2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Palm Springs Unified School District/Cielo Vista Charter
CDS Code:	33-67173-6032411-1173
LEA Contact Information:	Name: JUANITA PEREZCHICA Position: Principal Email: jperezchica@psusd.us Phone: 7604168250
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$9,894,394
LCFF Supplemental & Concentration Grants	$2,612,572
All Other State Funds	$608,408
All Local Funds	$50,000
All federal funds	$0
Total Projected Revenue	$10,552,802

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$10,002,218.00
Total Budgeted Expenditures in the LCAP	$2,612,572
Total Budgeted Expenditures for High Needs Students in the LCAP	$2,612,572
Expenditures not in the LCAP	$7,389,646

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	$972,555.65
Actual Expenditures for High Needs Students in LCAP	$930,665.65

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$0
2020-21 Difference in Budgeted and Actual Expenditures	$-41,890

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP) includes salaries, benefits, instructional materials, program support, and operational costs to provide an exceptional TK-8 educational program for the 870 students at Cielo Vista Charter.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-	The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services due to the

21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	closure of the school in March 2020. The distance learning platform did not allow for some of the planned actions and services. This includes the amount budgeted for small group instruction in-person via zoom. The cost attached to in-person small group instruction was higher than providing the service on zoom.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Palm Springs Unified School District/Cielo Vista Charter

CDS Code: 33-67173-6032411-1173

School Year: 2021-22

LEA contact information:
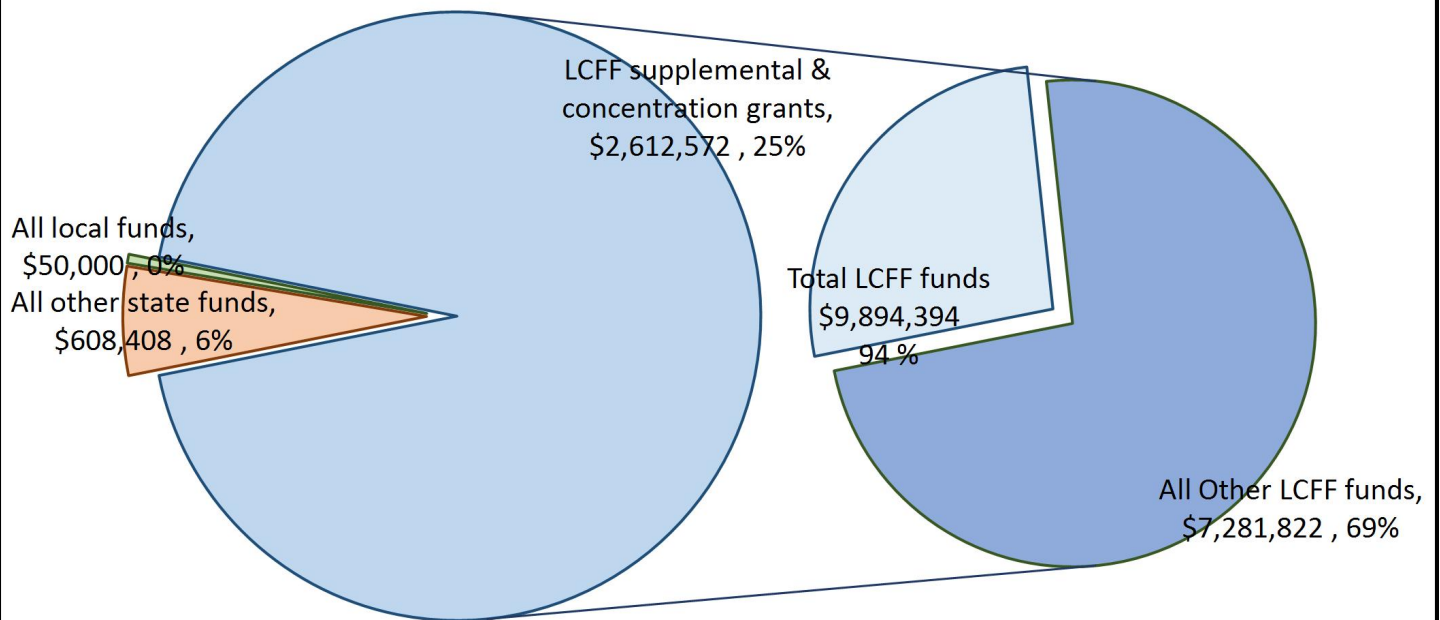 JUANITA PEREZCHICA
 Principal
 jperezchica@psusd.us
 7604168250

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

LCFF supplemental & concentration grants, $2,612,572 , 25%

All local funds, $50,000 , 0%

All other state funds, $608,408 , 6%

Total LCFF funds $9,894,394 94 %
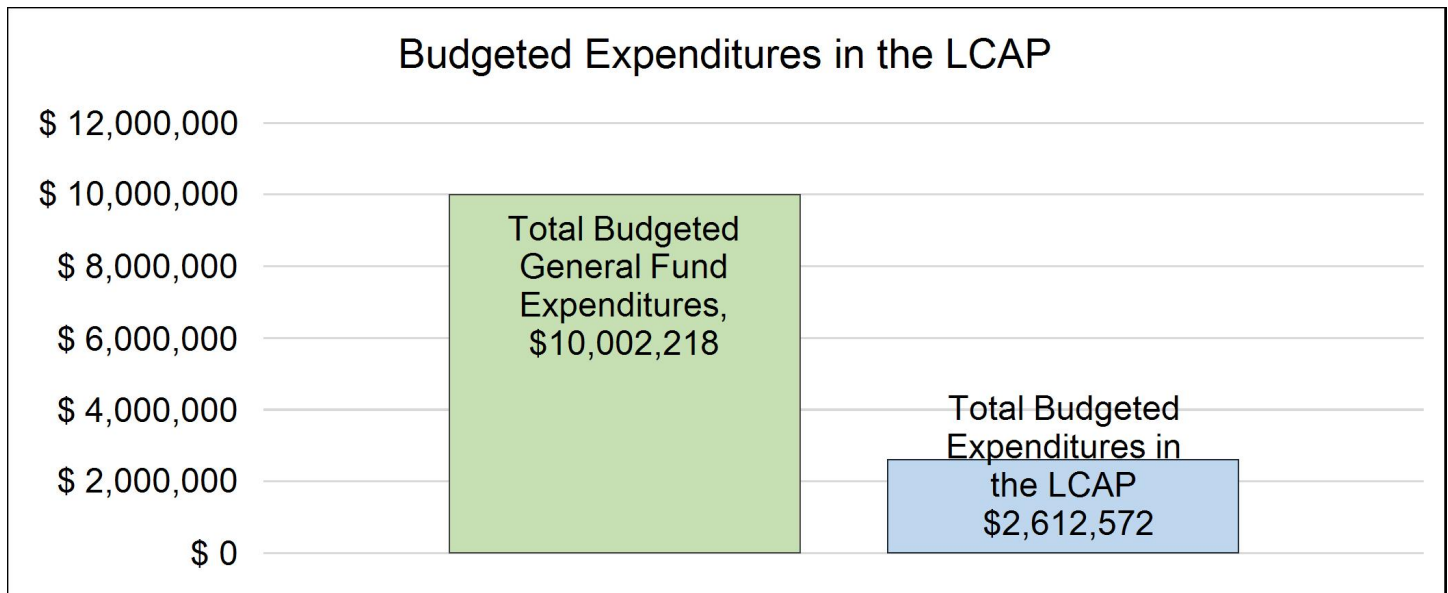
All Other LCFF funds, $7,281,822 , 69%

This chart shows the total general purpose revenue Palm Springs Unified School District/Cielo Vista Charter expects to receive in the coming year from all sources.

The total revenue projected for Palm Springs Unified School District/Cielo Vista Charter is $10,552,802, of which $9,894,394 is Local Control Funding Formula (LCFF), $608,408 is other state funds, $50,000 is

local funds, and $0 is federal funds. Of the $9,894,394 in LCFF Funds, $2,612,572 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 12,000,000	
$ 10,000,000	
$ 8,000,000	Total Budgeted General Fund Expenditures, $10,002,218
$ 6,000,000	
$ 4,000,000	Total Budgeted Expenditures in the LCAP $2,612,572
$ 2,000,000	
$ 0	

This chart provides a quick summary of how much Palm Springs Unified School District/Cielo Vista Charter plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Palm Springs Unified School District/Cielo Vista Charter plans to spend $10,002,218.00 for the 2021-22 school year. Of that amount, $2,612,572 is tied to actions/services in the LCAP and $7,389,646 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
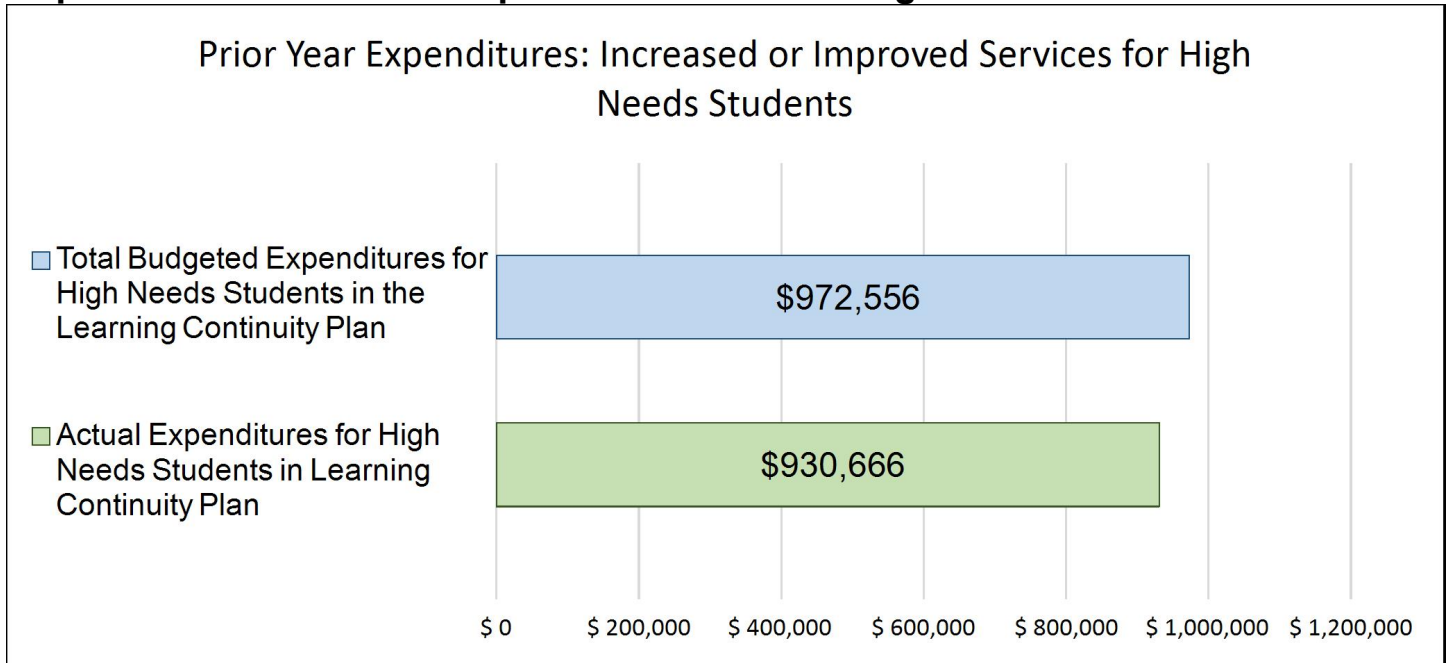
General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP) includes salaries, benefits, instructional materials, program support, and operational costs to provide an exceptional TK-8 educational program for the 870 students at Cielo Vista Charter.

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

In 2021-22, Palm Springs Unified School District/Cielo Vista Charter is projecting it will receive $2,612,572 based on the enrollment of foster youth, English learner, and low-income students. Palm Springs Unified School District/Cielo Vista Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Palm Springs Unified School District/Cielo Vista Charter plans to spend $2,612,572 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Category	Amount
☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$972,556
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$930,666

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000 $ 1,200,000

This chart compares what Palm Springs Unified School District/Cielo Vista Charter budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Palm Springs Unified School District/Cielo Vista Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Palm Springs Unified School District/Cielo Vista Charter's Learning Continuity Plan budgeted $972,555.65 for planned actions to increase or improve services for high needs students. Palm Springs Unified School District/Cielo Vista Charter actually spent $930,665.65 for actions to increase or improve services for high needs students in 2020-21.

The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services due to the closure of the school in March 2020. The distance learning platform did not allow for some of the planned actions and services. This includes the amount budgeted for small group instruction in-person via zoom. The cost attached to in-person small group instruction was higher than providing the service on zoom.

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

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

LEA Name	Contact Name and Title	Email and Phone
Cielo Vista Charter	JUANITA PEREZCHICA Principal	jperezchica@psusd.us 7604168250

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

All students will have access to rigorous instruction that is aligned to the CA state standards, delivered by highly qualified credentialed staff, that will lead to demonstrated growth towards meeting and improving grade level skills and content knowledge in all core content areas.

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Highly Qualified teachers **19-20** CALPADS Highly Qualified Teacher rate: Maintain 100% of teachers hold a valid CA Teaching Credential with appropriate English Learner authorization **Baseline** CALPADS Highly Qualified Teacher rate: 100% of teachers hold a valid CA Teaching Credential with appropriate English Learner authorization	100% Highly Qualified teachers CALPADS Highly Qualified Teacher rate: Maintain 100% of teachers hold a valid CA Teaching Credential with appropriate English Learner authorization
Metric/Indicator Access to aligned instructional materials **19-20** Williams Report: Maintain 100% of students access to textbooks and instructional materials **Baseline** Williams Report: 100% of students access to textbooks and instructional materials	Access to aligned instructional materials Williams Report: Maintain 100% of students access to textbooks and instructional materials

Expected	Actual
Metric/Indicator ELA SBAC assessment **19-20** Dashboard Status: High 20.7 points above level 3 Dashboard Change: Increased 1.5 points Dashboard Performance Level: Green **Baseline** Dashboard Status: High 16.2 points above level 3 Dashboard Change: Increased 8.7 points Dashboard Performance Level: Green	ELA SBAC assessment: Due to COVID 19 the CAASP was not administered. Local Assessments: Dashboard Status: High Dashboard Performance Level: Green Our local assessments show that we would have been on track to be of high status and have a GREEN performance Level under performance.
Metric/Indicator Math SBAC assessment **19-20** Dashboard Status: Medium 7.3 above level 3 Dashboard Change: Increased 5 points Dashboard Performance Level: Green **Baseline** Dashboard Status: Medium 7.7 points below level 3 Dashboard Change: Declined 9.4 points Dashboard Performance Level: Orange	Math SBAC assessment: Due to COVID 19 the CAASP was not administered. Local Assessments: Dashboard Status: Medium Dashboard Performance Level: Green Our local assessments show that we would have been on track to be of high status and have a GREEN performance Level under performance.
Metric/Indicator CELDT/ ELPAC assessment	ELPAC assessment

Expected	Actual
19-20 ELPAC assessment Level 4 - Well Developed - 53% Level 3 - Moderately Developed - 36% Level 2 - Somewhat Developed - 9% Level 1 - Beginning Stage - 2% **Baseline** Annual Measurable Achievement Objective 1 (AMAO 1): 76.9% Annual Measurable Achievement Objective 2 (AMAO 2): 72.9% Initial Fluent English Proficient (IFEP): 10% Reclassified Fluent English Proficient (RFEP) rate: 8%	Level 4 - Well Developed - 59% Level 3 - Moderately Developed - 30% Level 2 - Somewhat Developed - 8% Level 1 - Beginning Stage - 2%
Metric/Indicator Teacher Created PREVI assessments backwards mapped from SBAC released items (80% as the baseline to determine meeting/exceeding) **19-20** 2019-20 End of year ELA PREVI results: 34% meeting/exceeding 2019-20 End of year Math PREVI results: 34% meeting/exceeding **Baseline** 2016-17 End of year ELA PREVI results: 26% meeting/exceeding 2016-17 End of year Math PREVI results: 26% meeting/exceeding	Teacher Created PREVI assessments backwards mapped from SBAC released items (80% as the baseline to determine meeting/exceeding) 2020 End of year ELA PREVI results: 71% meeting/exceeding 2020 End of year Math PREVI results: 64% meeting/exceeding

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
100% of core teachers candidates screened for employment will hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned. • PSUSD will annually review credential status.		
Provide support to enhance the best, first-instruction of California State Standards that meet the specific learning needs of all student groups. • Provide a literacy coach for instructional support and reading intervention specifically focusing on developing early literacy skills. • Literacy coach will provide support and training on Tier 1 and 2 interventions, including small group instruction, shared reading groups, one-on-one conferencing, and other intervention strategies in all content areas as needed. • Literacy coach will provide support and training on integrated and designated ELD strategies and scaffolds to increase access to core content for all learners.	Literacy Coach/Intervention 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 150,000	Literacy Coach/Intervention 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 150,000
Provide access to standards-aligned instructional materials as outlined in our charter petition. • Curriculums and supplemental materials include, but are not limited to: Benchmark Advance, StudySync, Eureka Math, Envision Math, Holt Mathematics, Ready Common Core Curriculum Associates, Harcourt Science, Reflections Social Science, Literature & Language Arts-Holt, CPO Science, and CA Social Studies-McDougal Littell.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Access to curriculum through scientific, research-based instructional strategies,including but not limited to: Project Based Learning, Thinking Maps, direct instruction, GATE, reciprocal teaching, process writing, ELD, GLAD and SDAIE instruction. • Grade level and vertical teams will collaborate to identify best practices and the appropriate alignment of instructional materials/curriculum and research-based strategies. • Grade level PLC teams will analyze data from SMART goal assessments every six to eight weeks and PREVI benchmarks to inform instruction and monitor student progress.		
Provide standards-based, data-driven instruction to all students. Instructional strategies include: • Instructional technology will be used to enhance instruction/learning of 21st century, real-world skills. • PBL projects that integrate: collaboration, communication, critical thinking, and creativity skills • Integration of oral and written communication skills across the content areas. • Math instruction that is focused and designed to include both content standards and the standards for math practice; small group work, and hands-on math. • A balanced math curriculum that integrates conceptual, procedural and application of problem-solving concepts.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• A vertical standards-based continuum that makes connections to higher levels of application and prior knowledge.		
Instruction will incorporate targeted growth areas identified through collaborative analysis of SBAC aligned SMART goals and PREVI assessments, and CAASSP assessments. • Provide instructional aides to support tier 2 interventions for TK-2 grade students. • All classrooms will provide Tier 1 interventions based on checks for understandings in the gradual release of responsibility instructional method. • All classrooms will provide an opportunity for Tier 2 interventions to address individual student needs. • Tier 3 reading intervention classes during and after school hours for students who are missing foundational skills to progress in reading comprehension. • Tier 3 math intervention classes for grades 2-5 during and after, to enhance conceptual and procedural understanding of standards. • Purchase and utilize FEV online tutoring services for grades 5-8 to give each an hour per week of tutoring in reading and math.	Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental & Concentration 267,000 Tutoring/after-school interventions 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 5,000 FEV Tutor for math grades 6-8 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 200,869 Math Coach/Intervention 1000-1999: Certificated Personnel Salaries 3010 Title I 136,000 Specialized math programs 5000-5999: Services And Other Operating Expenditures 3010 Title I 7,200	Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental & Concentration 284,000 Tutoring/after-school interventions 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 6300 FEV Tutor for math grades 6-8 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 0 Math Coach/Intervention 1000-1999: Certificated Personnel Salaries 3010 Title I 136,609 Specialized math programs 5000-5999: Services And Other Operating Expenditures 3010 Title I 7,600
EL students will participate in content curriculum instruction that is integrated with EL instructional strategies that promote English		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Language Proficiency with appropriate instructional support. • Administer initial ELPAC initial tests before the school year in order to identify proficiency levels and begin appropriate support immediately. • Integrate EL instructional strategies into academic course content through appropriate scaffolds that develop academic proficiency. • Explicitly teach designated ELD using state adopted curriculum that authentically connects to the standards/skills being taught and/or utilized in ELA, Science and History. • Additional instructional supports/scaffolds including but not limited to: 1-on-1 teacher support, instructional aides, small group intervention, realia, real world application, visuals, GLAD, SDAIE and other research based ELD instructional strategies.		
Students in grades 6-8 will be provided direct instruction and application of cross-content literacy though an integrated PBL approach as they study: • American History, World History, Government, Geography and Economics using grade appropriate content standards. Strategies included in the integrated approach are: analysis of non-fiction/fiction texts, the development of enduring understandings through research projects and presentations, experiential learning, real-world connections and experiences (field trips, speakers, etc.) that are cross-content related. • Science and Engineering practices with strategies that include: analysis of non-fiction texts, experiential learning, hands-on learning, the gathering and analysis of data and integration of		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
real-world connections and skills/experience that are cross-content related.		

Goal Analysis

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

Given that we moved into a distance learning model of instruction, our students were on the screen the majority of the day. Parents did not want their child receiving tutoring via the screen. We did not repurchase the hours with FEV tutoring. Those funds were utilized to purchase additional hotspots, learning devices, and provide high speed internet to our families. We also utilized Imagine Math Live Teacher support to provide tutoring opportunities to our students.

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

There were many successes this year despite the school closure in March. Our community quickly transitioned to a distance learning model. We continued to implement best practices each day and provided teacher support along the way. Instructional aides supported student learning in small groups. Rise to Reading was implemented school-wide and our Literacy Coaches helped plan with teachers in providing small group instruction. First best instruction ensured that all student groups were actively engaged. It was a challenge ensuring that all students were logging in at their correct times. We utilized additional support that were assigned to grade level cohorts to reach out to families when our students were experiencing barriers with distance learning.

Goal 2

All students will engage in rigorous, relevant and differentiated learning that develops the 21st century skills of collaboration, critical thinking, communication and creativity, through a focus on making connections between disciplines and applying what they have learned to real life.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                     Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Local Performance Task Assessments	Local Performance Task Assessments 2019-2020 End of the year PREVI (teacher created essential standards assessments backwards mapped from released SBAC information): Kindergarten - 89% 1st grade - 74% 2nd grade - 71% 3rd grade - 77% 4th grade - 75% 5th grade - 74% 6th grade - 63% 7th grade - 78% 8th grade - 81% 2019-20 End of the year Math PREVI (teacher created essential standards assessments backwards mapped from released SBAC information): Kindergarten - 85% 1st grade - 72% 2nd grade - 78%

Expected	Actual
19-20 2018-19 End of the year PREVI (teacher created essential standards assessments backwards mapped from released SBAC information): Kindergarten - 89% 1st grade - 62% 2nd grade - 59% 3rd grade - 32% 4th grade - 38% 5th grade - 38% 6th grade - 31% 7th grade - 39% 8th grade - 31% 2018-19 End of the year Math PREVI (teacher created essential standards assessments backwards mapped from released SBAC information): Kindergarten - 85% 1st grade - 62% 2nd grade - 73% 3rd grade - 28% 4th grade - 58% 5th grade - 38% 6th grade - 52% 7th grade - 30% 8th grade - 31%	3rd grade - 78% 4th grade - 78% 5th grade - 69% 6th grade - 61% 7th grade - 45% 8th grade - 43%

Expected	Actual
Baseline 2015-16 End of the year ELA PREVI (teacher created essential standards assessments backwards mapped from released SBAC information): Kindergarten - 86% 1st grade - 52% 2nd grade - 50% 3rd grade - 21% 4th grade - 27% 5th grade - 27% 6th grade - 18% 7th grade - 28% 2015-16 End of the year Math PREVI (teacher created essential standards assessments backwards mapped from released SBAC information): Kindergarten - 82% 1st grade - 53% 2nd grade - 70% 3rd grade - 17% 4th grade - 47% 5th grade - 27% 6th grade - 43% 7th grade - 19%	
Metric/Indicator Local Technology Survey **19-20** CVC technology/broadband home survey: 500 student responses (2nd-8th) 20 no internet connection at home 20 occasional/no access to devices at home **Baseline** CVC technology/broadband home survey:	Local Technology Survey

Expected	Actual
322 student responses (2nd-8th) 70 no internet connection at home 70 occasional/no access to devices at home	
Metric/Indicator Chronic Absenteeism Rate **19-20** Students who miss more than 5 days in the school year (2018-19): 89% **Baseline** Students who miss more than 5 days in the school year (2015-16): 86%	Chronic Absenteeism Rate

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teachers will present instructional strategies that provide support to all students through the use of differentiated learning in the core classroom. Including but not limited to: • Fluid small group math instruction • Fluid Small group reading instruction • Fluid Small group writing instruction • Integrated ELD support within all content areas • Designated ELD support that is connected to content learning • GATE strategies that are connected to content learning • Project Based Learning		
Teacher will begin implementing instruction of grade level Next Generation Science Standards. We will develop a third school wide focus area to design and implement instruction that matches the rigor of these standards. Teachers will continue instruction on the previous focus areas from past years.	Supplemental curriculum 4000-4999: Books And Supplies Supplemental & Concentration 14,863.50 Materials and Supplies 4000-4999: Books And Supplies	Supplemental curriculum 4000-4999: Books And Supplies Supplemental & Concentration 17852.50 Materials and Supplies 4000-4999: Books And Supplies

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental & Concentration 10,500 Professional development/conference/substitutes 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 4,000	Supplemental & Concentration 12,100 Professional development/conference/substitutes 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 0
Implementing and maintaining instructional technology in each classroom: • Purchase and maintain laptops, chrome books, iPads and all other technology as tools to support instruction. • Use of technology for research projects, Project Based Learning, assessment, and content area support. • Use software programs to enhance instruction the Math, English Language Arts, ELL, social studies and science. • Transition older devices that have been replaced in the classroom to home use through a check-out system. • Pilot providing additional limited wifi access for economically disadvantaged students during off school hours for instructional purposes.	Hardware and software 4000-4999: Books And Supplies Supplemental & Concentration 5,131.75 Software programs 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 10,000 Mobile WiFi access 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 9,000	Hardware and software 4000-4999: Books And Supplies Supplemental & Concentration 11,200 Software programs 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 11,545 Mobile WiFi access 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 150,000
Provide a music appreciation/education program that includes vocal and instrumental skill development that is developmentally appropriate as students progress through grade levels. • Grades K-3 will develop music appreciation that reflects foundational skills that will prepare them for future vocal or instrumental skill development.	Instruments/repairs 4000-4999: Books And Supplies Supplemental & Concentration 15,000 Performance expenses 5000-5999: Services And Other Operating Expenditures	Instruments/repairs 4000-4999: Books And Supplies Supplemental & Concentration 0 Performance expenses 5000-5999: Services And Other

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Grades 4-5 will choose a vocal or instrumental path based on student interests. These classes will develop the specific foundational skills for their focus area • Grades 6-8 will be provided elective choices that focus on beginning and intermediate levels of vocal and instrumental skill development. • Provide PD for music teachers to continue the development of the music program. • Provide release time for two community musical performances each year. • Cover the cost of renting facilities, transportation and additional costs related to student performances.	Supplemental & Concentration 2,000 Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 2,000 Instructional Materials & Supplies 4000-4999: Books And Supplies Supplemental & Concentration 4,000 Band and Music Teachers 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 208,000	Operating Expenditures Supplemental & Concentration 0 Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 0 Instructional Materials & Supplies 4000-4999: Books And Supplies Supplemental & Concentration 0 Band and Music Teachers 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 105,460
Provide fine art experiences through the development of community partnerships and educational programs that develop student abilities in a variety of areas, to include: • Employ a full-time art teacher to develop student abilities and appreciation of visual arts in grades K-3 and 6-8. • Purchase of art materials for student visual arts • 3rd grade will partner with Palm Springs Art Museum for art lessons and a visit to the museum.	Materials & Supplies for full-time art teacher 4000-4999: Books And Supplies Supplemental & Concentration 5,000 Professional development for Full-time art teacher 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 1,000 Full-time art teacher 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 150,000	Materials & Supplies for full-time art teacher 4000-4999: Books And Supplies Supplemental & Concentration 7500 Professional development for Full-time art teacher 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 0 Full-time art teacher 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 150,000
World Language cultural and linguistic development that is developmentally appropriate and prepares students for college	World Language Teacher 1000-1999: Certificated Personnel	World Language Teacher 1000-1999: Certificated Personnel

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
readiness: • Grade 7 students will have the option of enrolling in an A-G approved Spanish courses that will provide comprehensive instruction in reading, writing, listening, speaking and cultural awareness in preparation for further study in High School as an elective • Grade 8 students will be enrolled in an A-G approved Spanish courses that will provide comprehensive instruction in reading, writing, listening, speaking and cultural awareness in preparation for further study in High School.	Salaries Supplemental & Concentration 109,000 Professional development for World Language Teacher 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 1,000 Materials & Supplies for World Language Teacher 4000-4999: Books And Supplies Supplemental & Concentration 1,000	Salaries Supplemental & Concentration 109,000 Professional development for World Language Teacher 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 850 Materials & Supplies for World Language Teacher 4000-4999: Books And Supplies Supplemental & Concentration 1250
Provide students the opportunity to explore Science, Technology, Engineering and Mathematics (STEM)/Makerspaces in relation to 21st-century skills. • Grade 5 will be given the opportunity to explore STEM/Makerspaces. This will be an introductory course in helping students identify if this is an area of interest they would like to pursue in the future. • Grade 6 will be given the opportunity to explore STEM/Makerspaces through a trimester long exploratory elective. This will be an introductory course in helping students identify if this is an area of interest they would like to pursue in the future. • Grades 7 & 8 will be given the opportunity to explore STEM/Makerspaces through a year-long elective. This course will focus on critical thinking & collaboration skills via engineering and robotic standards that utilize science and math skills in real-world application.	Professional development/Materials & Supplies for STEM/Makerspaces 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 77,431.75	Professional development/Materials & Supplies for STEM/Makerspaces 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 85,000

Goal Analysis

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

Overall the budgeted expenditures were in alignment with the actual expenses incurred in implementing the action plans. There were some actions listed that did not require budgeted expenditures that will be revised in next year's plan for this goal. We also had some actual expenditures that went over budget such as instructional aides for instructional support. Also, due to COVID and school closure we did not have a band program. We also purchased Quaver, an online supplemental music curriculum. Those funds were allocated in providing hot spots, internet access, and digital devices to families. We also used the funds to provide computers to our parents. The parents used these devices to partake in parent PD on Friday afternoons, and many other engagement events throughout the year. We also spent the funds on providing additional SEL supports to students. We also use the funds to focus on our teacher's mental health providing SEL workshops for staff.

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

We had a successful school year transitioning to online learning. We were still able to execute our small group instruction. Scholastic came in and provided professional development to our teachers on how to administer running records in a virtual setting, and how to continue small group instruction via zoom. it was definitely a challenge as many resources had to be secured and high support including professional development was given to our teachers. We also transitioned our Makerspace lab to a mobile conversion. We had to purchase STEAM backpacks that allowed our students to engage in the opportunity to explore Science, Technology, Engineering and Mathematics (STEM)/Makerspaces in relation to 21st-century skills.

Goal 3

As a learning community, all students will continue to develop skills in social, emotional and physical well-being that will support the development of the whole child in preparation for overall college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities:
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Absentee rate **19-20** Students who miss more than 5 days in the school year (2018-19): **Baseline** Students who miss more than 5 days in the school year (2015-16):	Absentee rate Students who miss more than 5 days in the school year (2019-20): 9 %
Metric/Indicator Chronic absentee rate **19-20** Maintain students who have missed more that 10% of the school year (2018-19): .1% **Baseline** Students who have missed more that 10% of the school year (2015-16): .1 %	Chronic absentee rate Maintain students who have missed more that 10% of the school year (2019-20): .1%
Metric/Indicator Suspension rate	Suspension rate Severe decline in suspensions

Expected	Actual
19-20 Dashboard rate: .2% Dashboard change: maintain with .1% decrease Dashboard color: blue **Baseline** Dashboard rate: .5% Dashboard change: maintained with +.1% increase Dashboard color: blue	from 21 in 2018-19 to 3 in 2019-20
Metric/Indicator Physical Fitness Test **19-20** Percent of Grade 5 Students in need of improvement in: Aerobic Capacity: 10% Body Composition: 5.1% Abdominal Strength: 9.2% Trunk Extension Strength: 0.0% Upper Body Strength: 25.5% Flexibility: 32% Percent of Grade 7 Students in need of improvement in: Aerobic Capacity: 8.1% Body Composition: 16.0% Abdominal Strength: 6.5% Trunk Extension Strength: 0.0% Upper Body Strength: 9.7% Flexibility: 28.7% **Baseline** Percent of Grade 5 Students in need of improvement in: Aerobic Capacity: 13% Body Composition: 8.1% Abdominal Strength: 12.2%	Physical Fitness Test PFT testing was postponed due to school closure and COVID

Expected	Actual
Trunk Extension Strength: 0.0% Upper Body Strength: 28.5% Flexibility: 35% Percent of Grade 7 Students in need of improvement in: Aerobic Capacity: 11.1% Body Composition: 19.0% Abdominal Strength: 9.5% Trunk Extension Strength: 0.0% Upper Body Strength: 12.7% Flexibility: 31.7%	
Metric/Indicator Local School Climate Survey **19-20** Panorama Survey Elementary Student Survey (Climate) Climate of Support for Academic Learning: 93% Knowledge and Fairness of Discipline, Rules, and Norms: 92% Safety: 79% Sense of Belonging(School Connectedness): 88% Elementary Student Survey (Social Emotional Learning) Grit:76% Growth mindset: 83% Self-Efficacy: 72% Self-Management: 79% Social Awareness: 81% Secondary Student Survey (Climate) Climate of Support for Academic Learning: 83% Knowledge and Fairness of Discipline, Rules, and Norms: 84% Safety: 60% Sense of Belonging(School Connectedness): 66%	Local School Climate Survey Panorama Survey Elementary Student Survey (Climate) Climate of Support for Academic Learning: 96% Knowledge and Fairness of Discipline, Rules, and Norms: 94% Safety: 81% Sense of Belonging(School Connectedness): 83% Elementary Student Survey (Social Emotional Learning) Grit:82% Growth mindset: 85% Self-Efficacy: 79% Self-Management: 81% Social Awareness: 82% Secondary Student Survey (Climate) Climate of Support for Academic Learning: 84% Knowledge and Fairness of Discipline, Rules, and Norms: 84% Safety: 67% Sense of Belonging(School Connectedness): 58% Secondary Student Survey (Social Emotional Learning) Grit:67% Growth mindset: 74%

Expected	Actual
Secondary Student Survey (Social Emotional Learning) Grit:65% Growth mindset: 72% Self-Efficacy: 53% Self-Management: 67% Social Awareness: 67% **Baseline** 40 Developmental Assets Survey CVC Students 3-5 grade Family Support 93% Parent Involvement 92% High Expectations 91% Responsibility 90% Community values youth 73% Resistance Skills 76% Service to others 67% CVC Students 6-8 grade Family Support 93% Parent Involvement 95% High Expectations 93% Responsibility 89% Community values youth 58% Resistance Skills 67% Service to others 19%	Self-Efficacy: 58% Self-Management: 69% Social Awareness: 69%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain and enhance a sense of community on campus, within the classroom, grade level, and school community.	After-school clubs and activities for grades K-8 1000-1999: Certificated Personnel Salaries	After-school clubs and activities for grades K-8 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Community and parent volunteers will be invited to assist and help teachers with target students (Near Standards and Below Standards) to close the achievement gap. • Administration will promote community partners. Our partners will be included in activities relating to academics and enrichment. • Students actively participate in PTG meetings and sponsored events, as well as monthly Character Counts activities throughout the school year. • Provide professional development and support to parents to expand educational support for all students beyond the school. • Cielo Vista Charter will use the Leader in Me as a school-wide process to develop the whole child and prepare each child to become life-ready leaders. • Cielo Vista Charter will use the Character Counts, restorative justice, and no excuse philosophy as a school-wide character and discipline program. • Provide opportunities for 6-8 grade students to participate in after-school clubs and activities.	Supplemental & Concentration 2,500 Materials/supplies for after-school clubs and activities for grades 6-8 4000-4999: Books And Supplies Supplemental & Concentration 2,500 Professional development for after-school clubs and activities for grades 6-8 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 200 Leader in Me Program 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 50,000	Materials/supplies for after-school clubs and activities for grades 6-8 4000-4999: Books And Supplies Supplemental & Concentration 2,200 Professional development for after-school clubs and activities for grades 6-8 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 0 Leader in Me Program 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 53,655
Provide a PE/Nutrition program designed to promote healthy choices through structured physical movement and unstructured, self-directed play that are able to be transferred from school to home, that include: • Grades TK-6 participate in weekly nutrition lessons that focus on healthier food options that impact overall health.	Game On Coach 2000-2999: Classified Personnel Salaries Supplemental & Concentration 56,000 Intramurals 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 10,000	Game On Coach 2000-2999: Classified Personnel Salaries Supplemental & Concentration 58,500 Intramurals 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Grades TK-6 participation in additional PE instruction beyond the 200 minutes/two weeks • Grades 6-8 participate in weekly fitness lessons using the CVC fitness center. • Maintenance and replacement of PE & Community Gym equipment to enhance the educational program and accessibility. • Provide release time for track meet duties, grant writing and award applications. • School-wide implementation of the Game On structured recess K-8 including full-time recess coach, program development assistance and equipment necessary for the program. • Opportunities to attend PD that will enhance their physical education program and meet the needs of our students.	Materials/Supplies for Full-time PE teachers and Game on Coach 4000-4999: Books And Supplies Supplemental & Concentration 8,000 3 Full-time PE teachers 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 332,000 Professional development for Full-time PE teachers and Game on Coach 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 3,000	Materials/Supplies for Full-time PE teachers and Game on Coach 4000-4999: Books And Supplies Supplemental & Concentration 6,500 3 Full-time PE teachers 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 341,652 Professional development for Full-time PE teachers and Game on Coach 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 0
Employ a full-time School Counselor that will, perform a variety of duties including: • Develop identified social/emotional needs of target students • Monitor and assist in academic achievement of target students receiving assistance for social/emotional concerns. • Educate the school community on A-G requirements and pathway programs to promote college and career readiness • Attend PD opportunities that will enhance the counseling program and meet the needs of individual/groups of students	Materials/Supplies for Parent Involvement/training 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 300 Parent Involvement/training 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 1,500 Full-time School Counselor 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 117,000	Materials/Supplies for Parent Involvement/training 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 300 Parent Involvement/training 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 1,500 Full-time School Counselor 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 117,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Materials/Supplies for Full-time School Counselor 4000-4999: Books And Supplies Supplemental & Concentration 1,000 Professional Development for Full-time School Counselor 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 1,000	Materials/Supplies for Full-time School Counselor 4000-4999: Books And Supplies Supplemental & Concentration 777 Professional Development for Full-time School Counselor 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 1,000
Increase mental health services for individual and small groups who demonstrate at-risk behaviors by contracting 3 additional days of full-time counselor through PSUSD mental health.	3 additional days (clinician on site) 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 67,200	3 additional days (clinician on site) 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 89,544

Goal Analysis

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

Funds that were budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff in a variety of ways. This includes adding more classroom support during distance learning. The installation of permanent sinks around campus to help with the spread of COVID. We also purchased digital access to our running records program, and all of the materials that are essential in providing Tier II instruction to our students. Imagine Math and Imagine Literacy was also purchased to help identify any educational gaps that may exist. The Math program offers live teacher support that the students who utilized this support had mathematical gains as a result of the tutoring (live teacher support).

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

This year was a challenge to keep our students actively engages each year. The programs and after school opportunities has to be changed to follow public health guidelines. For example, intramurals were not able to take place this academic year. Those funds were utilized to purchase additional equipment for our Coding classes that we just recently added to both 4th and 5th grade. That program has been a success and students are actively engaged in this new content.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

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

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	5,330.00	5,444.00	No
Custodians: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas. Increased use of sanitation procedures, including hand washing, sanitizing all surfaces, restrooms	8,955.00	10,100.00	No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	2,655.00	9,877.00	No

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

There was no difference between all planned actions and/or budgeted expenditures for in-person instruction and what was implemented.

Analysis of In-Person Instructional Offerings

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

One of our biggest challenges this year was to have to patiently wait for our county metrics to allow for in-person instruction. In the Coachella Valley we had very high numbers that prevented this from happening until April 2021. Once we made the transition it was very smooth. All of the planning that went into reopening our school definitely showed the results. There were no problems with getting students and staff to follow all health guidelines. I think both the students and the adults missed being in person, so they followed the expectations to ensure the health and safety of our community.

Successes:
We were able to continue to provide 5 days per week of quality instruction for all of our students. Classroom management and engaging students is much easier to implement using in-person instruction which may have given our students some additional instructional minutes each day. Teachers were able to build relationships with students and differentiate instruction based on student needs while using a wide variety of assessment tools. Running records were able to be administered in a digital setting as well. Teachers were flexible when we had to transition from in-person instruction to a distance learning model. They quickly received professional development to make this transition smooth. They rose to the challenge and modeled life-long learning. Teachers assessed students and targeted instruction based on student need. Parents were able to go to work while their students were at school from home. Parents were also able to attend many school events given that they were also on zoom. Tutoring was provided for our at-risk students through a wide variety of means. Academy of Scholars was offered to every middle school student within PSUSD provided by our very own district teachers. This helped students feel more comfortable. We were able to meet the needs of our Special Education students, Foster Youth, low income students, and English learners in providing the correct support to them. Staff used creative alternatives to celebrating schoolwide activities and special events. CVCTV diligently created a weekly episode to engage our CVC community. We definitely have accomplished a lot during this unprecedented time.

Challenges:

We could not implement our traditional in person interventions due to cohorting requirements. This caused us to be creative in order to support our at-risk students. Instructional aides were shifted from providing interventions and small group instruction to additional recess duty, lunch duty, and morning duty due to cohorting requirements. One of our biggest challenges was not allowing parents on campus to volunteer, this was a strict county guideline. We have built a culture of having them hand-on with our community. Also, zoom staff meetings were tough as we are a close knit community that love the social gatherings that we always did in the past. The successes outweigh the challenges.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Reassign 1 General Education classroom teacher for tech support/parent engagement	115,285.99	115,285.99	Yes
Provide stipends for the teacher leadership team to plan for reopening necessary to implement distance learning and hybrid, in-person instruction. Also, implement the Leader in Me foundational skills to align with academic and culture goals	45,000	51,000.00	Yes
Replace obsolete teacher laptops and purchase additional laptops for new teachers to provide distance learning for students	50,000	63,500	Yes
Provide stipends to teachers for engaging in professional learning opportunities outside their workday to improve skills necessary for distance learning and hybrid in-person instruction	28,000	15,000	Yes
Contract for professional development opportunities for teachers to improve skills for distance learning	45,000	33,000	Yes
	$151,053.66	151,053.66	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide 1.0 FTE Curriculum Resource Teacher/Academic to provide professional learning opportunities and coaching for teachers to improve skills necessary for distance learning and hybrid in person instruction			
Provide chromebooks for students in Transitional Kindergarten and Kindergarten 1:1 Digital Access	45,000	44,575	Yes
Procure SeeSaw learning management system software for grades TK-3	3,500	3,500.00	Yes
Imagine Math & Imagine Literacy	150,000	152,333	Yes
Collaboration Time: Continue weekly hour of time for teachers to collaboration with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	55,000	35,555	Yes
Foster Youth Services: Maintain staffing and supports that specifically address Foster Youth needs.	18,000	18,000	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Homeless Services: Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.	22,000	22,000	Yes

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

The two areas that had a difference between the planned actions and/or budgeted expenditures for the distance learning program was in the area of teacher collaboration. As teachers were teaching from the screen the majority of their day, it was difficult to continue extra hours of zoom for the purposes of planning in addition to their Wednesday 2-1-2 schedule. Also, stipends were not utilized because teachers again were not as available as in previous years.

Analysis of the Distance Learning Program

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

There were many successes that we experienced here at CVC. The successes were in the following areas:

Continuity of Instruction:

We had to quickly consider designing our program to meet the needs of all ages. Instructional materials had to be created for parents so that they could help assist their smaller children. Also, in middle school parents were given many math resources to help assist their child with their math content. We had to ensure accessibility to all families and allow for alternative formats when needed. Monthly distribution of materials took place the last three days of each month from 3pm-6pm to accommodate to all of our families.

Access to Devices and Connectivity
We purchased 1065 new devices. We will be able to create a 24/7 experience for all students from grades TK-8. We also purchased over 300 hotspots to provide access to our families. Computers were also made available to parents this year. They checked them out and attended a wide variety parent professional development in the areas of: technology, parent engagement, literacy & mathematics strategies and Leader in Me.

Pupil Participation and Progress

We utilized all of our extra support staff to reach out to families each day. Each grade had a representative that would communicate with the families about any barriers their child was facing. We would immediately reach out as an administrative team to help support the child.

Distance Learning Professional Development
Teachers received professional development from our PSUSD TOSA's. They also utilized outside consultants to build their skill set.

Staff Roles and Responsibilities
It has been a year of learning for everyone. Many staff members took on responsibilities that in a normal school year would not have been their job responsibilities. For example, our supervision aides helped distribute food weekly to our families, and also made phone calls each day to our parents as mentioned above.

Support for Pupils with Unique Needs
In ensuring to implement our student individualized educational plans, we offered additional support through the use of office hours. Teachers would also meet with families to offer additional guidance. We utilized a school-wide platform to communicate with families. These students were also given access to our Academy of Scholars which offered tutoring in all 4 core academic areas 5 days a week. This tutoring was given by our PSUSD teaching staff.

Successes:
Teachers and students quickly pivoted to using Chromebooks and Google Classroom for teaching and learning in the upper grades. The primary grades used See Saw. Teachers used Google Suite and other online resources to deliver instruction. Staff learned new strategies for delivering instruction and learned quite quickly. Distance Learning provided families that were concerned about sending their children to school an option for continuing learning at home. This put their minds at rest and they were assured that their kids were safe. Distance learning slowed the spread of COVID within the Coachella Valley where the levels were national highs. This also allowed our students, families and staff to be safe from the COVID surge. There was more parental involvement in the primary grades such as TK-1st grades because they were asked to support student learning and the patents were eager to do so. Teachers had access to technology and virtual professional development based on their identified needs and could learn at their own pace. Communication between students, teachers and parents has increased significantly across all grade levels. Staff were able to work from home during their quarantine which allowed them to care for their children when child care centers were closed. Staff used technology to deliver instruction and were continuously learning new ways to engage our students. We were able to secure enough laptops for staff and students.

Challenges: We had to prepare students and staff to switch from in-person learning to distance learning at a blink of an eye. Students and teachers had to learn to use technology effectively. Students lost interest in distance learning much more quickly than in-person learning because the human contact was not present. More technology had to be purchased to implement distance learning and training also had to be provided quickly. Supply chains were interrupted because of the pandemic so it took months to receive. Families did not always hold their children accountable for completing work and attending class each day. Students would tell their

parents that they submitted the work and teachers noted that students would submit blank work. This is attributed to a high number of failing grades for students. More phone calls and virtual conferences had to take place between teachers and parent(s) in order to keep students accountable for their learning. Distance learning does not allow for hand-on science experiments and limits teachers to offering instruction virtually without being able to provide immediate feedback. Some staff were unfamiliar with how to use Go Guardian and Google Classroom. Staff members that were experienced in the use of these programs trained other staff members.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Virtual Tutors/Teachers to provide support in ELA, ELD and Mathematics	45,000	45,000	Yes
Diagnostic Testing for students through Imagine Math & Imagine Language	55,000	55,000	Yes

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

There was not any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The COVID-19 pandemic has introduced an unprecedented disruption to the system of education in our world. From the day California schools closed in March, we were concerned about the impact that the pandemic would have on student learning. We were especially worried that our most vulnerable students will experience "learning loss" more than others. The cancellation of state tests in Spring 2020 left us with very limited information about student performance. We used local data to try to shed light on the inequities in learning as a result of the pandemic. We found that there has been learning loss, especially in the earlier grades. What we have found when analyzing the results of our Imagine Math/ Literacy benchmark assessments were utilized to gauge learning loss. Also, Scholastic NSGRA assessments were used to determine literacy reading loss. The disruption to schooling has disproportionately affected low-income students as well as our students with unique needs. We immediately intervened by providing reading and math intervention to our low income students. Our low income families were also provided an additional laptop to support their child at home The pandemic has introduced a great deal of uncertainty and negative effects to our families. We will utilize additional tools to support students' social-emotional well-being and build in a dedicated time in our instructional day to ensure this is a priority. Addressing students' learning loss will require a student-centered approach that puts family and student relationships first, and a systemic transformation in how we address the overlapping learning, behavioral, and emotional needs that support effective learning and teaching. We will continue to value relationships in our community and seek continuous feedback from our stakeholders.

Successes: Teachers administered an entry level benchmark to identify students that needed additional support. In addition to this benchmark, running records were used throughout the year to gain their literacy development. Our Special Education teachers and staff worked closely with their students to identify areas that needed more support. Parents worked closely with teachers to deliver instruction to their students and were a huge reason for our success. We could not have done what we did without the help from the parents.

Challenges: Serving all of our students especially those from poverty was a challenge. Parents had to work so our younger children sometimes missed out on instruction because there was not an adult that could help them log in consistently. One-on-one tutoring was much more effective but took considerable time to implement. Tutoring helped students to stay safely in their cohorts but did not allow for flexible groupings and more targeted interventions. The cohorting requirements were challenging at times.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Our staff understood how important it was to attend to the social and emotional needs that arose during these challenging times. Families and teachers communicated more than ever before to support their children. We encouraged each other to explore and express our emotions, build relationships, and support each other – children and adults alike. The crisis presented an opportunity for us to make long-term improvements in our delivery of services and professional development in mental health. We truly have learned the definition of EMPATHY this year and what that requires each day.

Successes in this last year in social emotional development:

Higher family engagement
Reaching more students at one time with Zoom
Developing more ways of reaching their counselor
Developing more ways to teach SEL with tech such as Jamboard, Loom, Interactive Google Slides
Developing better surveys to find the SEL needs of students such as Leader In Me MRA and using Panorama to target needs.
One to one student phone calls proved to be most effective while students were at home.
Connecting teachers and staff with SEL training to reach more students
Communication and identification of students in need of services to address impediments to educational learning among staff members
Identification of proper level of services student needs
Coordination of care between programs of mental health and other SPED services (OT, PT, ERMHS, Etc.)
Ability to see students via distance learning

Challenges:
Students not feeling comfortable meeting via Zoom with important issues. They often had no private space to speak about how they were feeling.
Small group attendance inconsistent.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

As a school site, we have a thriving Class Dojo community in which 95% of our parents are connected to. The site administrators post messages on an ongoing basis and communicate with all parents and families. Each teacher hosts their own page in which they share important updates, classroom pictures, and homework help. CVC continues to build trust and respectful relationships with families by regularly communicating with parents, students, and other stakeholders through one-on-one meetings, personal and frequent check-ins by staff members, emails, and monthly newsletters, which are written in English and Spanish. CVC uses interpreters when needed for phone calls, parent/teacher conferences, SSTs, IEP or 504 meetings. These methods provide the opportunity for families to ask questions, share concerns and provide input on a regular basis to inform leadership and guide the development of school programs. CVC Staff members worked together to support families with distance learning, provided social emotional support, and opportunities for virtual parent involvement. In addition, CVC has an open door policy, which means that all parents and families are welcome to meet with school leaders and/or teachers at any time. CVC has also launched the Latino Literacy program; weekly reading workshops have been hosted and highly attended. Our coffee chats, Leader in Me Book Clubs, and Math Nights are in both English and Spanish Sessions.

Some of the challenges we faced were parents did not feel as comfortable meeting via zoom as well as the technology learning curve for some of our families.

Analysis of School Nutrition

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

CVC in partnership with PSUSD Nutrition services has provided meals (breakfast and lunch) for all of our students during the school year. Throughout the Distance Learning schedule we had meal distribution on Wednesday mornings. Now, during hybrid instruction we continue to provide meal distribution on Wednesday mornings, and provide our in-person hybrid students with a Grab-and-Go Lunch and Breakfast. One of the many successes is the community partnerships built in order to provide a larger Thanksgiving, Christmas, and Easter meal, that included a large Turkey, potatoes and other fruit and vegetables in addition to the regular food distribution.
Another grand success was the federal government approved the waiver to feed all students for the remainder of the school year. Cafeteria staff created meals to meet the new safety requirements due to COVID. Students were able to access breakfast and lunch.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	5,650.00	5,650.00	Yes
Mental Health and Social and Emotional Well-Being	Social Emotional Learning (SEL): Maintain existing staffing and supports to implement school programs and support school initiatives. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context.	85,000.00	84647.00	Yes
Mental Health and Social and Emotional Well-Being	Care Solace: connect our families with mental healthcare resources and providers in our community.	13,566.00	13566.00	Yes
Pupil Engagement and Outreach	Parent Teacher Home Visit Program	18,500.00	0	Yes
Pupil Engagement and Outreach	Work closely with our District Parent Resource Center: Maintain existing staffing and supports to support district wide parent engagement. Within the school closure context, the Family and Community Engagement staff are partnering closely with the Attendance and Engagement Office to conduct home visits and other outreach to make contact with 'unreachable ' students.	22,000.00	22,000	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

A substantive difference between the planned actions and budgeted expenditures was the Parent Teacher Home Visit Program, due to the COVID metrics this was not able to be carried out. The funds were rolled over into general fund to spend on the next school year when we are able to safely return to Home visits.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

In-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP in several ways. We knew that it was going to be a challenging year having all of our students learning via zoom. We swiftly made the transition and pivoted to make adjustments along the way. Schedule changes were made and additional resources were sought out each month. We learned quickly that our students needed something more to engage them via the screen. We have made some changes to our actions in our LCAP to include student engagement strategies. Our stakeholder feedback guided some of these changes as well.

Many lessons were learned this past year and I can say that our entire community has grown from it. From implementing in-person and distance learning programs, perhaps the most important lesson we learned this year is the importance of human connection. Building trusting relationships was at the forefront of our work each day. This was challenging via the computer screen. Student engagement has become a high priority whether instruction is delivered remotely or in-person and was an area that we noticed needed some attention this year. COVID changed the way we interacted with one another and increased the importance of hygiene practices/cleaning protocols. Students and staff learned to use technology in new ways and staff have become very creative creating expanding learning opportunities for our students. We will continue to focus on engaging students, providing high-quality instruction, addressing the social emotional well-being of each student, providing a safe and clean learning environment for all. We will take the good and bad of what we learned this past year to refine our school systems, programs and teaching models. COVID created a need for more interactions with our community across the Coachella Valley. Multiple modes of communication were used to reach parents and stakeholders. . For the most part, parents were highly engaged in their child's learning and were fortunate to be able to witness the learning taking place. We brought the classroom to their homes, that still makes me excited when I think about it. For families that were hard to reach, we used new strategies to engage them with school.

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

In order to address pupil learning loss, we will use our local assessments, running records and teacher input to create flexible interventions and targeted instruction. Teachers will analyze student data during collaboration time and plan appropriate interventions and lesson plans. Support staff will be used for small group instruction and one-on-one support for our most at-risk students. After school tutoring and summer school are also being considered as we move forward. Paraprofessionals will be added to each classroom grades 1-3.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the planned actions and budgeted expenditures for the additional plan requirements.

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

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

We were able to implement most of the actions and services within the 2019-2020 LCAP up until COVID hit. The school closure caused us to come to complete halt and many planned actions were not able to be carried out. The COVID-19 pandemic had a significant impact on our district and the community and the nation as a whole. We swiftly entered distance learning mode back in March. Some of our parents work, and child care and supervision was a huge issue; others in our district had no Internet service at home. This hampered their ability to distance learn, as they first had to establish services, then quickly learn how to connect and use the device. The pandemic has altered the way we provide services and support for our students and families. Our classified staff has worked tirelessly, this past year, to establish new cleaning protocols, various policies, and sought guidance to ensure the safety and health of our students, staff, and families. Our teaching staff have self-trained and attended virtual tech training so they are better versed in various distance learning platforms. They also have sought ways to quantify and mitigate learning loss. As always, it is our goal to provide a safe, engaging, rigorous learning experience for all of our students. COVID caused us to be creative with instructional models and staffing. Although we were able to implement tutoring in cohorts, we were unable to deliver flexible grouping interventions. This was very challenging at times. The community response to COVID-19 mirrors that of the country. Some were terrified; others were fearless; and each group thought the other was wrong. This polarization was not healthy for any community; and especially our school community. The rules and protocols have shifted so frequently that it was difficult for our school community to keep pace - and even more difficult for parents and community members to comprehend the complexities we have faced this past year. Teachers have had to flip between in-person learning and distance learning. We instituted new practices to address learning modalities, movement around the facilities, and interaction with one another. Implementing the requirement to wear face masks, maintain social distancing, provide extra cleaning, modeling hygiene practices, addressing learning loss, offering a rigorous remote learning program as well as in-person learning, creating cohorts of students that may incorporate siblings, providing "Grab and Go" meals and modifying how we serve meals to our students in school. Our goals for the 2021-2024 plan will remain the same as they were pre-pandemic. It is our desire to have students and staff return to a sense of normalcy while providing a supportive, inclusive and academically-rich environment. We have used local data to determine actions and services in our plan as there is no state data available. Student engagement, social emotional learning and explicit direct instructional strategies will be a focus in the next few years. We are excited to keep all of the greatness that the pandemic has taught our community and rebuild the mental health of those that were negatively affected by this pandemic. Students with unique needs will continue to be closely monitored and receive best first instructional long with Tier II academic supports. They will also be given many opportunities to connect them back to school. these opportunities include: art mentoring, after-school clubs, lunchtime clubs, intramurals, the opportunity to take an A-G course, one-on-one tutoring in all 4 academic areas.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	2,047,196.00	1,918,894.50
3010 Title I	143,200.00	144,209.00
Supplemental & Concentration	1,903,996.00	1,774,685.50

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	2,047,196.00	1,918,894.50
1000-1999: Certificated Personnel Salaries	1,219,500.00	1,116,021.00
2000-2999: Classified Personnel Salaries	323,000.00	342,500.00
4000-4999: Books And Supplies	66,995.25	59,379.50
5000-5999: Services And Other Operating Expenditures	370,500.75	311,450.00
5800: Professional/Consulting Services And Operating Expenditures	67,200.00	89,544.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	2,047,196.00	1,918,894.50
1000-1999: Certificated Personnel Salaries	3010 Title I	136,000.00	136,609.00
1000-1999: Certificated Personnel Salaries	Supplemental & Concentration	1,083,500.00	979,412.00
2000-2999: Classified Personnel Salaries	Supplemental & Concentration	323,000.00	342,500.00
4000-4999: Books And Supplies	Supplemental & Concentration	66,995.25	59,379.50
5000-5999: Services And Other Operating Expenditures	3010 Title I	7,200.00	7,600.00
5000-5999: Services And Other Operating Expenditures	Supplemental & Concentration	363,300.75	303,850.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental & Concentration	67,200.00	89,544.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	766,069.00	584,509.00
Goal 2	628,927.00	661,757.50
Goal 3	652,200.00	672,628.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$16,940.00	$25,421.00
Distance Learning Program	$727,839.65	$704,802.65
Pupil Learning Loss	$100,000.00	$100,000.00
Additional Actions and Plan Requirements	$144,716.00	$125,863.00
All Expenditures in Learning Continuity and Attendance Plan	$989,495.65	$956,086.65

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$16,940.00	$25,421.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$16,940.00	$25,421.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	$727,839.65	$704,802.65
Pupil Learning Loss	$100,000.00	$100,000.00
Additional Actions and Plan Requirements	$144,716.00	$125,863.00
All Expenditures in Learning Continuity and Attendance Plan	$972,555.65	$930,665.65

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
Cielo Vista Charter	JUANITA PEREZCHICA Principal	jperezchica@psusd.us 7604168250

Plan Summary [2021-22]

General Information

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

Cielo Vista Charter School is located in the southeastern part of Palm Springs. Cielo Vista Charter (CVC) serves approximately 890 students in grades transitional kindergarten through eight. We have one principal and one assistant principal, two academic coaches, one math intervention/coach, and 40 teachers. Cielo Vista Charter works closely with Palm Springs Unified School District (PSUSD) and implements the goals of the district and is committed to providing quality standards-based education in all areas, as reflected in our LCAP plan, that meets the needs of all students. The Cielo Vista Charter Staff not only strives to promote academic excellence, safety, self-esteem, and character building but also understands and appreciates individual differences. Teachers continue to review data, evaluate strengths and challenges, and use effective teaching strategies and standards-based materials to enable students to learn at their highest ability levels.

The staff focuses instruction on the individual needs of the students in their classrooms. All stakeholders in the Cielo Vista Charter ("CVC") community (teachers, parents, staff, students, administrators, and community leaders) will be actively engaged in working collaboratively to help all students increase academic proficiency based on California content and performance standards. 60% technology and 40% traditional paper-pencil co-curriculum and hands-on academic activities will be enhanced to achieve our vision.

Cielo Vista Charter School creates a safe environment that fosters the social, emotional, intellectual, and character growth of our students. A sense of unity exists between family, school, and community. Our cooperative learning environment enables the students to reach their full potential as responsible, informed citizens, and lifelong learners.

A. OUR VISION: Lighting the love of learning for every student, every day!

B. OUR MISSION: All members of the Cielo Vista Charter (CVC) family including teachers, parents, staff, students, administrators, board and community members, work collaboratively to create an equitable, inclusive, and empathetic environment to help all students reach their fullest potential. We establish high expectations academically, while nurturing the development of each child physically, emotionally, and socially. We promote each student's sense of belonging and commitment to the community, nation and the world around them through a restorative culture. We strive to create a love of life-long learning, a growth mindset, grit, and a high level of self-efficacy. We embrace individual differences while encouraging independent thinking in a creative and challenging environment. We promote 21st-century innovative skills through collaboration, communication, self-reflection, problem-solving, and critical thinking. Students feel loved and empowered through voice and choice.

In conjunction with Palm Springs Unified School District, Cielo Vista Charter is committed to creating a coherent Local Control and Accountability Plan to provide support to all students, supplemental and enrichment resources and ensure that all students graduate with 21st-century skills as well as college and career readiness. As a charter school, we are committed to increasing student achievement while working in partnership with our school community and our highly qualified staff, all of whom share in the vision of providing students a safe, rigorous and engaging learning environment.

Reflections: Successes

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

Cielo Vista Charter is consistently defined as a school where students and parents feel that their students are safe and secure, physically, emotionally, socially and academically. We have a variety of systems in place that allows us to provide this atmosphere for all students. Data for absenteeism, school culture, and suspension rate indicators provide the concrete evidence of the culture that has been established and enhanced throughout the years. Our systems for ensuring the maintenance of this environment are reflected, revised and honed to meet the current needs of our school community on an ongoing basis. We embody the ideal of growth mindset as we develop each individual student's character traits and ability to grow as a lifelong learner. As concerns arise, they are addressed with great urgency by staff and students. Discipline, when needed, is focused on natural consequences and character development. This positive approach to build students and learning from mistakes is evident in our suspension rate indicator. As a result of students feeling safe and secure, student chronic absenteeism is low. The staff and community of Cielo Vista are constantly monitoring and educating parents, students, and families on the importance of attendance. As concerns with attendance begin to emerge, teachers and administration take a proactive approach to work with families to identify solutions to the barriers that they are facing in helping their child attend school regularly. We continue to develop the overall school culture based on the philosophy that we are a large extended family. This is apparent in the conversations we have in the classroom, on the fields, during discipline as well as the active involvement of parents in our school community. As a school, we implement a student survey based on the 40 developmental assets that help in our process of reflection and future implementation of programs that are centered around developing the child as a whole and committing to the family atmosphere we have built in our school community. As a school, with 37% of our population considered English Language Learners (ELLs), we are constantly monitoring in order to ensure progress

in language acquisition as well as in academic readiness. Our ELLs showed great progress according to our ELPAC scores. Our status on the English Language Arts Indicator for English Learners currently identifies them as performing at a medium achievement status in English Language Arts. As a staff, we are constantly striving to develop the academic skills of our students as we prepare them each year for College and Career Readiness. The staff has been trained on backward mapping accountability measures to monitor the effects and diagnose causes of growth or decreases in student achievement on a regular basis beyond the yearly state assessments. This allows us to identify areas of focus and make course corrections as needed in our collaborative teams on a regular basis so that we are always focused on student achievement at the highest rigor of the standards. This professional development and ongoing collaboration allow teachers to develop a better understanding of the skills and rigor needed for proficiency at each grade level in the continuum of preparing for college and career readiness. Local assessments are given 3 times a year and the data from these results are used to refine the process and develop instructional strategies and interventions for groups and individual students. This focus on data-driven instruction and learning is a model of collaboration that has been highly effective over the past 10 years. As a staff, we have committed to continuing this model as our standards and the accountability systems for the state have changed, due to its effectiveness and its ability to identify and address the needs of all students. With the shifts in instruction, standards and the new accountability measures we have achieved a high ranking of student achievement in English Language Arts. With continued use of the systems mentioned in the previous paragraph as well as our focus on educating the child as a whole, we increased our overall average of student growth performance by 6.6 points for the 2017-18 school year. This was the last year that CAASPP was administered. Our local assessments also show continual growth towards proficiency in the standards for all student groups. We attribute this growth to our collaborative approach to identifying the rigor of the standards and designing instruction across the grade levels to reflect those understandings, as well as the continual focus on college and career readiness at all grade levels. This cross-curricular collaborative approach to backward mapping standards and accountability measures allow teacher and students a better understanding of meeting high expectations. The 2021-2024 LCAP will emphasize continued high achievement and academic excellence for all students, with a focus on learning recovery and acceleration strategies, to mitigate the adverse impact on student learning as a result of long-term campus closures and limited in-person instruction due to the COVID19 pandemic.

Additional successes in 2019-2020 and 2020-2021 were in the area of equipping staff to quickly adapt to teaching within virtual and hybrid learning models, through building knowledge and skills in these areas. CVC has been offering various types of paid online professional development for many years, to small groups of individuals interested in learning more. With school closures in March of 2020, we increased the online professional development and started providing sessions for large groups via Google Meet and later Zoom. These sessions were recorded and made available to all staff who were unable to attend live sessions. Sessions were offered for teachers on using Google Classroom or Seesaw as their Learning Management System, Screencastify, tips and tools to support distance learning, making content accessible for individuals with disabilities, and more. 100% of our teachers attended one or more professional learning sessions dedicated to remote instruction pedagogy.

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.

In ELA, our overall school placement is high, but current local assessments indicate that there is a significant number of students, 1st - 8th grade that are reading below and far below grade level. Student groups who are reading below grade level are either English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and African American. This data demonstrates the immediate need for creating LCAP action goals that will address the achievement status in the area of reading for our student groups. CVC has hired an additional academic coach/reading intervention teacher who has provided instructional and intervention support to our teachers and students.

In mathematics, our overall school placement status is high but we have student groups who perform at either medium (English Learners, Socioeconomically Disadvantaged, and Hispanics) or low(Students with Disabilities, African American) achievement status. In most recent data shows, our White and Filipino populations maintained a high achievement status in mathematics. This data has shown us that there is a great urgency for creating 2021 - 2024 LCAP actions that will address the achievement gap between our student groups: (White and Filipino) and (English Learners, Socioeconomically Disadvantaged, and Hispanic, Students with Disabilities, and African American). CVC has already begun providing professional development in the mathematical shifts (Focus, Coherence, and Rigor) and a balanced approach to teach conceptual, procedural and application in mathematics. CVC has hired and maintained a math coach/intervention teacher who has provided instructional and intervention support to our teachers.

SEL & Mental Well Being
The Panorama survey indicates the need for more support in developing students to set and achieve positive goals. Our students are in need of building skills in the following area. Our students need support in acquiring and applying the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions
feel and show empathy for others
establish and maintain positive relationships
make responsible decisions
understand and manage emotions
Due to the pandemic, recent services and communication with our school counselor, along with the most current data, there is a significant sense of urgency for creating 2021 - 2024 LCAP actions that will address the social-emotional and mental health needs of our students and families.

LCAP Highlights

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

The CVC LCAP is designed to meet the needs of all students and in particular the unduplicated student population. The plan seeks to lay out the vision of the school with concrete actions and services for the entire student population including specific focus areas for unduplicated student populations. Increased and improved services for these students are clearly seen under each of the goals articulated in the plan. Socio-economically disadvantaged (SED), Students with Disabilities (SWD), Homeless, African American (AA), Hispanic, and English learner students have demonstrated the overall greater need that is clearly identified in our review of results and addressed throughout the plan. Other areas for intervention/enrichment are included to specifically address the needs of individuals and groups of students in alignment with the philosophy and foundations of the Charter school outlined in our current petition. Student, staff and parent input is clearly reflected in the plan. Increased academic achievement through access to rigorous instruction that is aligned to the CA state standards is our primary goal (Goal 1). State assessment scores reflect results for both ELA and Math that are above the state average overall. Our ELL, SWD, Homeless, African American, Hispanic, and SED student groups are not making similar progress compared to other student groups within our school, therefore they have been identified as target groups in this year's LCAP with actions specifically developed to address areas for improvement. In Math, though we have remained above the state average, only a few of our student groups either maintained or made adequate growth progress. In order to increase growth progress and maintain/increase our level above the state average, goal 2 is written to make sure that we are consistently assisting students of all groups to make a connection between disciplines and apply what they are learning to real-world applications (Goal 2). This in connection with developing the child as a whole, through the physical, social, and emotional climate that is focused on college & career readiness will ensure that students are working towards an overall well balanced development that will increase their college and career readiness (Goal 3). In order to address the achievement and opportunity gaps for significant student groups, a focus of the 2021-2021 LCAP will be to continue to develop high-quality instructional programs for English Learner students. The plan will emphasize daily integrated and designated English language development (ELD), in tandem with standards-based instruction and culturally responsive pedagogy. Supplemental programs providing expanded learning time for this significant student group will be implemented using specialized ELD intervention curriculum in order to address learning gaps, as well as to mitigate COVID-related learning loss.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

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

CVC is inclusive and welcoming of input from staff, students, parents, and the community to build a strong SPSA for school improvement. Parent and staff groups meet regularly and input is collected regarding school programs both within meetings and through surveys with our Leadership Team, School Site Council, ELAC, PTA, LCAP Surveys, School Climate Survey, and the College and Career Survey. These events are calendared and sent out to families via a variety of communication platforms.

CVC Coffee Chats (held on every last Thursday and Friday of each month)
CVC ELAC Meetings (held 5-6 times each year)
CVC PTG Meetings (held monthly)
LIM Parent MRA (Measurement Results Assessment) Given in March 2021
LIM Student MRA (Measurement Results Assessment) Given in March 2021
Panorama Survey Given in January 2021
PSUSD Thought Exchange
CVC LCAP Survey Given from December 2020-April 30, 2021

At each of our Coffee Chats and ELAC meetings, our stakeholders have the opportunity to share feedback regarding our instructional program. We also have students present to the community the diverse programs/activities that students lead here at CVC.
Parents were also given the ability to complete the survey via paper/pencil for those that do not have access to technology or may not be comfortable with it.

A summary of the feedback provided by specific stakeholder groups.

Starting in 2019 and continuing through 2021 CVC created a system that encourages stakeholder participation. At a wide variety of school based activities where our stakeholders can share crucial feedback regarding our instructional program. This structure allowed for parent, student, and staff feedback through a wide array of opportunity.
Evidence from this direct feedback, shaped the development of our plan. The goals around student achievement, safe and healthy learning environments, and meaningful partnerships continue to be priorities for all stakeholders. Parents shared the need for more SEL in the classroom; they identified the need for increasing student motivation- for this reason an action was created on the plan to hire an additional school counselor. In addition, parents would like more opportunities to learn English so that they can connect more effectively to the school system. And, parents would like additional parent workshops at CVC in the area of college and career readiness and leadership.
Students would like more exposure to college and career opportunities. Also, students would like to learn more about self-care and meet individually with our school counselor. Students would also like to improved teacher-student relationships after a year of COVID. Teachers would like more Instructional planning time, training in engagement strategies and SEL and Self-Care workshops.

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

It was clear from the Stakeholder input that the events occurring as a direct result of the COVID-19 pandemic between March 2020 and April 2021, resulted in confusion, anxiety, stress, and communication concerns for many individuals. As indicated in previous surveys, administered throughout the course of the 2020-2021 School Year, and referenced within the LCAP document, student learning loss and social-emotional wellness are top priorities for students, staff, and parents. With only 69.5% of our student group survey respondents indicating students feel safe at school, prioritizing and fostering the physical and emotional safety of all CVC students through community and relationship-building practices will be a top priority addressed through LCAP goals and actions addressing school climate over the next three years. Social emotional lessons will be taught each day to our TK-8 students.

The LCAP will address district-wide learning recovery efforts as well as supplemental social-emotional and mental health supports that will be essential following the traumatic events of the past year. Staff indicated a desire for targeted professional development in the areas of trauma-informed care and culturally responsive practices. These requests will also be included within LCAP actions.

CVC will employ an additional school counselor in the 2021-22 school year to help with our student's mental health needs. This is something that was voiced by all parties.

Goals and Actions

Goal

Goal #	Description
1	Academic Achievement: All students will have access to rigorous instruction that is aligned to the CA state standards, delivered by highly qualified credentialed staff, that will lead to demonstrated growth towards meeting and improving grade level skills and content knowledge in all core content areas.

An explanation of why the LEA has developed this goal.

All students will have access to rigorous instruction that is aligned to the CA state standards, delivered by highly qualified credentialed staff, that will lead to demonstrated growth towards meeting and improving grade level skills and content knowledge in all core content areas. This goal has been developed to ensure all students at Cielo Vista Charter School have access to the curriculum and are provided with multiple opportunities to succeed academically.

The actions in this goal address the following state priorities: Priority 4 - Pupil Achievement Priority 8 - Other Pupil Outcomes

The combined actions included in this goal are centered on academic performance as this is an attribute of successful schools. The metrics associated with this goal are regularly reviewed to monitor progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Highly Qualified teachers	100% of our staff holds a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing and				100% of teachers will continue to hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Every Student Success Act (ESSA) promoting equitable access to highly qualified teachers. Teaching Credential with appropriate English Learner authorization				Every Student Success Act (ESSA) promoting equitable access to highly qualified teachers. There will be a 3% increase each year in meeting and exceeding standards and 85% of students will continue to grow in ELA claims and Math
Access to aligned instructional materials	Williams Report: 100% of students access to textbooks and instructional materials				Williams Report: 100% of students access to textbooks and instructional materials
ELA SBAC assessment	ELA SBAC aligned assessment 59% of students met or exceeded standards				ELA SBAC aligned assessment 68% of students met or exceeded standards
Math SBAC assessment	Math SBAC aligned assessment 41% of				Math SBAC aligned assessment 52% of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students met or exceeded standards				students met or exceeded standards
The percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC; or any subsequent assessment of English proficiency, as certified by the state board.	5% of our current student population reclassifies each year. ELPAC assessment Level 4 - Well Developed - 51% Level 3 - Moderately Developed - 33.9% Level 2 - Somewhat Developed - 12.7% Level 1 - Beginning Stage - 2.4%				5-7% of our current student population reclassifies each year. ELPAC assessment CAASPP Level 4 - Well Developed - 54% Level 3 - Moderately Developed - 31% Level 2 - Somewhat Developed - 13% Level 1 - Beginning Stage - 2%
Facilities Inspection Report To maintain the school facility in good repair. (Verified by the Facilitates Inspection Tool (FIT) and School Accountability Report Card (SARC).	100% in all 8 areas				Maintain 100% on Facilities Inspection Report
How the programs and services will enable English learners to access the CCSS and the ELD	To maintain English Learners receiving at minimum of 30 minutes a day of				maintain 100% of English Learners receiving a minimum of 30 minutes a day of designated English

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards for purposes of gaining academic content knowledge and English language proficiency?	designated English Language Development and access to integrated English Language Development standards. 100% of English Learners receive ELD each day for 30 minutes				Language Development and access to integrated English Language Development standards.
School Attendance rate	98% of Daily Attendance rate				Maintain or increase 98% or higher daily attendance rate.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement base instructional program	Provide professional development to enhance the best, first instruction of California State Standards that meet the specific learning needs of all student groups. Attend conferences/professional development that support the implementation of the CCSS, NGSS, standards based instruction, as well as ELD, GATE, technology and PBL instructional strategies. Provide stipends and travel expenses as needed for teachers to attend. Provide all teaching staff professional development on integrated and designated ELD strategies and scaffolds to increase access to core content for all learners.	$85,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide professional development on Tier 1 and 2 interventions, including: small group instruction, shared reading groups, one-on-one conferencing, and other intervention strategies as needed. Provide an additional Literacy Coach for instructional support and reading intervention specifically focusing on developing early literacy skills. Contract with outside consultants for staff development on the alignment of research based instructional/learning strategies. Personnel and services to support the base program for all students: * Appropriately credentialed and assigned teachers * Guest teachers to cover instructional program as needed * Sufficient adopted materials for all courses including student Chromebooks and educational software, and adopted online text to assist with Distance Learning and to ensure 1:1 access * Safe, clean, and orderly school facilities		
2	Instructional coaches for subject-matter expertise and capacity building	Strengthen capacity of instructional support through Instructional Coaches that support the teachers and administrators in content, pedagogy and reflective practice. Provide two Literacy Coaches for instructional support and reading intervention specifically focusing on developing early literacy skills. Using our needs assessment, continue to revise and implement a coherent and aligned professional learning structure which includes a multi-tiered approach to support the following: *Professional learning communities *Site-embedded coaching, observations *Opportunities for feedback *Subject matter expert professional learning design and implementation	$339,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Curriculum and supplemental materials aligned to the rigor of the CCSS Provide standards-based, data driven instruction to all students. Contract with outside consultants for staff development on the alignment of research based instructional/learning strategies		
3	Provide access to standards aligned instructional materials and clear evidence of a Multi-Tiered System of Support for all students as outlined in our charter petition	Grade level and vertical teams will collaborate to identify best practices and the appropriate alignment of instructional materials/curriculum and research-based strategies. Instruction will incorporate targeted growth areas identified through collaborative analysis of SBAC aligned SMART goals and Benchmark assessments, and CAASSP assessments. Provide additional instructional aides to support tier 2 interventions for ALL TK-3 grade students. All classrooms will provide Tier 1 interventions based on checks for understandings in the gradual release of responsibility instructional method. All classrooms will provide an opportunity for Tier 2 interventions to address individual student needs. Tier 3 Reading intervention classes during school hours for students who are missing foundational skills to progress in reading comprehension.	$550,000.00	Yes
4	Math intervention	Tier 3 Math intervention classes for grades 2-5, to enhance conceptual and procedural understanding of standards.	$174,568.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Provide release days for grades TK-8 three times per year for data analysis and learning labs	Instruction will incorporate targeted growth areas identified through collaborative analysis of SBAC aligned SMART goals and Benchmark assessments, and CAASSP assessments Grade level and vertical teams will collaborate to identify best practices and the appropriate alignment of instructional materials/curriculum and research-based strategies School business subs will be utilized to cover the classrooms providing each teacher release time throughout the year.	$115,000.00	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
2	All students will engage in rigorous, relevant and differentiated learning that develops the 21st century skills of collaboration, critical thinking, communication and creativity, through a focus on making connections between disciplines and applying what they have learned to real life.

An explanation of why the LEA has developed this goal.

The need to maintain the rigor and relevance of our curriculum and instructional strategies to ensure all CVC eagles are properly prepared for finding life-long, sustainable passion in their educational journey at CVC. Outside research also supports the case for high quality, culturally responsive curriculum to enhance programming and student engagement. Our students need diverse opportunities to keep them connected to school. We also realize the extent to which academic barriers prevent students from setting and achieving goals and that barrier removal is essential to increase ADA, retention, and graduation rates for our students when they transition to our local PSUSD high schools. Lastly, CVC recognizes the changing digital landscape and the importance of staying current with instructional technology as a means of increasing student achievement. The future career opportunities will demand that our students be prepared with 21st century skills along with strong academic presence. The evidence of being well rounded which includes public speaking and the ability to proficiently write for a multiple of occasions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	4% of our student population is chronically absent down from 6%.				We will have less than 1% of our students chronically absent.
Needs assessment from students (surveys)	100% of our student were not feeling connected at school.				100% of students will feel school connectedness and show at grade level achievement on high stakes testing.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA SBAC aligned assessment	ELA SBAC aligned assessment 59% of students met or exceeded standards				ELA SBAC aligned assessment 100% of students met or exceeded standards
Math SBAC aligned assessment	Math SBAC aligned assessment 41% of students met or exceeded standards				Math SBAC aligned assessment 52% of students met or exceeded standards
School Safety	Elementary Overall 81% SED 82%, non SED 79% EL 83%, non EL 76% Filipino 84% , Hisp 83%, White 70% SWD 81%, non SWD 81% Secondary Overall 58% SED 59%, non SED 58% EL 62%, non EL 55% AA 49%, Filipino 67% Hisp 61%, White 46%				Overall percentages will improve by 3% each year. All student groups will be at 90% or above.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWD 61%, non SWD 58%				
School Connectedness Distance Learning	Student Relationships (37% Favorable Ratings) Elementary Overall 42 % SED 43%, non SED 41% EL 43%, non EL 43% Filipino 36%, Hisp 44%, Wh 38% SWD 36%, non SWD 43% Secondary Overall 32% SED 30.5%, non SED 31% EL 32%, non EL 32% AA 30%, Filipino 30%, Hisp 34%, Wh 22% SWD 44%, non SWD 32%				Overall percentages will improve by 3% each year. All student groups will be at 90% or above.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsions	2019 1 expulsion				expulsions will maintain
Suspensions	2019 21 suspensions				suspensions will decline 10% each year
Language Acquisition 8th grade assessment					
Middle School dropout rate	0% drop out rate				Maintain a 0% dropout rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	CVC Green School	Students in grades 6-8 will be provided direct instruction and application of cross-content literacy though an integrated PBL approach as they study: Science and Engineering practices with strategies that include: analysis of non-fiction texts, experiential learning, hands-on learning, the gathering and analysis of data and integration of real-world connections and skills/experience that are cross-content related. Reduce environmental impact and costs Health and Wellness focus for all stakeholders Provide students the opportunity to explore Science, Technology, Engineering and Mathematics (STEM) standards in relation to 21st century skills. Grades 6 will be given the opportunity to explore STEM standards through a trimester long exploratory elective. This will be an introductory	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		course in helping students identify if this is an area of interest they would like to pursue in the future. Grades 7 & 8 will be given the opportunity to explore STEM standards through a year long elective. This course will focus on critical thinking & collaboration skills via engineering and robotic standards that utilize science and math skills in real world application.		
2	World Language cultural and linguistic development that is developmentally appropriate and prepares students for college readiness:	Grade 7 students have the option of enrolling in an A-G approved Spanish course that will provide comprehensive instruction in reading, writing, listening, speaking and cultural awareness in preparation for further study in High School as an elective. Grade 8 students will be enrolled in an A-G approved Spanish courses that will provide comprehensive instruction in reading, writing, listening, speaking and cultural awareness in preparation for further study in High School.	$141,000.00	No
3	Provide fine art experiences through the development of community partnerships and educational programs that develop student abilities in a variety of areas, to include:	Employ a full-time art teacher to develop student abilities and appreciation of visual arts in grades K-3 and 6-8. Purchase of art materials for student visual arts 3rd grade will partner with Palm Springs Art Museum for art lessons and a visit to the museum. Our at promised students will also participate in Art mentoring with Tysen Knight each week for a 2-hour session. these sessions also will connect to Leader in Me.	$230,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Provide a music appreciation/education program that includes vocal and instrumental skill development that is developmentally appropriate as students progress through grade levels.	Grades K-3 will develop music appreciation that reflects foundational skills that will prepare them for future vocal or instrumental skill development. Grades 4-5 will choose a vocal or instrumental path based on student interests. These classes will develop the specific foundational skills for their focus area. Grades 6-8 will be provided an afterschool club that will focus on beginning and intermediate levels of vocal and instrumental skill development. Provide PD for music teachers to continue the development of the music program. Cover the cost of renting facilities, transportation and additional costs related to student performances.	$129,000.00	No
5	Implementing and maintaining instructional technology in each classroom:	Purchase and maintain laptops, chrome books, iPads and all other technology as tools to support instruction. Use software programs to enhance instruction the Math, English Language Arts, ELL, social studies, and science. Continue to provide wifi access for economically disadvantaged students during off school hours for instructional purposes.	$145,000.00	Yes
6	Kid Grit (English Learner focused)	It is a holistic approach to creating a well-rounded student. The curriculum is focused and committed to a developmental approach	$14,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		promoting the nourishment of a child's intellect, emotion, and intuition, along with conditioning his/her body through delicious nutrient-dense food, movement, and breathing. In this way, we can holistically impact the whole child. By developing the mind through mindfulness and mindset, strengthening the body through nutrition and exercise, fueling connectivity through community involvement and teamwork, and nurturing skills around social media and technology usage, we will increase students' awareness, connection to others, and commitment to the mental, physical, emotional, and communal aspects of their growth. Kid-Grit's concepts and activities will help students build their personal resilience and grit to become positive and productive contributors in their personal and professional lives. All of these elements are integrated to create a holistic model for today's youth. Students will build necessary life skills in the following areas: stress-management, self-control, increased productivity, and improved attention span in academic classes, sports, and the arts. They will develop a stronger sense of self and a 'groundedness' - all resulting in increased school attendance, higher academic performance, and a more thoughtful and intentional young person.		
7	English Learner Supports	School administrators and teachers provide English learners with additional supports through annual screening, progress monitoring, and an individualized plan for those close to becoming or identified as a long-term English learner (English learners in US schools for five years or more who have not made adequate progress in language proficiency).	$30,000.00	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	As a learning community, all students will continue to develop skills in social, emotional and physical well-being that will support the development of the whole child in preparation for overall college and career readiness.

An explanation of why the LEA has developed this goal.

At CVC we value a strong focus on ensuring safe school spaces and maintaining a positive culture. We strive to consistently model a solution focused approach. We value our students and know that they need us as adults to be our very best each day. This is a strength of CVC and we will continue to be intentional in building positive experiences throughout the day. Each classroom will demonstrate a growth mindset philosophy, a safe space will be ensured for students to work on skills acceleration in meeting their individual pathways to success. We are committed to removing any societal barriers that have been placed on our students as a great majority are unduplicated. We will continue to support our students to build CASEL competencies so that they can serve their communities in a multiple of ways.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absentee rate	(2019- 8%				Chronic absentee rate will decrease by 1% each year
Status of School-wide Safety Plan	Schoolwide safety plan in place along with an active committee that meets 4 times a year.				Continue Schoolwide safety plan in place along with an active committee that meets 4 times a year.
Status of site safety plans and maintenance of physical campus	Our most recent visit we received 100%				Maintain 100% on our facilities inspection report
Participate in mandatory safety drill	Due to school closures, we did not				Participate and meet requirement for all

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	meet all of the safety drill requirements				safety drill requirement.
Local School Climate Survey Metrics was updated- Baseline data for Panorama Survey	Panorama Survey Elementary Student Survey (Climate) Climate of Support for Academic Learning: 90% Knowledge and Fairness of Discipline, Rules, and Norms: 89% Safety: 76% Sense of Belonging(School Connectedness): 85% Elementary Student Survey (Social Emotional Learning) Grit:73% Growth mindset: 80% Self-Efficacy: 69% Self-Management: 76% Social Awareness: 78% Secondary Student Survey (Climate) Climate of Support for Academic Learning: 80% Knowledge and Fairness of Discipline, Rules, and Norms: 81%				Each area as reflected in the baseline will increase 3% each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Safety: 57% Sense of Belonging(School Connectedness): 63% Secondary Student Survey (Social Emotional Learning) Grit:62% Growth mindset: 69% Self-Efficacy: 50% Self-Management: 64% Social Awareness: 64%				
Elementary Local Climate Survey Sense of Belonging (School Connectedness)	83% of students responded favorably				100% of students respond favorably
Elementary Local Climate Survey Safety	81% of students responded favorably				100% of students respond favorably
Middle School Local Climate Survey Sense of Belonging (School Connectedness)	67% of students responded favorably				100% of students respond favorably
Middle School Local Climate Survey Safety	58% of students responded favorably				100% of students respond favorably
K-8 parents feeling welcome to participate at our school	97% of our families responded favorably				100% of students respond favorably
Suspension rate	2018-19 21 suspensions				Suspension rate will decline by 2-3 suspensions each year.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain and enhance a sense of community on campus, within classroom, grade level and school community.	Community and parent volunteers will be invited to assist and help teachers with target students (Near Standards and Below Standards) to close the achievement gap. Administration will promote community partners. Our partners will be included in activities relating to academics and enrichment. Cielo Vista Charter will use the Leader in Me as a school-wide process to develop the whole child and prepare each child to become life-ready leaders. Cielo Vista Charter will use the Character Counts, restorative justice, and no excuse philosophy as a school-wide character and discipline program. Provide opportunities for 6-8 grade students to participate in after-school clubs and activities.	$170,000.00	Yes
2	Provide a PE/Nutrition program designed to promote healthy choices through structured physical movement and unstructured, self-directed play that are able to be transferred from school to home.	Grades TK-5 participate in weekly nutrition lessons that focus on healthier food options that impact overall health. Grades TK-6 participation in additional PE instruction beyond the 200 minutes/two weeks Maintenance and replacement of PE equipment to enhance the educational program and accessibility Provide release time for track meet duties, grant writing and award applications.	$490,229.00	Yes

Action #	Title	Description	Total Funds	Contributing
		School-wide implementation of the Game On structured recess K-8 including full-time recess coach, program development assistance and equipment necessary for the program. Opportunities to attend PD that will enhance their physical education program and meet the needs of our students.		
3	Employ two full-time School Counselor and a Mental Health Therapist that will perform a variety of duties.	Develop identified social/emotional needs of target students Monitor and assist in academic achievement of target students receiving assistance for social/emotional concerns. Educate the school community on A-G requirements and pathway programs to promote college and career readiness Attend PD opportunities that will enhance the counseling program and meet the needs of individual/groups of students Facilitate SST meeting and serve as the SST coordinator Increase mental health services for individual and small groups who demonstrate at-risk behaviors by contracting 3 additional days of full-time counselor through PSUSD mental health.	$373,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Employ 5 Supervision Aides as mentors to our students during their lunchtime	We will hire 5 supervision aides to ensure the safety of our students during their recess and lunch times.	$62,341.80	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
4	Parent and Community Partnerships Engagement: Engage students, their families, and the community in education by creating inclusive environments that support personal and academic growth.

An explanation of why the LEA has developed this goal.

We will increase stakeholder engagement to support excellence in each student's success through parent education and leadership training to enhance home/school partnerships, with topics such as Restorative Practices, parent/child communication, college and career readiness, and healthy relationships. We will monitor our data to ensure we are meeting our stakeholders needs in developing and refining internal and external communication systems to increase engagement of students, parents, staff and other stakeholders within our school.

This goal has been developed to ensure all students at Cielo Vista Charter School and their families are engaged in learning.

The actions in this goal address the following state priorities:

Priority 3 - Parental Involvement
Priority 5 - Pupil Engagement
Priority 6 - School Climate

The combined actions included in this goal are centered on academic engagement as this is an attribute of successful schools. The metrics associated with this goal are regularly reviewed to monitor progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent input in school decision-making (includes	2020-21 100% of district governance groups are compliant and				2023-24 100% of district governance groups are compliant and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
parent involvement and feedback related to English Learner Advisory Council (DELAC), Local Control and Accountability Plan (LCAP) forums, surveys, and School Site Councils (SSC)	solicit parent input				solicit parent input
Promotion of parent participation in programs for unduplicated pupils (EL, SED, FY)	Baseline 2020-21 314 parent or guardians participated in school-related activities Overall 36% EL - 28% FY - 2% SED - 83% AA - 1% LAT - 70% Homeless - 1%				2023-24 Parent participation numbers 15% above baseline Overall 51%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent engagement, involvement, and leadership	We will hire a parent/family liaison that will promote parent involvement and engagement and implement the parent/family plan; in addition: *Offer parent education to enhance home and school partnerships as well as cater to parental interests	$160,969.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*Provide education on: Restorative Practices; Trauma-Sensitive Schools; learning and behavior; U.S. school system; and other topics selected by parents and families (i.e., from parent meetings, surveys and LCAP Forums) *Provide translation as needed for all events Leader in Me Book Club Health habits of Successful Families Participation Host Back-to School night, open house, and student-led conference events to welcome parents and engage in dialogue regarding needs and expectations from school personnel, students, and families *Ensure parent transportation is readily available to those who need it in order to take advantage of the opportunities being presented		
2	Student engagement	Build a Culturally Responsive Library Provide many opportunities for students to be recognized (beyond academics) Upgrade Library to a modern Media Center	$0.00	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
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

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
24.75%	2,612,572

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.

Our actions are overall being provided on a school wide basis however through our foundational processes of data analysis, collaboration and developing instruction to meet the specific targeted needs of all students, actions will be implemented and adjusted in order to increase or improve the achievement levels of all unduplicated pupils.

Schoolwide actions that will be adapted and implemented to meet unduplicated needs of individual students within the group as appropriately identified:

Needs, Conditions, Circumstances:

As we closely looked at the results of our surveys, our staff would like professional development in student engagement. As we are returning to in-person learning- our staff will have to reacclimate our students to in person learning.
CAASPP scores are consistently improving each year for LI, EL, and FY student groups. There is an opportunity gap between these students groups and the all student group.

Actions
LI=Low Income
EL=English Learner
FY=Foster Youth

Staff Professional Development
This is a continuing action with some content modifications. These opportunities will be researched based strategies to enhance first best instruction.
Provide all teaching staff professional development on integrated and designated ELD strategies and scaffolds to increase access to core content for all learners.
PD in the area of Tier 1 and 2 interventions, including: small group instruction, shared reading groups, one-on-one conferencing, and other intervention strategies as needed.

Expected Outcomes

Evidence of strategies in the classroom, and positive feedback from teachers regarding the learning that takes place during these sessions.

Increases in ELA and Mathematics results on the 2021 dashboard. The opportunity gap will slowly close and eventually it will not exist.

Needs, Conditions, Circumstances:

CAASPP scores are consistently improving each year for LI, EL, and FY student groups. There is an opportunity gap between these students groups and the all student group. ?   Math performance for LI, EL, and FY student groups show a gap in opportunity in comparison with the all student group. FY reported no performance level on the Fall 2019 due to having less than 30 students in this group. Whereas EL and LI reported in the Yellow performance indicator. LI, EL, SWD, and Foster Youth student groups perform lower on state and local assessments than our overall student group.

Actions
LI=Low Income
EL=English Learner
FY=Foster Youth

Instructional Coaches

This is a continuing action with an emphasis on early Literacy development. Provide an additional Literacy Coach for instructional support and reading intervention specifically focusing on developing early literacy skills.

Strengthen capacity of instructional support through Instructional Coaches that support the teachers and administrators in content, pedagogy and reflective practice. Provide two Literacy Coaches for instructional pedagogy and reflective practice. Provide two Literacy Coaches for instructional support and reading intervention specifically focusing on developing early literacy skills.

Expected Outcomes

Running records will increase each year where students are reading at or above grade level and show a solid reading foundation. Increases in ELA and Mathematics results on the 2021 dashboard. The opportunity gap will slowly close and eventually it will not exist.

Needs, Conditions, Circumstances:

Using our needs assessment, continue to revise and implement a coherent and aligned professional learning structure which includes a multi-tiered approach to support student learning.

Actions
LI=Low Income
EL=English Learner
FY=Foster Youth

Instructional Coaches

This is a continuing action with an emphasis on early Literacy development. Provide an additional Literacy Coach for instructional support and reading intervention specifically focusing on developing early literacy skills.
Strengthen capacity of instructional support through Instructional Coaches that support the teachers and administrators in content, pedagogy and reflective practice. Provide two Literacy Coaches for instructional support and reading intervention specifically focusing on developing early literacy skills.

Expected Outcomes
Increases in ELA and Mathematics results on the 2021 dashboard. The opportunity gap will slowly close and eventually it will not exist.

Needs, Conditions, Circumstances:
Using our needs assessment, continue to revise and implement a coherent and aligned professional learning structure which includes a multi-tiered approach to support student learning.

Actions
LI=Low Income

EL=English Learner
FY=Foster Youth

Contract with outside consultants for staff development on the alignment of research based instructional/learning strategies.

Expected Outcomes

Increases in ELA and Mathematics results on the 2021 dashboard. The opportunity gap will slowly close and eventually it will not exist. Authentic student engagement increases each year.

Needs, Conditions, Circumstances:
After our needs assessment, it is determined that all classrooms will provide Tier 1 interventions based on checks for understandings in the gradual release of responsibility instructional method.

Actions
LI=Low Income
EL=English Learner
FY=Foster Youth

Additional Instructional Aides
All classrooms will provide Tier 1 interventions based on checks for understandings in the gradual release of responsibility instructional method.
All classrooms will provide an opportunity for Tier 2 interventions to address individual student needs.

Expected Outcomes

Provide standards-based, data driven instruction to all students.

Curriculum and supplemental materials aligned to the rigor of the CCSS and students showing greater mastery of their material. Moving away from DOK 1 to consistently DOK ¾.

Strengthening of gradual release of instruction

Needs, Conditions, Circumstances:

After a close analysis of our running records, tier 3 intervention will be administered to our LI, EL, SWD, and Foster Youth.

Actions
LI=Low Income
EL=English Learner
FY=Foster Youth

Tier 3 Reading intervention classes

Expected Outcomes

As a result of this intervention, foundational skills will be strengthened and comprehension will also be reinforced.
Students will develop a life-long connection to literacy.

Needs, Conditions, Circumstances:

Students who are LI, EL, SWD, and FY in grades 2-5 will receive Tier 3 math intervention, to enhance conceptual and procedural understanding of standards.

Actions
LI=Low Income
EL=English Learner
FY=Foster Youth

Tier 3 Math intervention classes

Expected Outcomes

Increases in Mathematics results on the 2021 dashboard. The opportunity gap will slowly close and eventually it will not exist. Authentic student engagement in the area of mathematics increases each year.

Needs, Conditions, Circumstances:
LI, EL, and FY student performance in ELA and math indicate a need for additional support, requiring some additional planning time for our teachers to collaborate around the implementation of research based strategies to bridge the opportunity gap that exists between this student group and the overall group.

Actions
LI=Low Income
EL=English Learner
FY=Foster Youth

Data Analysis/Planning PLC

Additional Collaboration and Instructional Time
Collaboration and instructional time is a continuing action. Implementation of PLC practices and professional development topics has led to improved student academic performance in both local and state level assessment results. Collaboration and instructional time has allowed for coaching, training, and collaborative planning for teachers. Additional teacher collaboration time will be provided through a 2-1-2 schedule model, an additional PD day, and student instructional day with a focus on collaborative learning and instructional planning related to evidence-based strategies effective for LI, EL, and FY student groups.

Expected Outcomes

The increased opportunities for teachers to collaborate over best practices will have a direct impact on student outcomes for LI, EL, and FY students.

Needs, Conditions, Circumstances:
LI, EL, and FY student performance in ELA and math indicate a need for additional support, requiring additional time for teachers to collaborate around the implementation of strategies beneficial to these groups.

Actions
LI=Low Income
EL=English Learner
FY=Foster Youth

Arts Education and Enrichment

Enhanced elementary learning opportunities are continuing actions from the prior LCAP. Collaboration and instructional time has allowed for coaching, training, and collaborative planning for teachers, leading to improved academic outcomes for students. Local Indicator Priority 7 data indicates this additional level of learning opportunities provides LI, EL, and FY elementary students with access to a broad course of study.

The hiring of a music teacher allows all LI, EL, and FY elementary students to receive music instruction once a week by a certificated music teacher.

The hiring of 3 physical education teachers provides 240 minutes of physical education by a certificated P.E. teacher to all LI, EL, and FY elementary students every 10 days.

Expected Outcomes

The increased opportunities for teachers to collaborate on best practices and instructional delivery will lead to improved student outcomes for LI, EL, and FY students..
Local Indicator Priority 7 results reporting continues to show equitable access to music and physical education in the elementary school setting for LI, EL, and FY student groups.

Needs, Conditions, Circumstances:

Continuous feedback from a wide variety of stakeholders indicates that students need multiple outlets to demonstrate their learning. Science is the application of learning.

Actions
LI=Low Income
EL=English Learner
FY=Foster Youth

Provide students the opportunity to explore Science, Technology, Engineering and Mathematics (STEM) standards in relation to 21st century skills.

Expected Outcomes

These authentic connections to school will lead to improved student outcomes as students will engage in relevant connect and make connections to the real world.

Needs, Conditions, Circumstances:

Stakeholders shared their desire in wanting their children to pursue a Seal of Biliteracy in high school. Students who take one AP course in high school are more likely to take additional courses.

Actions
LI=Low Income

EL=English Learner
FY=Foster Youth

A-G approved Spanish course
Employ a fulltime Spanish instructor

Expected Outcomes

These authentic connections to school will lead to improved student outcomes as students will engage in relevant connect and make connections to the real world.

Needs, Conditions, Circumstances:
Stakeholder feedback indicates the need for additional technological devises to support student learning.
Expand technology to ensure equitable access with a focus on our LI, EL and FY student groups.

Actions
LI=Low Income
EL=English Learner
FY=Foster Youth

Technology Implementation

Technology implementation is a continuing action with modifications. Stakeholder input continues to be positive regarding the district's efforts in providing and supporting instructional technology, including supporting distance learning. Modifications are needed to on-board new technologies and support continued use of current hardware and applications.

Home wireless access is provided through hotspot devices.

Parent devices available for parent workshops/training.

Use software programs to enhance instruction the Math, English Language Arts, ELL, social studies, and science.

Expected Outcomes
Full implementation of 1:1 program with support for home wireless access.
Continued positive stakeholder feedback regarding access to technology.
Increases in ELA and Math results for the Academic Indicator for LI, EL, and FY continue to increase at rates to close gaps with the all student group.

Needs, Conditions, Circumstances:
Elementary SEL and School Connectedness levels declined during COVID-19 related school closures and distance learning, indicating a need to reconnect students through various interactions at school.

Actions
LI=Low Income
EL=English Learner
FY=Foster Youth
Game On! Organized Recess
Game On! is a continuing action. When fully implemented prior to school closures, suspension rates were declining at participating school sites for LI, EL, and FY student groups.

The Game On! Organized Recess Program and Supervision Aides will continue to facilitate and implement a structured recess program for LI, EL, and FY elementary school students.
This program promotes inclusion, students being physically active, and the development of social-emotional skills.

Expected Outcomes

Suspension rates will continue to decline for LI, EL, and FY student groups at all elementary sites.

SEL reporting through Panorama surveys will show positive improvement at the elementary level, especially for LI, EL, and FY students as they return to in-person learning in 2021-2022..

Needs, Conditions, Circumstances:
SEL survey results reported significant declines for the LI, FY, and EL student groups from prior year levels, due in part to COVID-19 related school closures.

Actions
LI=Low Income
EL=English Learner
FY=Foster Youth
Hire Additional Counselor

Counseling support is a continued need based on stakeholder input. SEL data indicates students being supported in various areas, with continued need to support in school climate topics. A-G completion rates continue to increase due in part to academic counseling efforts at the middle school level.

An additional counselor will be added to the elementary grade spans to support LI, EL, and FY students with academic and behavioral counseling services. The additional counselor will allow for added 1:1 counseling sessions, MTSS services, and social-emotional needs at the elementary grade spans for these student groups.

Facilitate SST meeting and serve as the SST coordinator

Expected Outcomes
Student ratings of their SEL levels will improve for LI, EL, and FY to pre-pandemic levels per reporting through annual Panorama surveys.

Needs, Conditions, Circumstances:
SEL survey results reported significant declines for the LI, Foster Youth, and EL student groups from prior year levels, due in part to COVID-19 related school closures.

LCAP stakeholder feedback regarding additional mental health services has been a consistent request over the last few years from LI, EL, and Foster Youth parents/guardians.

Actions
LI=Low Income
EL=English Learner
FY=Foster Youth

Mental Health Support
Mental health support is a continuing action with modifications. Mental health was identified as a priority area for this plan in stakeholder feedback along with positive ratings of current offerings. The number of students served has increased on an annual basis, including increased diversification of tiered offerings due to changes in student support needs.

Expected Outcomes

Student self-rating of SEL levels, specifically regarding topics of Social Awareness and Self-Efficacy, will improve for the LI, EL, and Foster Youth student groups to pre-pandemic levels through annual Panorama surveys.

Needs, Conditions, Circumstances:
Continuous feedback from a wide variety of stakeholders indicates that students need multiple outlets to demonstrate leadership while learning.

Actions
LI=Low Income
EL=English Learner
FY=Foster Youth

Leader in Me is a continuing action as a school-wide process to develop the whole child and prepare each child to become life-ready leaders

Expected Outcomes

Student ratings of their SEL levels will improve for LI, EL, and FY to pre-pandemic levels per reporting through annual Panorama surveys. Student ratings of their connectedness to school will significantly increase when they are leading their educational pathway based on their interests.

Needs, Conditions, Circumstances:
Continuous feedback from a wide variety of stakeholders indicates that students need culturally relevant materials to access an education that will result in a positive outlet for students, especially our most vulnerable populations. When students feel connected to their schools, parental engagement will also increase.

Actions
LI=Low Income
EL=English Learner
FY=Foster Youth

We will hire a parent/family liaison that will promote parent involvement and engagement and implement the parent/family plan; in addition:

Offer parent education to enhance home and school partnerships as well as cater to parental interests
Provide education on: Restorative Practices; Trauma-Sensitive Schools; learning and behavior; U.S. school system; and other topics selected by parents and families (i.e., from parent meetings, surveys and LCAP Forums)
Provide translation as needed for all events

Provide many opportunities for students to be recognized (beyond academics)

Upgrade Library to a modern Media Center

Expected Outcomes

These authentic connections to school will lead to improved student outcomes as students will engage in relevant connect and make connections to the real world.

Needs, Conditions, Circumstances:
Stakeholder feedback suggested that students needed more opportunities to connect with adults on campus. During their lunch time is when we know kids like to converse with adults. We value the importance of building solid relationships.

Actions
LI=Low Income
EL=English Learner
FY=Foster Youth
We will hire 5 supervision aides to ensure the safety of our students during their recess and lunch times.

Expected Outcomes

These authentic connections to school will lead to improved student outcomes as students will engage in relevant connect and make connections to the real world.

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

Foster Youth: Continue to receive supports from district Foster Youth Liaison to provide individualized supports to CVC's Foster Youth coupled with the scope of the needs of this student group. Responsibilities will include provision/coordination of additional counseling and academic supports, site visits to group homes, collaboration with community agencies and foster youth organizations, and personalized attendance, emotional support, and behavior plans for all CVC foster youth.

English Learner Students: Continue to employ 2 full-time academic coaches, and a math intervention teacher. All grades TK-3 will have a 1:1 paraprofessional to provide academic support to our English Learners and Students from Socioeconomically Disadvantaged Households. Kid-Grit will also be utilized by our unduplicated students. It is a holistic approach to creating a well-rounded student. The curriculum is focused and committed to a developmental approach promoting the nourishment of a child's intellect, emotion, and intuition, along with conditioning his/her body through delicious nutrient-dense food, movement, and breathing. In this way, we can holistically impact the whole child. By developing the mind through mindfulness and mindset, strengthening the body through nutrition and exercise, fueling connectivity

through community involvement and teamwork, and nurturing skills around social media and technology usage, we will increase students' awareness, connection to others, and commitment to the mental, physical, emotional, and communal aspects of their growth. Kid-Grit's concepts and activities will help students build their personal resilience and grit to become positive and productive contributors in their personal and professional lives. All of these elements are integrated to create a holistic model for today's youth. Students will build necessary life skills in the following areas: stress-management, self-control, increased productivity, and improved attention span in academic classes, sports, and the arts. They will develop a stronger sense of self and a 'groundedness' - all resulting in increased school attendance, higher academic performance, and a more thoughtful and intentional young person.

Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Youth and English Learners: Provide Professional Development (PD) specific to Professional Learning Communities (PLC) for TK-8 teachers (equity & cultural proficiency focus) Provide ongoing professional development on Professional Learning Communities (PLC) for TK-8 teams to increase focus on issues of equity, cultural competence, and student achievement. This work will occur over a three-year span, with all teachers participating each year. Additional supports include Imagine Math which provided live teacher support for our students. Scholastic Literacy PRO enables students to read from a digital platform that is linked to their individual preferences. Listen Wise also will be utilized to develop auditory listening comprehension.

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:

- o **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.

- o **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.

- o **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:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **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.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$2,612,572.00	$98,500.00		$648,485.80	$3,359,557.80

Totals:	Total Personnel	Total Non-personnel
Totals:	$2,681,357.80	$678,200.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Implement base instructional program	$85,000.00				$85,000.00
1	2	English Learners Foster Youth Low Income	Instructional coaches for subject-matter expertise and capacity building	$323,500.00	$3,500.00		$12,000.00	$339,000.00
1	3	English Learners Foster Youth Low Income	Provide access to standards aligned instructional materials and clear evidence of a Multi-Tiered System of Support for all students as outlined in our charter petition	$143,251.20			$406,748.80	$550,000.00
1	4	English Learners Foster Youth Low Income	Math intervention				$174,568.00	$174,568.00
1	5	English Learners Foster Youth Low Income	Provide release days for grades TK-8 three times per year for data analysis and learning labs	$115,000.00				$115,000.00
2	1	English Learners Foster Youth Low Income	CVC Green School	$150,000.00				$150,000.00
2	2	All	World Language cultural and linguistic development that is developmentally appropriate and prepares students for college readiness:	$141,000.00				$141,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Learners Foster Youth Low Income	Provide fine art experiences through the development of community partnerships and educational programs that develop student abilities in a variety of areas, to include:	$230,000.00				$230,000.00
2	4	All	Provide a music appreciation/education program that includes vocal and instrumental skill development that is developmentally appropriate as students progress through grade levels.	$129,000.00				$129,000.00
2	5	English Learners Foster Youth Low Income	Implementing and maintaining instructional technology in each classroom:	$145,000.00				$145,000.00
2	6	English Learners Foster Youth Low Income	Kid Grit (English Learner focused)				$14,200.00	$14,200.00
2	7	English Learners	English Learner Supports	$30,000.00				$30,000.00
3	1		Maintain and enhance a sense of community on campus, within classroom, grade level and school community.	$75,000.00	$95,000.00			$170,000.00
3	2	English Learners Foster Youth Low Income	Provide a PE/Nutrition program designed to promote healthy choices through structured physical movement and unstructured, self-directed play that are able to be transferred from school to home.	$490,229.00				$490,229.00
3	3	English Learners Foster Youth Low Income	Employ two full-time School Counselor and a Mental Health Therapist that will perform a variety of duties.	$373,250.00				$373,250.00
3	4	English Learners Foster Youth Low Income	Employ 5 Supervision Aides as mentors to our students during their lunchtime	$62,341.80				$62,341.80

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	1	English Learners Foster Youth Low Income	Parent engagement, involvement, and leadership	$120,000.00			$40,969.00	$160,969.00
4	2	English Learners Foster Youth Low Income	Student engagement					$0.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$2,342,572.00	$3,089,557.80
LEA-wide Total:	$2,084,320.80	$2,424,557.80
Limited Total:	$258,251.20	$665,000.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Implement base instructional program	LEA-wide	English Learners Foster Youth Low Income		$85,000.00	$85,000.00
1	2	Instructional coaches for subject-matter expertise and capacity building	LEA-wide	English Learners Foster Youth Low Income		$323,500.00	$339,000.00
1	3	Provide access to standards aligned instructional materials and clear evidence of a Multi-Tiered System of Support for all students as outlined in our charter petition	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$143,251.20	$550,000.00
1	4	Math intervention	LEA-wide	English Learners Foster Youth Low Income			$174,568.00
1	5	Provide release days for grades TK-8 three times per year for data analysis and learning labs	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$115,000.00	$115,000.00
2	1	CVC Green School	LEA-wide	English Learners Foster Youth		$150,000.00	$150,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	3	Provide fine art experiences through the development of community partnerships and educational programs that develop student abilities in a variety of areas, to include:	LEA-wide	English Learners Foster Youth Low Income		$230,000.00	$230,000.00
2	5	Implementing and maintaining instructional technology in each classroom:	LEA-wide	English Learners Foster Youth Low Income		$145,000.00	$145,000.00
2	6	Kid Grit (English Learner focused)	LEA-wide	English Learners Foster Youth Low Income			$14,200.00
2	7	English Learner Supports	LEA-wide	English Learners		$30,000.00	$30,000.00
3	1	Maintain and enhance a sense of community on campus, within classroom, grade level and school community.	LEA-wide			$75,000.00	$170,000.00
3	2	Provide a PE/Nutrition program designed to promote healthy choices through structured physical movement and unstructured, self-directed play that are able to be transferred from school to home.	LEA-wide	English Learners Foster Youth Low Income		$490,229.00	$490,229.00
3	3	Employ two full-time School Counselor and a Mental Health Therapist that will	LEA-wide	English Learners Foster Youth Low Income		$373,250.00	$373,250.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		perform a variety of duties.					
3	4	Employ 5 Supervision Aides as mentors to our students during their lunchtime	LEA-wide	English Learners Foster Youth Low Income		$62,341.80	$62,341.80
4	1	Parent engagement, involvement, and leadership	LEA-wide	English Learners Foster Youth Low Income		$120,000.00	$160,969.00
4	2	Student engagement	LEA-wide	English Learners Foster Youth Low Income			$0.00

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)).

  o 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:
>
> f) 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.
>
> g) 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.

h) 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.

i) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

j) 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:

- o **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.

  - o **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.

  - o **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:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **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.