and social emotional support for students across all school sites. A renewed emphasis on social-emotional support was heavily discussed as well. We reworded our three main goals and discussed the actions and services that would be needed to achieve them. A heavily discussed area of focus was how to best lead and support students as they transition back to full time learning and the potential loss of instruction we may see within our upcoming assessments. As a district team we will be collecting and analyzing data to ensure we directly support and address the most critical areas of need.

Goals and Actions

Goal

Goal #	Description
1	To support student achievement and success Grass Valley School District Students will receive high quality instruction, intervention and support in Mathematics and Language Arts following the Common Core Standard guidelines which will increase overall student proficiency as measured by state and local assessments.

An explanation of why the LEA has developed this goal.

This is a broad goal and the core basis of our program. We selected this goal after a thorough review of our state and local assessment data which documents our need for improvement districtwide. Grouped together the actions and services below allow us to develop a high quality Tier-1 instructional program so we can support the success of all students and sub groups. We need to guarantee a high quality instructional system that gives students what they need to learn, grow and achieve success. We will be targeting student academic needs with precision by using the iReady assessment and intervention tools in ELA and Math. This service will help our school site and grade level PLCs focus on the unique needs of our students and it will result in an overall increase of 5% or more in ELA and Math.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP results will increase by 5% or more over three years.	2018-2019 CAASPP - 16.9 points below standard - No assessments offered in 2019-2020				Overall proficiency score in ELA as measured by the CAASPP will increase by 10 points or greater resulting in an overall score of 6.9 points below standard or closer to standard.
Math CAASPP results will increase by 5% or more over three years.	2018-19 CAASPP - 39.6 points below standard. No assessments offered in 2019-2020				Overall proficiency score in Math as measured by the CAASPP will increase by 10 points or greater resulting in an overall score of 29.6 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					below standard or closer to standard.
ELA - District Local TK-8 Assessments will show that students are making progress by 10% or greater	Baseline proficiency results to be established in August 2021				Baseline proficiency results will increase by 5% or greater.
Math - District Local TK-8 Assessments will show that students are making progress by 10% or greater	Baseline proficiency results to be established in August 2021				Baseline proficiency results will increase by 5% or greater.
Fully credentialed and appropriately assigned teachers.	2020-2021 - 100% of our staff are fully credentialed and assigned.				Maintain 100%
Every pupil has access to standards-aligned instructional materials	2020-2021 - Zero Williams findings in all instructional material areas.				Maintain zero Williams findings for instructional materials.
Students have access to and are enrolled in a broad course of study.	2020-2021 - Site instructional master schedules offer access to a broad course of study for all students.				Maintain full access to a broad course of study.
Provide ongoing opportunities for input and communications with stakeholders with an emphasis on parent engagement to support unduplicated pupils and students	2020-2021 - District Parent Engagement Meetings - 2 meetings DELAC Meetings - 3 meetings				Maintain district parent and staff committees focused on student support as measured by at least 5 meetings per school year to support unduplicated pupils

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
with exceptional needs.	DAC Committee Mtgs - 4 meetings				and students with exceptional needs.
A clearly established English Language Development (ELD) Schedule will be created, reviewed, and shared annually at school sites to ensure access to the CCSS and ELD standards.	2020-2021 - Established ELD instructional schedule and access to CCSS and ELD standards.				Continue to share a clearly established ELD schedule at each school site.
The percentage of pupils who make progress toward English proficiency as certified by the state board will show a growth rate of 50% or more annually for all English Learner students.	2020-2021 - Students grew by 45.7% annually in 19-20 year.				50% or more of students increase one level on the ELPAC annually.
The English Learner Reclassification rate will show annual progress as evidence of our support for English language acquisition.	2020-2021 - We reclassified 4 students out of a total of 43 or 9%				The English Learner Reclassification rate will reach 15% or more of the total English Learner population
Students have access to and are enrolled in a broad course of study including	2020-2021 - Met. Our district program provides access to a broad course of study.				Continue to ensure that students have access to and are enrolled in a broad

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
programs and services developed and provided to unduplicated pupils and to individuals with exceptional needs.					course of study including programs and services developed and provided to unduplicated pupils and to individuals with exceptional needs.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Quality Standards aligned instructional materials	To support student achievement and success we will ensure that all students will be provided with standards aligned Mathematics and English Language Arts/English Language Development textbooks and materials. Additional funding will be provided to school sites to purchase resources or materials to ensure a high-quality standards aligned Mathematics and English Language Arts/English Language Development instruction. These materials will be provided above the base adopted program. \$1,000 per grade level PLC per school site TK-8.	\$15,000.00	No
2	Access to a Broad Course of Study	To support student achievement and success students will be provided access to broad course of study and accelerated/enhanced learning experiences during and outside of school hours to prepare them for college and/or career Provide access to accelerated and enhanced learning programs, such as in-school and after school academic teams, clubs, and activities, Includes compensation for activity supervisor.	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Staff Professional Development	<p>To ensure the high quality instruction, extension, supports and intervention are provided to students staff will participate in professional development and collaboration to support the implementation of the GVSD multi-tiered system of support (MTSS) focused on mathematics and ELA/ELD including time to develop benchmark assessments, analyze student data, and guide instruction.</p> <p>Support professional development outside of the contracted work days to assist with the development of high quality instructional supports. This will include a focus on topics including; Math or ELA/ELD curricular needs, Social Emotional Learning Learning Needs, or Student Diversity and Acceptance.</p> <p>Support weekly early release collaboration/staff development days that provide additional time for teacher and staff development.</p>	\$60,000.00	No
4	Technology supporting including hardware and software	<p>To support student achievement and success students will continue to be provided with technology hardware, applications, software, and connectivity to enhance a blended learning model.</p> <p>Technology hardware, software, and applications will be provided that support the district's technology plan</p> <p>Technology connectivity will be provided for our district campuses</p> <p>Technology Staff will be provided to support high quality instructional services</p>	\$460,215.00	Yes
5	Centralized Support Programs for Student Success	<p>To support align with best practices and to ensure student achievement and success, students with disabilities will continue to participate in general education to the maximum extent possible. Educational needs in Mathematics and Language Arts are driven by</p>	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>IEP goals for each student. Centralized programs are available for placement of students with severe special needs that require specialized services.</p> <p>Best practice training and professional development will be provided to special education and general education staff to support the continuous improvement process.</p>		
6	High Quality ELD Support	<p>To support student achievement and success students who are identified as English Learners (EL)s will receive high quality English Language Development instruction and intervention services. This service will deepen students' access and success in all aspects of learning.</p> <p>English Learner (EL) support staff will be hired to ensure resources and additional assistance are accessible for students.</p>	\$220,000.00	Yes
7	Quality Standards Aligned Materials	<p>Additional curriculum for and instructional resources to support ELL students and other students who need additional intervention based upon assessments. Additional materials will align with the 2012 ELD standards. \$5,000 per school site.</p>	\$15,000.00	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	To support student achievement and success all Grass Valley School District Students will receive additional academic, social-emotional and behavior intervention, based on need, which will result in improved student outcomes as measured by state and local assessments and intervention success rates.

An explanation of why the LEA has developed this goal.

We selected this goal after a thorough review of our state and local assessment data which documents our need for improvement districtwide. This support aligns to our district's Tier-2 needs and is essential to ensuring students have additional supports for reteaching, targeted instruction, and intervention. Grouped together the actions and services below allow us to develop a high quality Tier-2 services to support the success of all students and sub groups. We will be targeting student needs with precision by using the iReady assessment and intervention tools in ELA and Math. This service will help our school site and grade level PLCs focus on the unique needs of our students and it will result in an overall increase of 5% or more in ELA and Math.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of positive responses on a district staff survey regarding the overall school site and district climate will be measured and reported annually with the goal of reaching 70% or more positive responses.	Baseline data being collected for 2021				Results will increase annually by 5% until they reach or exceed 70%.
Parent responses to the California Health Kids Survey will report that 70% or more of	2021 - Parent Results Active Partner - 58% Student Learning Environment - 48%				Results will increase annually by 5% until they reach or exceed 70%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>parents "strongly agree",</p> <p>"School encourages me to be an active partner with the school in educating my child" by marking strongly agree or agree.</p> <p>"Promotes positive student learning environment"</p> <p>"Provides quality counseling or other ways to help students with social or emotional needs"</p>	<p>Quality SEL Support - 38%</p>				
<p>Staff responses to the California Health Kids Survey will report that 70% or more of "strongly believe" that school supports</p> <p>"Social Emotional Supports at School"</p> <p>"Promotion of Parent Involvement"</p>	<p>2021 - Staff Results Social Emotional Supports - 68% Promotion of Parent Involvement - 74%</p>				<p>Results will increase annually by 5% until they reach or exceed 70%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Unduplicated pupils (Foster Youth, Homeless, English language learners) will be provided additional targeted instructional opportunities based on data and need through the school site MTSS system.	Data Driven programs being measured and established at all school sites. Baseline district local assessments being collected for 2021.				Results will show an increase in performance for unduplicated pupils by 5% annually.

Actions

Action #	Title	Description	Total Funds	Contributing
1	PBIS Supports	To support student achievement and success we will continue to implement and support PBIS at all school sites. \$2,000 in additional funding will be provided per site to provide support materials.	\$6,000.00	No
2	Academic and Behavior Interventions	<p>To support student achievement and success students will be provided academic and behavior intervention support by intervention staff and supplemental materials</p> <p>Response to Intervention (RTI) will be provided for grades TK-4 including Paraprofessional intervention Support Staff (3 hours per TK-3 class to be allocated to site)</p> <p>Response to Intervention (RTI) period will continue to be provided for grades 5-8</p> <p>Maintain highly qualified teachers with no mis-assignments</p> <p>Provide Certificated Intervention staff based on site plan allocations</p>	\$1,102,493.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide Title I Learning Center Aides based on site plan allocations		
3	Targeted Intervention Services	<p>Students with significant academic deficiencies and/or significant behavior issues will be provided targeted intervention services.</p> <p>Two Teachers on Special Assignment (TOSA) will be provided to support Tier I, Tier II, and Tier III academic and behavior support and coaching assistance (Grades TK-8).TOSAs will work with staff in a targeted, supportive and non-evaluative way to improve student success.</p> <p>A District Behavior Aide will be provided to assist students at our Middle School</p> <p>School Counselors/Psychologist/Nurse - Based on site enrollment/needs</p> <p>Classified Behavior Support Aides Based on site enrollment/needs</p> <p>Ongoing current/best-practice trainings provided to assist staff with their work with students</p>	\$895,430.00	Yes
4	Additional Recess and Transition Time Supports	<p>Continue to provide support for students who struggle with social relationships and behavior during recess.</p> <p>Provide paraprofessional recess support staff to help with structured recess - Based on site enrollment/needs</p>	\$22,550.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide systematic supervision training for classified staff with supervision responsibilities		
5	Foster Youth Support	<p>To support the achievement and success of all students, with an emphasis on Foster Youth students, the Grass Valley School District will:</p> <p>Hold Student Success Team (SST) meetings for every foster youth student within 60 days of enrollment in a district program.</p> <p>Coordinate with the county office to ensure that a Foster Youth Toolkit is provided to each school site.</p> <p>Ensure essential instructional materials and supplies are provided to Foster Youth Students.</p> <p>This support will help increase the overall proficiency of our unduplicated pupils which includes Foster Youth.</p>		Yes
6	Transportation Services	<p>Students will receive transportation services that support a school start time that is optimal for student learning, a release time that reduces student wait time, and flexibility to provide early release collaboration days for teachers.</p> <p>GVSD will provide dedicated buses for the district, to ensure that students are provided a start time that is optimal for learning, less time students wait after</p>	\$228,062.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school, thus reducing negative behaviors, and providing flexibility for early release collaboration days for teachers.		
7	Implement MTSS Action Plan	<p>Continue to implement the MTSS Action Plan.</p> <p>A universal screener assessment and intervention tool will be provided to support Mathematics and English Language Arts.</p> <p>Trainings to support SEL best practices will be provided for certificated staff and instructional assistants</p> <p>Best practice training and professional development will be provided to support the district MTSS initiative and the continuous improvement process.</p> <p>Examine/implement a consistent SEL program to support students and their learning.(E.G. Growth Mindset)</p> <p>Create a coordinator position to target support for districtwide SEL needs.</p>	\$182,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Grass Valley District Students and Families will be provided a school climate that is safe, welcoming, caring, and conducive to learning which will result in improved student attendance and suspension/expulsion rates.

An explanation of why the LEA has developed this goal.

This support aligns to our district's Tier-2 and 3 needs and is an essential to ensuring students can experience a school climate that is safe, welcoming, caring and conducive to learning. Our team believes that students are feel valued and supported will have improved attendance and behavior.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Attendance Rates will reach 95% or higher as measured separately by school site.	2019 Attendance Rates Bell Hill Academy - 95.10% Margaret Scotten Elementary - 94.46% Lyman Gilmore Middle School - 94.74%				Student Attendance Rates will reach 95% or higher as measured separately by school site.
Student Chronic Absenteeism Rates will reach a rate of 10% or lower as measured separately by school site.	2019 Rates Bell Hill Academy - 8.5% Margaret Scotten Elementary - 15% Lyman Gilmore Middle School - 19.3%				Student Chronic Absenteeism Rates will reach a rate of 10% or lower as measured separately by school site.
Student Suspension Rates will be 5% or	2019 Rates				Overall Student Suspension Rates will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
lower as measured by school site.	Bell Hill Academy - .8% Margaret Scotten Elementary - 3.8% Lyman Gilmore Middle School - 11.1%				be 5% or lower as measured by school site.
Student Expulsion Rates will be 1% or lower as measured by school site.	2019 Rates Bell Hill Academy - 0% Margaret Scotten Elementary - 0% Lyman Gilmore Middle School - .3%				Student Expulsion Rates will be 1% or lower as measured by school site.
Middle School Drop Out rate will be 1% or lower.	2019 Rates Lyman Gilmore - less than 1%				The middle school drop out rate will maintain a level of 1% or below.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Safe and Conducive Learning Environment	Students will be provided with a safe and conducive learning environment. Provide Maintenance and Custodial Staff to keep facilities and grounds clean and in good repair Provide Supervisory Aides and Crossing Guards for district campuses based on need	\$940,141.00	No

Action #	Title	Description	Total Funds	Contributing
2	High-Quality Communications	<p>Ensure high quality parent/school/district communication to support student learning.</p> <p>Provide resources for each school site to develop their own unique parent resource center where materials and assistance are provided. \$5,000 per school site</p>	\$15,000.00	Yes
3	Support and training for college and career readiness	<p>Provide support and training for parents to prepare them to support their children in pursuing college and career options.</p> <p>Engage with parents through the parent resource center to provide outreach and assistance when support is needed. Training/Support offerings provided by the district counseling and administrative team.</p>		No
4	Safe and Quality School Facilities	<p>Enhance school facilities to support student learning and provide a safe school environment.</p> <p>Provide additional playground resources for students to support their success. \$5,000 per school site</p>	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
5	Training and Support for staff and stakeholders	<p>Staff and students will continue to be provided with training and support that will enhance cultural sensitivity and promote a school culture of caring, a better understanding and appreciation of diversity, empathy and safety.</p> <p>Provide Staff Training that will enhance cultural sensitivity and promote a school culture of caring, a better understanding and appreciation of diversity, empathy and safety.</p>	\$8,000.00	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
21.89%	\$2,293,635

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.

After studying the overall performance of our district students on state and local assessments, it is clear that additional supports and instruction are needed for all students with an emphasis on our unduplicated pupils. The goals and actions referenced below are being provided LEA program-wide however the needs of our foster youth, English Learners, and low-income students were considered first to ensure the success of and support for our unduplicated pupils. Listed below are the specific actions directed with an emphasis towards unduplicated pupils.

Goal 1 action 4

After addressing the needs, conditions and circumstances of our students, we learned through a review of diagnostic data including sources such as the CA Dashboard, EdData, and Local Assessments that the LEA services we provide to support action 4 (technology hardware and software) is a necessary action. This action will allow us to ensure and support access to high quality online and in-person instructional tools and programming. Many of our district students would not have access to technology in their homes or in their classrooms without this additional assistance. This service is continued from previous LCAP actions and is needed to bolster success and help us address the learning gaps of unduplicated students. We expect this service to support student achievement growth.

Goal 2 action 2

After addressing the needs, conditions and circumstances of our students, we learned through a review of diagnostic data including sources such as the CA Dashboard, EdData, and Local Assessments that the LEA services we provide to support action 2 (Intervention Support and RTI) is a necessary action to help address student access to high quality instruction and intervention. This service is continued from previous LCAP actions and is needed to bolster success and help us address the learning gaps of unduplicated students. We expect this service to support student achievement growth.

Goal 2 action 3

After addressing the needs, conditions and circumstances of our students, we learned through a review of diagnostic data including sources such as the CA Dashboard, EdData, and Local Assessments that the LEA services we provide to support action 3 (Targeted Intervention Services) is a necessary action to help support students who are performing below grade level expectations. These services include assistance for students' academic, behavior and social emotional needs. This service is continued from previous LCAP actions however we have added new components and structures to guide our success. We expect this service to support student achievement growth.

Goal 2 action 4

After addressing the needs, conditions and circumstances of our students, we learned through a review of diagnostic data including sources such as the CA Dashboard, EdData, and Local Assessments that the LEA services we provide to support action 4 (Recess and Transition Time Supports) is a necessary action to help our students develop positive behavior skills and success at school. This additional assistance is continued from previous LCAP actions and we expect this service to support and improve student behaviors and academic achievement growth.

Goal 2 action 6

After addressing the needs, conditions and circumstances of our students, we learned through a review of diagnostic data including sources such as the CA Dashboard, EdData, and Local Assessments that the LEA services we provide to support action 6 (Transportation Services) is a necessary action to help address student access to high quality support. This service is continued from previous LCAP actions and is needed to bolster student success. We expect this service to support student learning access as well as their achievement growth.

Goal 2 action 7

After addressing the needs, conditions and circumstances of our students, we learned through a review of diagnostic data including sources such as the CA Dashboard, EdData, and Local Assessments that the LEA services we provide to support action 7 (MTSS program and support) is a necessary action to help address student access to high quality online instruction, instructional tools, and programming. This service is continued from previous LCAP actions however additional structures have been added. It is needed to bolster success and help us address the learning gaps of unduplicated students. We expect this service to support student achievement growth.

Goal 3 action 2

After addressing the needs, conditions and circumstances of our students, we learned through a review of diagnostic data including sources such as the CA Dashboard, EdData, and Local Assessments that the LEA services we provide to support action 2 (Quality Communication Services) is a necessary action to help address student access to high quality support. This service is continued from previous LCAP actions and is needed to support student success. We expect this service to support student behaviors and academic achievement growth.

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

All of the actions identified above will be principally directed toward effectively meeting our goals and needs for unduplicated pupils. While we target these services toward this population of students, we recognize that there are students not identified as EL, Low Income or Foster Youth but have similar demographic and/or academic needs therefore all students have access to these services as needed on an LEA-wide basis. After studying the overall performance of our district students on state and local assessments, it is clear that additional supports and instruction are needed for all students however the needs of our foster youth, English Learners, and low-income students were considered first to ensure the success of and support for our unduplicated pupils. When combined, these actions are expected to result in the required proportional increase or improvement in services. These these actions, we both qualitatively and quantitatively have demonstrated increased or improved services above the required 21.89%

Goal 1 action 6

After addressing the needs, conditions and circumstances of our students, we learned through a review of diagnostic data including sources such as the CA Dashboard, EdData, and Local Assessments that the LEA services we provide to support action 6 (EL Program Supports and ELD instructional support) is a necessary action to help address access to high quality services, support and instruction for our English language learner students. This service is continued from previous LCAP actions and is needed to bolster success and help us address the learning gaps. We expect this service to support the language development and acquisition of of students which will also impact overall student achievement growth.

Goal 2 action 5

After addressing the needs, conditions and circumstances of our students, we learned through a review of diagnostic data including sources such as the CA Dashboard, EdData, and Local Assessments that the LEA services we provide to support action 5 (Foster Youth Support) is a necessary action to help address student access to high quality support. This service is continued from previous LCAP actions and is needed to bolster student success. We expect this service to support student behaviors and academic achievement growth.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$3,234,500.00	\$76,000.00	\$15,000.00	\$919,391.00	\$4,244,891.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$3,664,829.00	\$580,062.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Quality Standards aligned instructional materials		\$15,000.00			\$15,000.00
1	2	All	Access to a Broad Course of Study		\$40,000.00			\$40,000.00
1	3	All	Staff Professional Development				\$60,000.00	\$60,000.00
1	4	English Learners Foster Youth Low Income	Technology supporting including hardware and software	\$460,215.00				\$460,215.00
1	5	Students with Disabilities	Centralized Support Programs for Student Success				\$20,000.00	\$20,000.00
1	6	English Learners	High Quality ELD Support	\$220,000.00				\$220,000.00
1	7	All	Quality Standards Aligned Materials		\$15,000.00			\$15,000.00
2	1	All	PBIS Supports		\$6,000.00			\$6,000.00
2	2	English Learners Foster Youth Low Income	Academic and Behavior Interventions	\$658,102.00			\$444,391.00	\$1,102,493.00
2	3	English Learners Foster Youth Low Income	Targeted Intervention Services	\$690,430.00			\$205,000.00	\$895,430.00
2	4	English Learners Foster Youth Low Income	Additional Recess and Transition Time Supports	\$22,550.00				\$22,550.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	English Learners Foster Youth Low Income	Foster Youth Support					
2	6	English Learners Foster Youth Low Income	Transportation Services	\$228,062.00				\$228,062.00
2	7	English Learners Foster Youth Low Income	Implement MTSS Action Plan				\$182,000.00	\$182,000.00
3	1	All	Safe and Conducive Learning Environment	\$940,141.00				\$940,141.00
3	2	English Learners Foster Youth Low Income	High-Quality Communications	\$15,000.00				\$15,000.00
3	3	All	Support and training for college and career readiness					
3	4	All	Safe and Quality School Facilities			\$15,000.00		\$15,000.00
3	5	All	Training and Support for staff and stakeholders				\$8,000.00	\$8,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$2,294,359.00	\$3,125,750.00
LEA-wide Total:	\$2,294,359.00	\$3,125,750.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Technology supporting including hardware and software	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$460,215.00	\$460,215.00
1	6	High Quality ELD Support	LEA-wide	English Learners		\$220,000.00	\$220,000.00
2	2	Academic and Behavior Interventions	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$658,102.00	\$1,102,493.00
2	3	Targeted Intervention Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$690,430.00	\$895,430.00
2	4	Additional Recess and Transition Time Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,550.00	\$22,550.00
2	5	Foster Youth Support	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
2	6	Transportation Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$228,062.00	\$228,062.00
2	7	Implement MTSS Action Plan	LEA-wide	English Learners Foster Youth	All Schools		\$182,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
3	2	High-Quality Communications	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00

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

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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