

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lafayette School District

CDS Code: 07-61713

School Year: 2021-22

LEA contact information:

Richard Whitmore

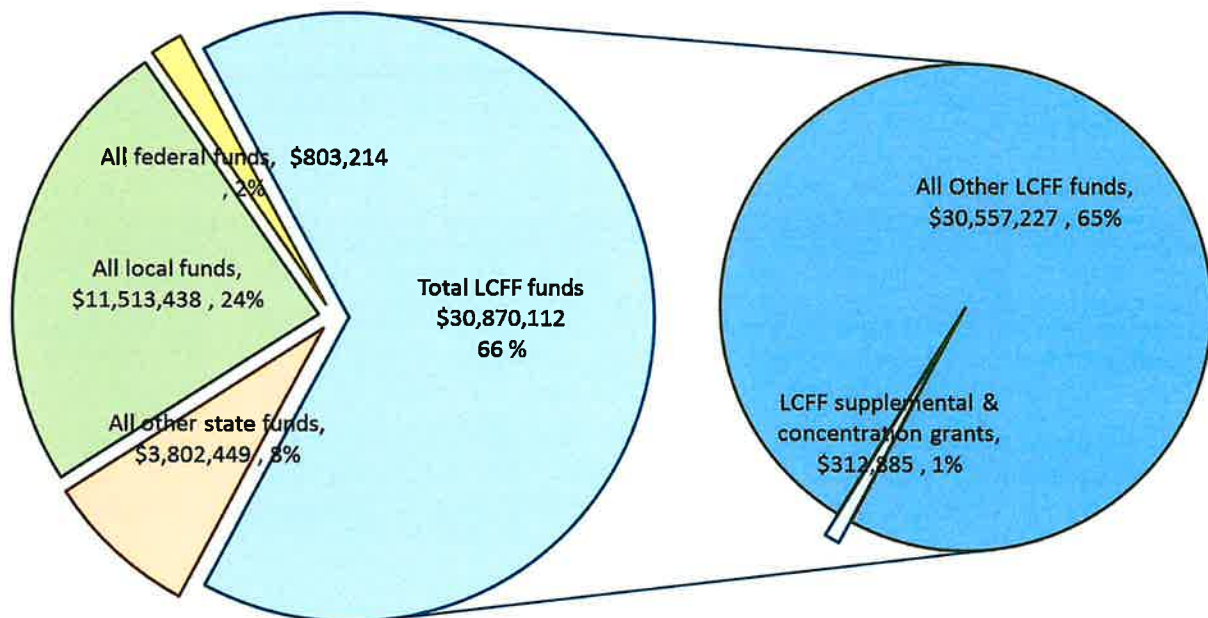
Superintendent

(925) 927-3500

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

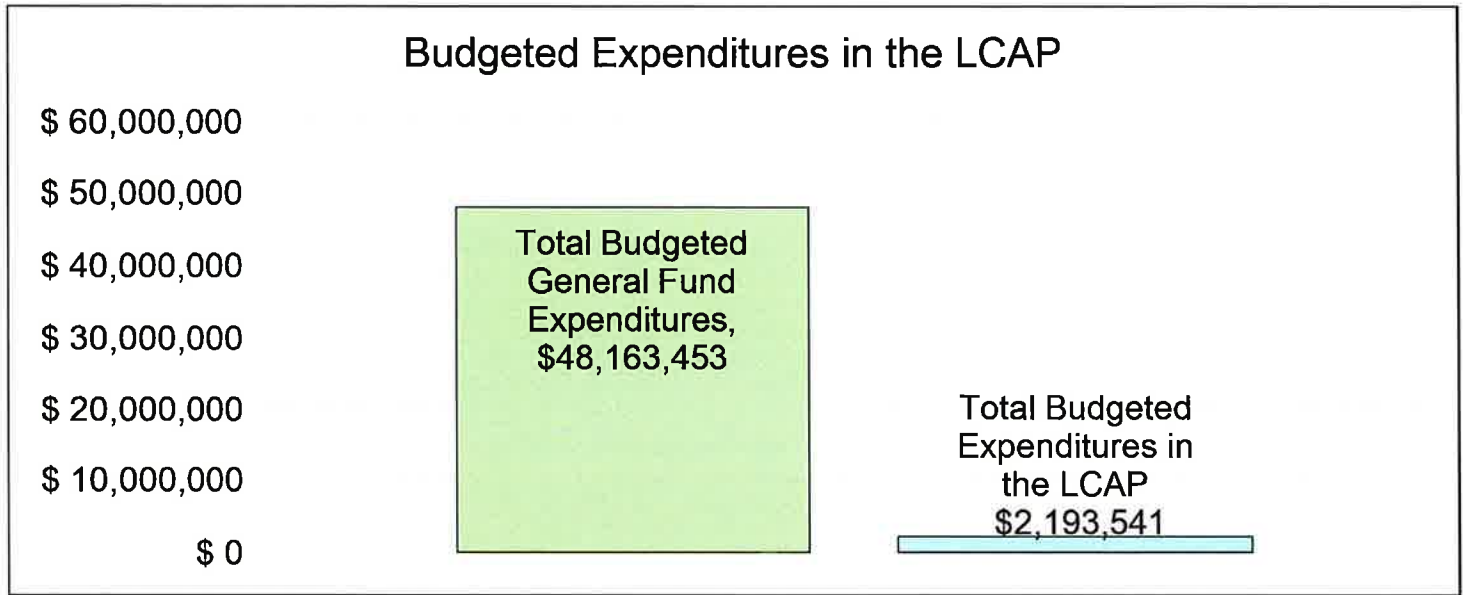


This chart shows the total general purpose revenue Lafayette School District expects to receive in the coming year from all sources.

The total revenue projected for Lafayette School District is \$46,989,213, of which \$30,870,112 is Local Control Funding Formula (LCFF), \$3,802,449 is other state funds, \$11,513,438 is local funds, and \$803,214 is federal funds. Of the \$30,870,112 in LCFF Funds, \$312,885 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

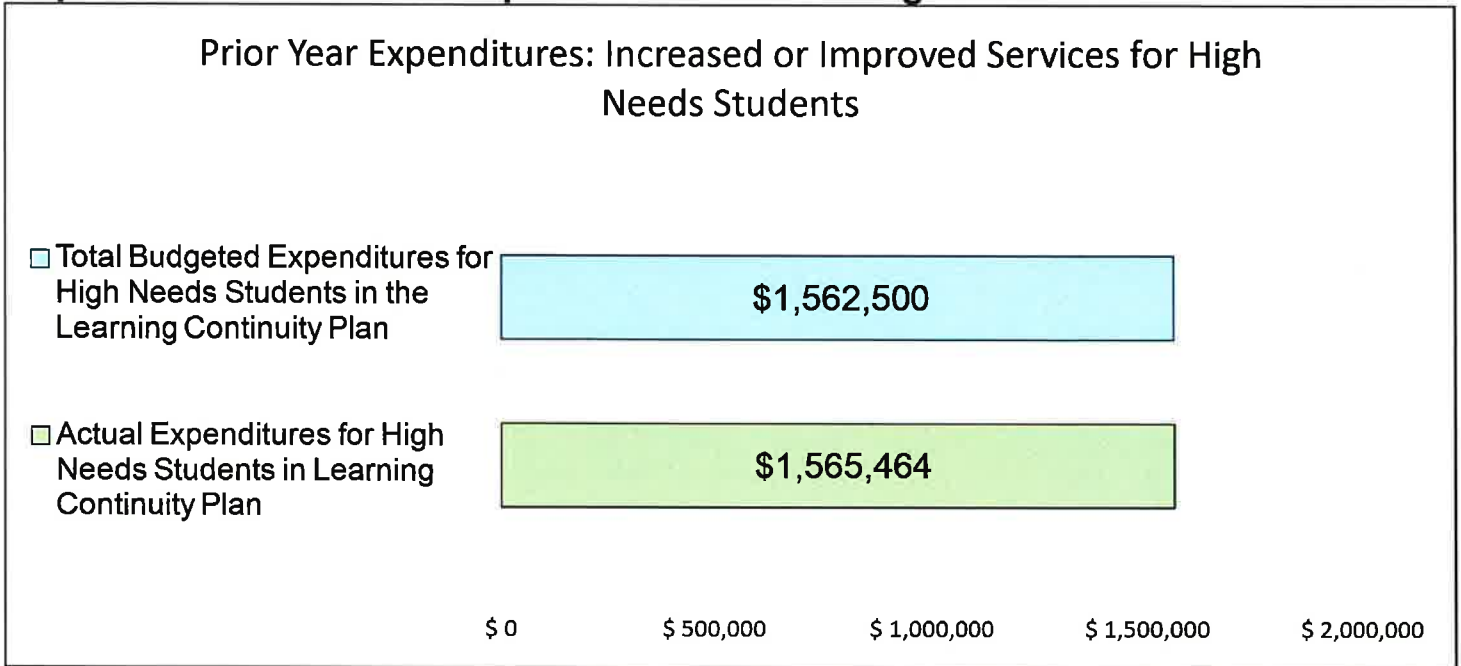
Lafayette School District plans to spend \$48,163,453 for the 2021-22 school year. Of that amount, \$2,193,541 is tied to actions/services in the LCAP and \$45,969,912 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2021-22, Lafayette School District is projecting it will receive \$312,885 based on the enrollment of foster youth, English learner, and low-income students. Lafayette School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lafayette School District plans to spend \$613,708 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020-21, Lafayette School District's Learning Continuity Plan budgeted \$1,562,500 for planned actions to increase or improve services for high needs students. Lafayette School District actually spent \$1,565,464 for actions to increase or improve services for high needs students in 2020-21.



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
Lafayette School District	Richard Whitmore Superintendent	rwhitmore@lafsd.org (925) 927-3500

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

Deepen and expand the implementation of Reading and Writing Project strategies; develop agency, authority, and identity as mathematicians by engaging in rigorous mathematical content that focuses on the Eight Standards of Mathematical Practice. Implement Next Generation Science Standards and the History Social-Science Framework.

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 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>1A.Maintain 0% rate of teacher misassignment.</p> <p>1B. Maintain 100% student access to standards-aligned instructional materials.</p> <p>2A,B,C. . Our implementation of academic content and performance standards and English language development standards are on track and is shown in our annual improvement on SBAC testing.</p> <p>3.A, B, C, Improved efforts to seek parent input as measured by participation in parent education offerings and parent organization meetings as well as volunteer opportunities. We have also utilized a parent survey to gather input from the community. Our expansion of our special education dialogue meetings to individual sites opens up more opportunities for input.</p>	<p>19-20</p> <p>1A. Maintain a 0% rate of teacher misassignment. - Met</p> <p>1B. Maintain 100% student access to standards-aligned instructional materials. - Met</p> <p>1C. Maintain all facilities in good repair and improvements are completed at all schools as a result of a recent bond measure. - Met</p> <p>2 A, B, C. Maintain implementation of academic content and performance standards and English language development standards are on track and is shown in our local assessments. - Met</p> <p>3.A, B, C. Improved efforts to seek parent input as measured by participation in parent education offerings and parent organization meetings as well as volunteer opportunities. This is highlighted in</p>

Expected	Actual
<p>4D. Maintain the number of EL's that become English proficient - 54.2%.</p> <p>4E. Maintain EL reclassification rate - 70.4%</p> <p>7A. Our district plan for roll out of Next Generation Science Standards has progressed from the awareness phase in the 2015 school year to the awareness/transition phase in the 2016 school year. There is a clearly defined plan with goals for both the fall and spring. The middle school has established a NGSS transition team that will meet monthly to plan, share and collaborate and utilize and action plan template to define major areas of focus.</p> <p>19-20</p> <p>1A. Maintain a 0% rate of teacher misassignment.</p> <p>1B. Maintain 100% student access to standards-aligned instructional materials.</p> <p>1C. Maintain all facilities in good repair and improvements will be made at all schools as a result of a recent bond measure.</p> <p>2 A, B, C. Maintain implementation of academic content and performance standards and English language development standards are on track and is shown in our annual improvement on SBAC testing.</p> <p>3.A, B, C. Improved efforts to seek parent input as measured by participation in parent education offerings and parent organization meetings as well as volunteer opportunities. This is highlighted in the expansion of special education dialogue meetings at individual sites where parents meet for the purpose of input.</p>	<p>the expansion of special education dialogue meetings at individual sites where parents meet for the purpose of input. - Not Met. Due to the pandemic and school closures, the spring meetings were canceled.</p> <p>4. Maintain or increase District-wide progress on the local measures where students are at or exceeding standards in ELA and Math -Information unavailable due to the pandemic</p> <p>4D. Maintain or increase the number of ELs that become English proficient as measured by the ELPAC. 8.7% - Not Met- Due to the pandemic and school closures.</p> <p>4E. Maintain or increase EL reclassification rates - 36% - Not Met - Due to the pandemic and school closures</p> <p>5A. Maintain or increase absenteeism of students -Information unavailable due to the pandemic</p> <p>7A. Continue the implementation plan of the Next Generation Science Standards and History Social - Science framework and adoption implementation. Continue integration of technology across the content into classroom environments, in coordination with math and literacy standards. - Met</p>

Expected	Actual
<p>4. Maintain or increase district-wide progress on the SBAC assessment (3rd - 8th grades) in both English Language Arts and math. This includes maintaining our blue performance indicator in math and ELA.</p> <p>4D. Maintain or increase the number of ELs that become English proficient as measured by the ELPAC. 7.9%</p> <p>4E. Maintain or increase EL reclassification rates - 23%</p> <p>5A. Maintain or increase absenteeism of students - 97% attendance rate in the district</p> <p>7A. Continue the implementation plan of the Next Generation Science Standards and History Social - Science framework and adoption implementation. Continue integration of technology across the content into classroom environments, in coordination with math and literacy standards.</p> <p>Baseline</p> <p>1A. We have a 0% rate of teacher misassignment.</p> <p>1B. We have 100% student access to standards-aligned instructional materials.</p> <p>1C. All facilities in good repair and improvements will be made at all schools as a result of a recent bond measure.</p> <p>2A, B,C.. Continue our implementation of academic content and performance standards and English language development standards are on track and is shown in our annual improvement on SBAC testing.</p> <p>3.A, B, C Improved efforts to seek parent input as measured by participation in parent education offerings and parent</p>	

Expected	Actual
<p>organization meetings as well as volunteer opportunities. This is highlighted in the expansion of special education dialogue meetings at individual sites where parents meet for the purpose of input.</p> <p>4. District-wide SBAC results (3rd - 8th grades) showed improvement in both English Language Arts and math. Students increased 3 percentage points in English Language Arts from 82% Standard Exceeded or Met in the 14-15 school year to 85% Standard Exceeded or Met in the 15-16 school year. In math, students increased 2 percentage points from 79% Standard Exceeded or Met in the 14-15 school year to 81% Standard Exceeded or Met in the 15-16 school year.</p> <p>Our implementation of academic content and performance standards and English language development standards are on track and is shown in our annual improvement on SBAC testing.</p> <p>4D. Maintain the number of ELs that become English proficient as measured by the CEDLT at 54.2%.</p> <p>4E. Maintain EL reclassification rate - 70.4% as measured by the CEDLT and other measures in the academic content areas.</p> <p>5A. Absenteeism of students - 97% attendance rate in the district</p> <p>7A. The implementation plan of Next Generation Science Standards has progressed from the awareness phase in the 2015 school year to the awareness/transition phase in the 2016 school year. This is clearly defined with goals for both the fall and spring. The middle school has established a NGSS transition team that will meet monthly to plan, share and collaborate and utilize and action plan template to define major areas of focus.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>LAFSD will continue to provide training and support for all teachers focused on the English Language Arts (ELA) , Mathematical Standards of Practice, History Social Science and NGSS. A focus on teacher leadership will continue at the school sites and across the district. A continued focus will be to expand our PLC's to focus on practices and collaboration. Continued support for our new teachers with professional development and support among grade level/department peers will remain. The District will utilize the content experts from the County Office for continued training and support.</p> <p>Using our CAASPP data, the Lafayette School District will continue to target students who are "Standard Nearly Met" and "Not Met" and move them to "Standard Met" or "Standard Exceeded". Lafayette schools will continue to identify these students through intervention meetings and support them through research-based interventions that include our highly successful Do the Math intervention program, Math Support class at the middle school and targeted support in the classroom. Continued focus on training around strategies to support struggling learners will be done utilizing the Math Professional Learning Community, Silicon Valley Mathematics Initiative professional development to identify practices to strengthen instruction of our struggling learners.</p> <p>Further implementation of district-wide TCRWP Readers and Writers workshop with the Units of Study and within the grade levels to incorporate a balanced literacy program. This will include a targeted focus on increasing the bands of text complexity, higher expectations with the level of work and implementation, more strategic book choice and promoting independence and agency. This is inclusive of training from TCRWP and related professional development.</p> <p>The District will continue to partner and expand our work with Dr. Sandra Kaplan from the Rossier School of Education at the University of Southern California to deepen our differentiated curriculum implementation. These are targeted instructional practices that span</p>	<p>EL/EIA & Intervention Teacher/Support 1000-1999: Certificated Personnel Salaries Supplemental 23500</p> <p>Reading Specialist support for EL/EIA students 1000-1999: Certificated Personnel Salaries Supplemental 84808</p> <p>Instructional Aides to support EL/EIA students 2000-2999: Classified Personnel Salaries Supplemental 37170</p> <p>STRS, PERS FICA/Medicare.H&W, W/C & SUI Other 3000-3999: Employee Benefits Supplemental 38700</p> <p>Textbook adoption materials, Teacher supplies, classroom library supplies, workbooks 4000-4999: Books And Supplies Supplemental 9360</p> <p>Professional development, training & workshops for staff 5800: Professional/Consulting Services And Operating Expenditures Title II 8000</p> <p>Professional development, training & workshops for staff 5800: Professional/Consulting Services And Operating Expenditures Supplemental 0</p>	<p>EL/EIA & Intervention Teacher/Support 1000-1999: Certificated Personnel Salaries Supplemental 60078</p> <p>Reading Specialist support for EL/EIA students 1000-1999: Certificated Personnel Salaries Supplemental 43768</p> <p>Instructional Aides to support EL/EIA students 2000-2999: Classified Personnel Salaries Supplemental 33931</p> <p>STRS, PERS FICA/Medicare.H&W, W/C & SUI Other 3000-3999: Employee Benefits Supplemental 43359</p> <p>Textbook adoption materials, Teacher supplies, classroom library supplies, workbooks 4000-4999: Books And Supplies Supplemental 1889</p> <p>Professional development, training & workshops for staff 5800: Professional/Consulting Services And Operating Expenditures Title II 8000</p> <p>Professional development, training & workshops for staff 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3800</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>across content areas to meet the needs of not only high ability students, but all students.</p>		
<p>Expand lesson studies at all grade levels to deepen and expand knowledge and practice for teachers, support staff, administrators and to promote collegial dialogue about student assessments and performance. Increase content professional learning communities and sharing/articulating across the district</p> <p>Continue to provide support to our administrators to deepen their instructional leadership practices. Dialogue during curriculum meetings and sharing of observed best practices and strategies used along with looking at student work.</p>	<p>Reading Specialists and District coaching 1000-1999: Certificated Personnel Salaries Base 36900</p> <p>STRS, PERS FICA/Medicare.H&W, W/C & SUI salary driven benefits 3000-3999: Employee Benefits Base 8000</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II 4000</p> <p>Instructional Materials 4000-4999: Books And Supplies Lottery 4350</p>	<p>Reading Specialists and District coaching 1000-1999: Certificated Personnel Salaries Base 36900</p> <p>STRS, PERS FICA/Medicare.H&W, W/C & SUI salary driven benefits 3000-3999: Employee Benefits Base 8000</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II 4000</p> <p>Instructional Materials 4000-4999: Books And Supplies Lottery 4350</p>
<p>Provide parent education nights to share information about all content areas including math, literacy, History-Social Science, NGSS and safety in the digital age.</p>	<p>Certificated staff will provide and present parent education workshops 1000-1999: Certificated Personnel Salaries Base 3200</p>	<p>Certificated staff will provide and present parent education workshops 1000-1999: Certificated Personnel Salaries Base 3200</p>
<p>Deepen and expand the use of instructional strategies that focus on building students' mathematical problem solving and reasoning skills. Differentiate instruction with a particular emphasis on the implementation of math workshop (including number talks, problem of the month) and effective extension/challenge activities to meet needs of all ability levels. Continue to engage students and follow-up on their feedback. Continue the Math PLC to support teachers across the district. Continue teaching for robust understanding (TRU math), dimension of agency, identity and authority.</p> <p>Continue Silicon Valley Math Initiative professional development through regional and district presentations.</p>	<p>District operating funds will support these actions/services. 1000-1999: Certificated Personnel Salaries Base 1000</p>	<p>District operating funds will support these actions/services. 1000-1999: Certificated Personnel Salaries Base 1000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Collaboratively analyze and reflect upon student achievement results from district benchmark assessments and SBAC assessments during collaboration and district-wide collaboration. Align benchmark assessments and instruction with Common Core State Standards. Special Education teachers and support staff to join grade level team collaboration sessions whenever possible. Identification of subgroups/students who have a performance gap and target interventions to these students.</p> <p>Provide time for District-wide grade level teams to engage in collegial dialogue and analysis of assessment results as a means to guide instruction.</p> <p>Continue to include Special Education teachers in Math PLC and articulation meetings to build understanding and support for students in Special Education.</p>	<p>Local education foundation (LPIE) provides funding for grade level collaboration. 1000-1999: Certificated Personnel Salaries Other 20000</p> <p>Include Special Education teachers in Math PLC and articulation meetings to support special needs students 1000-1999: Certificated Personnel Salaries Special Education 10000</p> <p>STRS, PERS, H&W, W/C and other salary driven benefits 3000-3999: Employee Benefits Other 8000</p> <p>Various instructional supplies, workbooks, textbooks to support teachers and students 4000-4999: Books And Supplies Base 4000</p> <p>Travel, training and professional development 5800: Professional/Consulting Services And Operating Expenditures Base 2000</p> <p>STRS, PERS, H&W, W/C and other salary driven benefits 3000-3999: Employee Benefits Special Education 6500</p>	<p>Local education foundation (LPIE) provides funding for grade level collaboration. 1000-1999: Certificated Personnel Salaries Other 20000</p> <p>Include Special Education teachers in Math PLC and articulation meetings to support special needs students 1000-1999: Certificated Personnel Salaries Special Education 10000</p> <p>STRS, PERS, H&W, W/C and other salary driven benefits 3000-3999: Employee Benefits Other 8000</p> <p>Various instructional supplies, workbooks, textbooks to support teachers and students 4000-4999: Books And Supplies Base 4000</p> <p>Travel, training and professional development 5800: Professional/Consulting Services And Operating Expenditures Base 2000</p> <p>STRS, PERS, H&W, W/C and other salary driven benefits 3000-3999: Employee Benefits Special Education 6500</p>
<p>Collaborate and articulate across the grade levels and with the Acalanes High School District.</p> <p>Continue to provide support and articulation for general education teachers, ISTs, and paraprofessionals.</p>	<p>District operating funds will support these actions/services. 4000-4999: Books And Supplies Base 1000</p>	<p>District operating funds will support these actions/services. 4000-4999: Books And Supplies Base 1000</p>

<p style="text-align: center;">Planned Actions/Services</p>	<p style="text-align: center;">Budgeted Expenditures</p>	<p style="text-align: center;">Actual Expenditures</p>
<p>Continue in-depth review and development of implementation plan for Next Generation Science Standards and focus on a comprehensive review of textbook adoption materials. Research and investigate strategies for the integration of engineering into the teaching of science and math. The robotics class offerings and computer aided drafting (CAD) classes (through computer elective and wood technology elective) continue at the middle school level to support STEM integration.</p> <p>Continue collaboration time for teachers in grades K-8 to create the implementation plan and a review of the timeline for the plan. Continue updates through School Board presentations, parent education nights and parent newsletters. We continue to explore options and models for integrating engineering into math and science courses.</p> <p>Continue to expand reading and writing, along with speaking and listening integration to reading, writing and science classes that align with Next Generation Science Standards.</p> <p>Continue and expand the use of science notebooks to deepen the literacy work in science and integration across the curriculum.</p> <p>Provide on-going collaboration time to support K-5 and 6-8 implementation of science standards and new instructional material adoption.</p> <p>Continue to integrate the use of technology for research, critical thinking, decision making, communication, collaboration, creativity and innovation</p> <p>New computer science standards will be integrated into classroom environments in coordination with existing NGSS, math and literacy standards.</p>	<p>Teacher collaboration time and training to support above actions/services. 1000-1999: Certificated Personnel Salaries Supplemental 8000</p>	<p>Teacher collaboration time and training to support above actions/services. 1000-1999: Certificated Personnel Salaries Supplemental 550</p>

Goal Analysis

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

All funds that were budgeted were used for the Actions/Services as described. When the pandemic hit and schools were closed, any funding identified for support of targeted students continued through asynchronous learning. We recognize that the template requires Budgeted Actions to be copied verbatim. However, for transparency to our stakeholders, we felt it was important to include budgeted/estimated actual amounts in Action 7A that did take place in the Annual Update.

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

The first two trimesters of the 2019-2020 school year were successful and most students were successfully progressing toward or exceeding grade level standards. The local assessments administered before the school closures indicated that our average percentage of students at or above benchmark on the Fountas & Pinnell Assessment was 76%. In math, local assessments average score at the second trimester was 74%. Students who were not meeting standards were identified and were being supported with research based interventions during academy time. When the pandemic hit and we closed school, our challenges were: less interactions with our students on a regular basis, capturing student work, and the normal dialogue with students was limited. This was a challenge and yet, our teachers worked hard to capture students thinking and monitoring progress. Our focus on essential standards and assessments has helped to focus on lesson planning, instruction and identify students for intervention. Student support/Academy time has provided for dedicated time during the day to meet students' needs.

Goal 2

Increase student access and depth of understanding in all curricular areas.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 2a.b. Increased percentages with focus on our subgroups and all students in standard met and standard exceeded in ELA and Math and our pilot NGSS assessment, California Science test (CAST).</p> <p>3b. Maintain or increase parental participation for unduplicated pupils.</p> <p>3c. Maintain or increase parental participation for individuals with exceptional needs.</p> <p>4. Pupil Achievement continuing our focus on programs and services to have met the needs of our student groups and all students.</p>	<p>19-20</p> <p>2 a. b. Students will show annual improvement on SBAC assessment (ELA and Math) with specific focus on subgroups to increase their achievement in ELA, math and science. - Not Met - Due to the pandemic, CAASPP testing was not completed. Local measures were utilized to indicate student progress in ELA and Mathematics and report cards were sent out indicating the student's progress in meeting grade level standards.</p> <p>3b. Maintain or increase parental participation for unduplicated pupils. - Not Met Due to the school closures, our parent engagement meetings in the spring were canceled.</p> <p>3c. Maintain or increase parental participation for students with disabilities by continuing site specific dialogue meetings and invitations to parent education events. - Not Met - Due to the school closures, our parent engagement meetings in the spring were canceled.</p>

Expected	Actual
<p>7.b and c. Maintaining course access to support unduplicated and exceptional needs pupils.</p> <p>8a.Students' skills will improve as measured by higher scores using Fountas and Pinnell, Read 180, and by teacher assessment of growth related to executive functioning and social skills</p> <p>19-20</p> <p>2 a. b. Students will show annual improvement on SBAC assessment (ELA and Math) with specific focus on subgroups to increase their achievement in ELA, math and science.</p> <p>3b. Maintain or increase parental participation for unduplicated pupils.</p> <p>3c. Maintain or increase parental participation for students with disabilities by continuing site specific dialogue meetings and invitations to parent education events.</p> <p>4d. Maintain or increase current levels of ELs that become English proficient.</p> <p>4e. Maintain or increase current rate of EL reclassification.</p> <p>7b. and c. Access and supports in place to support unduplicated and students with disabilities by targeting researched based instructional practices.</p> <p>8a. Students' skills will improve as measured by higher scores using Fountas and Pinnell, Read 180, and by teacher assessment of growth related to executive functioning and social skills.</p> <p>Baseline</p>	<p>4d. Maintain or increase current levels of ELs that become English proficient.- Not Met - Due to the pandemic and school closures.</p> <p>4e. Maintain or increase current rate of EL reclassification. -Not Met - Due to the pandemic and school closures.</p> <p>7b. and c. Access and supports in place to support unduplicated and students with disabilities by targeting researched based instructional practices.-information currently incomplete due to the pandemic</p> <p>8a. Students' skills will improve as measured by higher scores using Fountas and Pinnell, Read 180, and by teacher assessment of growth related to executive functioning and social skills. - information currently incomplete due to the pandemic</p>

Expected	Actual
<p>2a.b.Socioeconomically disadvantaged students moved up 5 percentage points in English Language Arts from 52% Standard Exceeded or Met in the 14-15 school year to 57% Standard Exceeded or Met in the 15-16 school year. In Math, our socioeconomically disadvantaged students went down 2 percentage points from 48% Standard Exceeded or Met in the 14-15 school year to 46% Standard Exceeded or Met in the 15-16 school year.</p> <p>District-wide progress on the SBAC assessment showed improvement in both English Language Arts and Math. Students moved up 3 percentage points in English Language Arts from 82% Standard Exceeded or Met in the 14-15 school year to 85% Standard Exceeded or Met in the 15-16 school year. In Math, students moved up 2 percentage points from 79% Standard Exceeded or Met in the 14-15 school year to 81% Standard Exceeded or Met in the 15-16 school year.</p> <p>When looking at our sub groups, our special education students moved up 7 percentage points in English Language Arts from 45% Standard Exceeded or Met in the 14-15 school year to 52% Standard Exceeded or Met in the 15-17 school year. In Math, our special education students moved up 3 percentage points from 42% Standard Exceeded or Met in the 14-15 school year to 45% Standard Exceeded or Met in the 15-16 school year.</p> <p>Our English Language Learners moved up 5 percentage points in English Language Arts from 39% Standard Exceeded or Met in the 14-15 school year to 44% Standard Exceeded or Met in the 15-16 school year. In Math, our English Language Learners remained the same from 39% Standard Exceeded or Met in the 14-15 school year and 39% Standard Exceeded or Met in the 15-16 school year.</p>	

Expected	Actual
<p>3b. Maintain or increase parental participation for unduplicated pupils by continuing site specific dialogue meetings and invitations to parent education.</p> <p>3c. Maintain or increase parental participation for individuals with exceptional needs.</p> <p>4d. Maintain the number of ELs who make progress toward English proficiency as measured by the CELDT 91.8%</p> <p>4e. Maintain EL reclassification rate - 21.9% over a period of 5 years.</p> <p>7 b and c. Access and Supports in place to support unduplicated and exceptional needs pupils by targeting researched based instructional practices.</p> <p>8a.Students' skills will improve as measured by higher scores using Fountas and Pinnell, Read 180, and by teacher assessment of growth related to executive functioning and social skills</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Utilize "Social Thinking" strategies and accountable talks with students who struggle with social communication and interaction to help with the high level of collaboration/ sharing that is a part of the workshop classroom. Access for all students to the curriculum and the engagement of thinking and developing ideas to support deeper meaning and comprehension.</p>	<p>Books, instructional and other supplies 4000-4999: Books And Supplies Lottery 4700</p> <p>EL-EIA Teachers 1000-1999: Certificated Personnel Salaries Supplemental 29000</p>	<p>Books, instructional and other supplies 4000-4999: Books And Supplies Lottery 4700</p> <p>EL-EIA Teachers 1000-1999: Certificated Personnel Salaries Supplemental 29000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to provide collaboration for both general education and special education staff to identify strategies to support students in workshop model classrooms.</p> <p>Continue to expand and deepen our differentiated curriculum implementation across content areas to meet the needs all students.</p>	<p>Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental 53100</p> <p>STRS, PERS, H&W, Medicare, SUI, W/C & Other 3000-3999: Employee Benefits Supplemental 26458</p> <p>Books, instructional and other supplies 4000-4999: Books And Supplies Supplemental 9360</p> <p>Indirect Cost 7000-7439: Other Outgo Supplemental 325</p> <p>Intervention Teachers 1000-1999: Certificated Personnel Salaries Base 12448</p> <p>Instructional Aides 2000-2999: Classified Personnel Salaries Base 1000</p> <p>STRS, PERS, H&W, Medicare, SUI, W/C & Other 3000-3999: Employee Benefits Base 2000</p>	<p>Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental 53544</p> <p>STRS, PERS, H&W, Medicare, SUI, W/C & Other 3000-3999: Employee Benefits Supplemental 26458</p> <p>Books, instructional and other supplies 4000-4999: Books And Supplies Supplemental 1250</p> <p>Indirect Cost 7000-7439: Other Outgo Supplemental 0</p> <p>Intervention Teachers 1000-1999: Certificated Personnel Salaries Base 12448</p> <p>Instructional Aides 2000-2999: Classified Personnel Salaries Base 1000</p> <p>STRS, PERS, H&W, Medicare, SUI, W/C & Other 3000-3999: Employee Benefits Base 2000</p>
<p>Continue to develop skills to compensate for challenges in executive functioning.</p>	<p>Instructional support teachers (IST) and specialists working with special needs students 1000-1999: Certificated Personnel Salaries Special Education 154000</p> <p>Special services assistants supporting students with disabilities, IST and specialists staff 2000-2999: Classified Personnel Salaries Federal Funds 104000</p>	<p>Instructional support teachers (IST) and specialists working with special needs students 1000-1999: Certificated Personnel Salaries Special Education 154000</p> <p>Special services assistants supporting students with disabilities, IST and specialists staff 2000-2999: Classified Personnel Salaries Federal Funds 104000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	STRS, PERS, H&W, Medicare, SUI, W/C & Other 3000-3999: Employee Benefits Special Education 24100	STRS, PERS, H&W, Medicare, SUI, W/C & Other 3000-3999: Employee Benefits Special Education 24100
Ensure that students with disabilities are appropriately using assistive technology to facilitate learning. Ongoing consultation by District's Assistive Technology Specialist to assist students who require assistive technology devices and supports.	District general operating funds will support this action. 4000-4999: Books And Supplies Base 600	District general operating funds will support this action. 4000-4999: Books And Supplies Base 600
Provide appropriate support and opportunities for Special Services Assistants. Continue to train Special Services Assistants in District's Aide Training program, SELPA's Aim modules, and other ongoing trainings related to student achievement and performance.	District general operating funds will support this action. 4000-4999: Books And Supplies Base 500	District general operating funds will support this action. 4000-4999: Books And Supplies Base 500
Deepen the work at Early Intervention (EI) by continuing the use of evidenced-based practices and methodologies. This will specifically relate to the Early Start Denver Model for this school year. Use the SPED Curriculum Roadmap to focus on priorities and next steps.	District general operating funds will support this action. 4000-4999: Books And Supplies Base 500	District general operating funds will support this action. 4000-4999: Books And Supplies Base 500
Partner with parents to ensure strong and consistent collaboration. Continue to provide parent education and orientation, hold meetings, update handbooks, and solicit parent feedback to ensure strong collaboration.	District general operating funds will support this action. 4000-4999: Books And Supplies Supplemental 2,000	District general operating funds will support this action. 4000-4999: Books And Supplies Supplemental 1250
<p>Engage in further analysis of all intervention program data to assess effectiveness for EL students. Provide additional, targeted interventions in ELA, math, and science if data demonstrates a need.</p> <ul style="list-style-type: none"> * Do the Math * LLI Literacy * TCRWP ELL Supplemental Guide for ELL <p>Continue to analyze data related to current intervention programs and supports. Expand the targeted instruction within the workshop model for designated support for EL students. This is inclusive of building</p>	District general operating funds will support this action. 1000-1999: Certificated Personnel Salaries Base 1000	District general operating funds will support this action. 1000-1999: Certificated Personnel Salaries Base 1000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>practices of expanding academic vocabulary skills, comprehension, speaking, listening, reading and writing.</p> <p>Continue to provide needed interventions, making adjustments as determined by objective data and teacher input.</p> <p>Implement the TCRWP toolkit for EL students.</p> <p>Utilize district assessments that provide important information that will guide curriculum and instructional decisions.</p>		

Goal Analysis

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

All funds that were budgeted were used for the Actions/Services as described. When the pandemic hit, any funding identified for support of targeted students continued through asynchronous learning.

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

The first two trimesters of the 2019-2020 school year were successful and most students were successfully progressing or exceeding grade level standards. Students who were not meeting standards were identified and were being supported with research based interventions during academy time. When the pandemic hit and we closed school, our challenges were that we had limited interaction with our students on a regular basis and capturing their work did not include the normal dialogue with students. This was a challenge, yet our teachers worked hard to capture students thinking, progress and motivation.

Goal 3

Address the character and wellness needs of all children by continuing to focus on cultural responsibility and inclusiveness; diversity awareness; effective drug, alcohol, tobacco, and child abuse prevention programs; comprehensive character education programs and digital citizenship training.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 1C. School facilities are maintained and in good repair. 5A. Pupil Engagement with attendance rates. 5B. Reduce Chronic absenteeism. 5C. Maintain 0% middle school drop out rate. 6 A Reduce suspension rate to improve school climate. 6B. Maintain 0% expulsion rate. 6C School Climate as measured on Healthy Kids Survey every other year.</p> <p>19-20 1C. Maintain school facilities in good repair. 5A. Maintain or increase 97% attendance rate. 5B. Reduce Chronic absenteeism.</p>	<p>19-20</p> <p>1C. Maintain school facilities in good repair. - Met</p> <p>5A. Maintain or increase 97% attendance rate. - Unable to report due to pandemic</p> <p>5B. Reduce Chronic absenteeism.- Unable to report due to pandemic</p> <p>5C. Maintain 0% middle school drop out rate. - Met</p> <p>6A. Reduce suspension rates. - We decreased our suspensions before the closure and suspensions were no longer given after all students went into distance learning.</p> <p>6B. Maintain 0% expulsion rate. - Met</p> <p>6 C. Review of Healthy Kids Data when available. Refine implementation of Health Content standards and drug, alcohol, and tobacco, curriculum. Continued implementation of Child Abuse Prevention Program. Continue to emphasize good</p>

Expected	Actual
<p>5C. Maintain 0% middle school drop out rate.</p> <p>6A. Reduce suspension rates.</p> <p>6B. Maintain 0% expulsion rate. - Met</p> <p>6 C. Review of Healthy Kids Data when available. Refine implementation of Health Content standards and drug, alcohol, and tobacco, curriculum. Continued implementation of Child Abuse Prevention Program. Continue to emphasize good nutrition and healthy habits and implementation of the Health and Wellness policies. Continue to implement and refine Digital Citizenship Curriculum across the district. Train staff members with Gender Spectrum to facilitate the Dimensions of Gender presentation to District faculty. Provide ongoing staff training of Inclusive Schools and Dimensions of Gender. Review and refine institutional entry points for District forms, rosters and other documents. Continue to reinforce inclusive language in our schools.</p>	<p>nutrition and healthy habits and implementation of the Health and Wellness policies. Continue to implement and refine Digital Citizenship Curriculum across the district. Train staff members with Gender Spectrum to facilitate the Dimensions of Gender presentation to District faculty. Provide ongoing staff training of Inclusive Schools and Dimensions of Gender. Review and refine institutional entry points for District forms, rosters and other documents. Continue to reinforce inclusive language in our schools.-Partially Met.</p>
<p>Baseline</p> <p>1C. School facilities are maintained and in good repair.</p> <p>5A. Maintain 97% attendance rate.</p> <p>5B. Reduce Chronic absenteeism.</p> <p>5C. Maintain 0% middle school drop out rate.</p> <p>6 A Reduce Suspension rates.</p> <p>6B. Maintain 0% expulsion rate.</p> <p>6C School Climate measured on Healthy Kids survey</p>	

Expected	Actual
<p>Healthy Kids Survey:</p> <p>School Connectedness 5th grade 74% 7th grade 71%</p> <p>Academic Motivation 5th grade 53% 7th grade 53%</p> <p>Caring Adult Relationships 5th grade 75% 7th grade 46%</p> <p>High Expectations 5th grade 74% 7th grade 66%</p> <p>Meaningful Participation 5th grade 27% 7th grade 21%</p> <p>Do you feel safe at school: 5th grade 93% yes 7th grade 85% yes</p> <ul style="list-style-type: none"> • Students know rules <ul style="list-style-type: none"> – 5th grade: 90% Most/All of the time – 7th grade: 71% Strongly agree/agree <ul style="list-style-type: none"> • Students are well behaved <ul style="list-style-type: none"> – 5th grade: 76% Most/All of the time <ul style="list-style-type: none"> • Treatment is fair when a rule is broken <ul style="list-style-type: none"> – 5th grade: 75% Most/All of the time – 7th grade: 50% Strongly agree/agree <ul style="list-style-type: none"> • Students treated with respect <ul style="list-style-type: none"> – 5th grade: 94% Most/All of the time – 7th grade: 67% Strongly agree/agree <ul style="list-style-type: none"> • Rules are too strict <ul style="list-style-type: none"> – 7th grade: 32% Strongly agree/agree; 31% Neither agree/disagree; 35% Disagree/Strongly disagree <ul style="list-style-type: none"> • Teachers are very strict here <ul style="list-style-type: none"> – 7th grade: 18% Strongly agree/agree; 49% Neither agree/disagree; 33% Disagree/Strongly disagree <ul style="list-style-type: none"> • Easy for student to get kicked out of class or suspended <ul style="list-style-type: none"> – 7th grade: 23% Strongly agree/agree <p>Substance Usage</p> <p>Substance Use 5th Grade (Lifetime Use) Alcohol 27% (1-2 sips or more), Inhalants 1%, Marijuana 0, Cigarettes 0, Electronic</p> 	

Expected	Actual
<p>Cigarettes 1%</p> <p>7th Grade (Lifetime Use) 6% (at least one drink), Inhalants 2%, Marijuana 1%, Cigarettes 1%, Electronic Cigarettes 3%</p> <p>Mental Health 17% of 7th graders report chronic sad or hopeless feelings in the past 12 months (18% female and 14% male). This statistic has been stable in the past 2 surveys.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide Common Core State Standards-based physical education program at all five schools in the district, containing 200 minutes of physical education instruction every 10 days. Evaluate and review the CATCH PE program on elementary campuses throughout the district and if needed provide training and material updates.</p> <p>Refine implementation of Health Content standards and drug, alcohol, and tobacco, curriculum.</p> <p>Healthy Kids survey results will be studied and shared for evidence of program impact.</p> <p>Continue to emphasize good nutrition and healthy habits</p>	<p>Staff providing health & wellness education & support to all students 1000-1999: Certificated Personnel Salaries Base 500</p> <p>Instructional aides providing health & wellness education & support to all students 2000-2999: Classified Personnel Salaries Supplemental 1992</p> <p>STRS, PERS, H&W, Medicare, SUI, W/C & Oth benefits 3000-3999: Employee Benefits Supplemental 200</p> <p>Books, Instructional and other supplies 4000-4999: Books And Supplies Supplemental 9360</p> <p>Books, Instructional and other supplies 4000-4999: Books And Supplies Lottery 4700</p>	<p>Staff providing health & wellness education & support to all students 1000-1999: Certificated Personnel Salaries Base 500</p> <p>Instructional aides providing health & wellness education & support to all students 2000-2999: Classified Personnel Salaries Supplemental 1992</p> <p>STRS, PERS, H&W, Medicare, SUI, W/C & Oth benefits 3000-3999: Employee Benefits Supplemental 200</p> <p>Books, Instructional and other supplies 4000-4999: Books And Supplies Supplemental 250</p> <p>Books, Instructional and other supplies 4000-4999: Books And Supplies Lottery 4700</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Indirect Cost 7000-7439: Other Outgo Supplemental 325 Intervention Teachers 1000-1999: Certificated Personnel Salaries Base 12448 Instructional Aides 2000-2999: Classified Personnel Salaries Base 2000 STRS, PERS, H&W, Medicare, SUI, W/C & Oth benefits 3000-3999: Employee Benefits Base 2000	Indirect Cost 7000-7439: Other Outgo Supplemental 325 Intervention Teachers 1000-1999: Certificated Personnel Salaries Base 12448 Instructional Aides 2000-2999: Classified Personnel Salaries Base 2000 STRS, PERS, H&W, Medicare, SUI, W/C & Oth benefits 3000-3999: Employee Benefits Base 2000
Continue partnership with Child Abuse Prevention Council (CAPC).	Agreement for Child Safety Awareness Services with CAPC of Contra Costa County 5800: Professional/Consulting Services And Operating Expenditures Base 52000	Agreement for Child Safety Awareness Services with CAPC of Contra Costa County 5800: Professional/Consulting Services And Operating Expenditures Base 52000
Continue the Wellness Committee to review, refine and support implementation <ul style="list-style-type: none"> • Emphasis on wellness by deepening the focus on social and emotional learning with district-wide expectations for school and classroom culture and data to measure progress. • Continue age-appropriate and effective prevention programs to foster mature decision-making skills and protect student safety. • Continue to teach and demonstrate respectful communication, ethical decision-making, and effective interpersonal skills that will allow students to become self-advocates, to be resilient and able to promote peaceful resolution and solve complex problems. • Continued support for struggling students: students who struggle with anger management, anxiety or other emotional issues. 	Counseling, psychologists & Intern service and support for students 1000-1999: Certificated Personnel Salaries Base 23000 STRS, H&W, Medicare, SUI, W/C & Other benefits 3000-3999: Employee Benefits Base 8000	Counseling, psychologists & Intern service and support for students 1000-1999: Certificated Personnel Salaries Base 23000 STRS, H&W, Medicare, SUI, W/C & Other benefits 3000-3999: Employee Benefits Base 8000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to focus goals and actions in our district to support subgroups of students as well as all students will continue in the following areas: age-appropriate health curriculum, Restorative Justice, Anti-Bullying, Responsive Classrooms, Social Thinking and other practices that create a positive learning environment. Continue our focus on diversity awareness and cultural responsibility and professional development for staff.</p>		
<p>Continue to implement and refine Digital Citizenship Curriculum across the district as appropriate for different grade levels. Continue to provide training for staff and students focused on the effective integration of technology across all curricular areas.</p> <p>Continue to incorporate Digital Citizenship components across all content areas and in all programs including the library and all classrooms.</p> <p>Continue to work with the Child Abuse Prevention Council to align topics and resources provided to students and teachers.</p> <p>At Stanley Middle School, monitor implementation of the "Student Responsible Use Agreement" and its accompanying "Classroom Technology Guidelines for Teachers."</p> <p>At K-5 sites, review the "Elementary Student Responsible Use Agreement" and accompanying "Classroom Technology Guidelines for Teachers."</p> <p>Continue to provide a variety of access and training for all staff that targets the use of our identified lessons and that keeps teachers current. This includes staff meeting briefings and regular communication from administration.</p>	<p>District general operating funds will support these actions/services.</p> <p>1000-1999: Certificated Personnel Salaries Base 10000</p>	<p>District general operating funds will support these actions/services.</p> <p>1000-1999: Certificated Personnel Salaries Base 10000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to work with the District Parent Education Committee (DPEC) to design and schedule presentations and discussions about technology use at home (and at school).</p> <p>Adopt new LAFSD Social Media Guidelines for staff, students, and parents.</p> <p>Republish new Data Privacy Guidelines for staff, students, and parents.</p>		

Goal Analysis

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

All funds that were budgeted were used for the Actions/Services as described. When the pandemic hit, any funding identified for support of targeted students continued through asynchronous learning.

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

The first two trimesters of the 2019-2020 school year were successful and most students were supported through the Multi-Tiered Systems of Support (MTSS) that addressed the character and wellness needs of students. There was a focus on cultural responsibility, inclusiveness, and diversity awareness. With the school closures, we had to shift our supports for students and some of the drug, alcohol, tobacco, and child abuse prevention programs were not completed. We utilized office hours, classroom check-ins and surveys to gather information on how to best support our learners and adjusted to the best of our ability to support students during the closure.

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
Staffing: Additional summer staffing support for District Strategy Council to focus on alternative distance, in-person and hybrid student learning models. Staff included members to focus on instructional technology and pedagogy in the various learning model settings, health and safety, special education, social and emotional learning and curriculum.	\$85,000.00	\$107,696	Yes
Staffing: Additional staff for student learning support with additional school psychologist hours and student learning support additional hours for special education staffing.	\$95,000.00	\$94,228	Yes
Health & Safety: The District implemented a Health & Safety Committee to help reduce the risk of infection from the COVID-19 virus and provide guidelines for a safe and healthy work environment. The LafSD COVID-19 Safety Plan was developed and implemented to ensure a safe and healthy school environment for staff and students. The plans include campus operations and facilities cleaning requiring the district purchase of sanitizing equipment and tools, hand sanitizer, face masks (cloth and disposable), face shields, gloves, disinfecting wipes, plexiglass barriers, floor and wall signage for physical distancing and other related personal protective equipment for various groups of employees.	\$350,000.00	\$357,802	Yes
Technology: Additional teacher computers were purchased to replace older units as both in-person and distance learning updated technology resources are required for student support.	\$29,000.00	\$71,539	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional contract staff support is needed for special education services including possible in-home support.	\$125,000.00	\$135,469	Yes

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

In the area of technology we added additional teacher computers as both in-person and distance learning updated technology resources were required for student support.

Analysis of In-Person Instructional Offerings

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

The District was very successful in providing planning using our “Strategy Council” that convened across schools and positions to advise the District on pandemic responses and the necessary instructional planning. The District Strategy Council focused on alternative distance, in-person and hybrid student learning models. Staff included members to focus on instructional technology and pedagogy in the various learning model settings, health and safety, special education, social and emotional learning and curriculum. The additional student support was vital to help our students with challenges as they were isolated and dealing with instruction in a mode that was difficult for interactions. and mental health issues were increasing. The planning and preparation of technology needs was thoughtful and met the needs of both the distance learners and in person learners as we brought students back on to the campuses. The challenges included providing training and updating to all staff in August that was successful, but the timing was difficult due to staff wanting more time for planning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Curriculum and Instruction: Curriculum and instructional supplies to support students in the Distance Learning Model. These learning support needs include examples such as consumable notebooks, world language workbooks, curriculum organizers, manipulatives, library book organizers, and kindergarten learning materials.	\$275,000.00	\$291,583	Yes
Supporting teaching and distance learning: To provide for distance learning the District purchased several technology platforms including Zoom Communications, Screencastify, Amplified IT, Google Voice and others. These platforms include access to video lesson planning, student and teaching communication tools, phone provisions, and other technology support systems.	\$35,000.00	\$52,726	Yes
Equity/Technology: With the distance learning model, purchases of student Chromebooks and technology teaching tools were required to provide access to all students. This includes over 840 new Chromebooks, document cameras for instruction and additional technology classroom equipment.	\$400,000.00	\$267,874	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.

In the area of equity/technology, we used the increased funds in the in person instructional options (previous item) but made sure we had sufficient Chromebooks and technology teaching tools for all students.

Analysis of the Distance Learning Program

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

Continuity of Instruction

Curriculum and instructional supplies to support students in the Distance Learning Model were vital to student success this year. These learning support needs included consumable notebooks, world language workbooks, curriculum organizers, manipulatives, library book organizers, and kindergarten learning materials. The shift to making sure students had the supplies and curriculum needs were successful. The shift to making sure students had the supplies and curriculum needs were successful. These materials also included distance learning the District purchased several technology platforms including Zoom Communications, Screencastify, Amplified IT, Google Voice and others. These platforms include access to video lesson planning, student and teaching communication tools, phone provisions, and other technology support systems that made it possible for interaction and successful delivery of the curriculum.

Access to Devices and Connectivity

With the distance learning model, purchases of student Chromebooks and technology teaching tools were required to provide access to all students. This includes over 840 new Chromebooks, document cameras for instruction and additional technology classroom equipment. Challenges included a wait time for Chromebooks, as the demand was high.

Pupil Participation and Progress

Our district had relatively high "attendance" rates and pupil participation and progress was measured in various ways. We used the zoom format for lesson delivery to foster student engagement and discussion. We worked hard to have teachers focus on "checking for understanding" which helped to pull some students into the learning process. Benchmark assessments were used throughout the district.

Distance Learning Professional Development

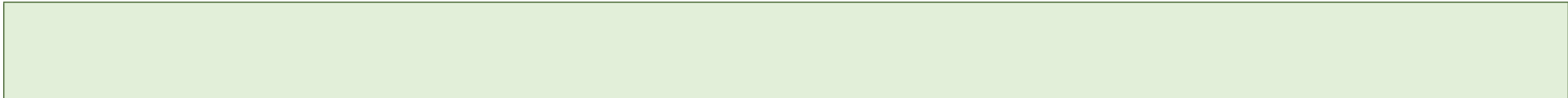
We also very quickly realized that teacher training was in high demand for easy navigation of technology platforms. We utilized staff for training and support during the year.

Staff Roles and Responsibilities

Some staff members assumed new responsibilities in order to support distance learning: teachers and specialists prepared video instruction, administrators organized supply pick-ups and food services staff developed procedures to efficiently prepare grab and go meals. This was a success due to the team spirit displayed by employees.

Support for Pupils with Unique Needs

To mitigate learning loss for pupils with unique needs, we utilized benchmark assessments and ongoing formative assessments to monitor student progress. Administering these assessments remotely was at times challenging because of the difficulty of proctoring assessments over a computer screen.



Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Social emotional K-8 curriculum and materials to support students in distance learning environments.	\$28,500.00	\$32,560	Yes
Instructional curriculum to support Tier I and Tier II interventions, literacy enrichment through Reading/Writing Units of Study to address pupil learning loss and focus on other grade level essential standards. Examples include reading specialists small group work and Do The Math after school teacher support. Teachers are engaging in professional development targeted at distance learning strategies, as well as time dedicated for special education and general education teacher collaboration.	\$85,000.00	\$86,427	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 no substantive differences between planned actions and/or budgeted expenditures.

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.

Pupil learning loss planning was a part of our Strategy Council planning in the summer. The District was successful in planning that included establishing essential standards across the content areas and instructional curriculum to support Tier I and Tier II interventions, literacy enrichment through Reading/Writing Units of Study to address pupil learning loss and focus on other grade level essential standards. We were able to successfully utilize support staff including reading specialists for small group work and Do The Math targeted math intervention. Teachers were trained in distance learning strategies, as well as time dedicated for special education and general education teacher collaboration. Challenges included universal assessments both formative and summative to measure growth across the district. This engagement throughout the year helped to develop district plans for student support, instruction, opening of schools, safety protocols, and other COVID related protocols. The challenges included that the pandemic and school closures were unprecedented and all staff, student and parents had to learn new ways of teaching/learning, technology platforms, pivoting with new guidance and all the other unique details that the situation posed. We are ramping up efforts to develop

the capacity to meet the potential increased numbers of students who have been impacted by learning loss due to not being in the classroom, with a focus on our English Learners, low income, homeless, students with exceptional needs. This includes formative assessments, researched-based interventions, progress monitoring and communication with all stakeholders on the progress. The district does not have identified foster students.

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.

At the end of the 2019-2020 school year, we formed a committee that began to look at the social emotional learning of our students as a direct result of the pandemic. The committee successfully researched and recommended the purchase of the social emotional curriculum called Toolbox. The materials were ordered and arrived for implementation in the 2020 - 2021 school year. Training was done for all TK-5th grade teachers in August. The middle school committee worked to form social emotional curriculum to be implemented during the student support period and lessons matched the CASEL standards. Multiple parent education opportunities were held for parents to support their students in the area of mental health and social and emotional well-being. This included an overview of the Toolbox curriculum and our psychologists and behavior specialist answering questions of our parents and giving supports that included a website containing multiple resources. The challenges included that staff did not see students daily in person and it was more difficult to engage in conversations with students and support them. District employees were supported through the use of work location flexibility, staggered scheduling, modifying their duties, professional learning grounded on SEL practices, and providing Employee Assistance Program resources.

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.

The pupil and family engagement and outreach was successfully focused on dialogue with families regarding the health and safety of students and staff and centered around the reopening of schools. This outreach was through multiple surveys throughout the year as well as town hall meetings and Governing Board meetings that engaged the public and gathered input during the meeting setting and through email. Parent education and supports for families were made available through multiple parent education nights and resources. This engagement throughout the year helped to develop district plans for student support, opening of schools, safety protocols and other COVID related supports. The challenges included that the pandemic and school closures were unprecedented and all staff, student and parents had to learn new ways of teaching/learning, technology platforms, pivoting with new guidance and all the other unique details that the situation posed. Consistent efforts have been in place throughout the school year related to student engagement, reengagement, and parent/guardian outreach. Parents received letters on non-participation as a first step, with follow up calls made by teachers, counselors, and site administrators. When those measures were unsuccessful, site administrators made home visits to re-engage students and families.

Analysis of School Nutrition

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

Community meals were offered in partnership with the Acalanes High School District to any students 18 or under. These meals included 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
Distance Learning Program	Instructional Models: On-line platforms and materials for music curriculum and instruction, digital library support, and other on-line programs for distance teaching and learning.	\$55,000.00	\$67,560	Yes

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

There were no substantive differences between the planned actions and budgeted expenditures.

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.

The 2020-2021-distance learning and in-person learning has given the District insight in successes and identifying challenges that will be a foundation to our action plans for the 2021-2024 LCAP. The summer District Strategy Council planning was a foundational piece to our success and provided a roadmap of our work to allow for an educational setting that supports student learning and the social and emotional support in the in-person and hybrid student learning models. The Strategy Council members, which included certificated and classified staff, engaged in extensive planning with a focus on Curriculum Council, Health and Safety, Instructional Technology and Distance Learning Pedagogy, Social and Emotional Learning, Special Education, and Stanley specific teams on scheduling and curriculum.

The Curriculum Council identified essential standards with a focus on mathematics using a targeted rubric, including known prerequisites and developed a scope and sequence for each grade level. Assessment planning was a critical element with a focus on access to interim and formative tools, data meeting protocols and unit planning.

The Social and Emotional learning group focused on Social and Emotional Learning curriculum, Positive Behavioral Interventions and Supports (PBIS), parent education, behavioral challenges, school avoidance and attendance. There was a focus on how to welcome back our students and to have closure on the 2019-2020 school year.

The Instructional Technology and Distance Learning Pedagogy group established the following areas as needs for our staff and families: general technology support for parents and teachers, organized educational technology support: website for access and support that included frequently asked questions, with parent, teacher, student perspective, development of meaningful parent communication, expectations during distance learning, support, strategies for home based support, pursue single sign-on and streamlining access for students, develop standards for distance learning and Zoom: best practices for synchronous connections, and a focus on accessing student work during distance learning.

The Health and Safety committee focused on social distancing measures and campus access, hygiene, wellness checks and PPE, campus sanitation, facilities operations and PPE, classroom health and safety including special education, office health and safety, school meals, cleaning schedules, protocols, disinfecting, and ventilation.

The special education committee focused on consideration for more school days with targeted schedule for Special Day Classes when numbers allow and access to services for Tier II and IEP students under consideration. They worked to develop protocols to “catch up” on assessments, IEPs, other student evaluations and other critical aspects of providing services: data collection is key, adapting as progress is made is important, guidance on goal-writing should be clear and consistent across District, health and safety protocols. Research was done on thinking through strategies to get access to services effectively to students in the course of each week; creative thinking on mainstreaming opportunities and UDL (a partnership with general education) keeping in mind that open communication is key, parent community will need detailed information before reopening and along the way. Staffing considerations were determined with protocols for aides, possible earlier start for some certificated positions, additional time/positions. The focus was also on increased emphasis on synchronous learning, the use of Special Services Assistants to support students remotely, in-person and virtual assessment approaches.

All of these early planning strategies helped to provide for a safe and instructionally sound education for the year. As we look to the next three years in planning for our LCAP, the District must provide for universal assessments that provide information about what learning recovery might be needed to our students, especially students with unique needs. Research-based interventions and progress monitoring must be a part of this learning recovery. Student support of mental health and social/emotional needs must continue to ensure access to education. A continued focus on essential standards and planning of curriculum to ensure a progression of skills across the grade spans will be vital. Our work with our Diversity, Equity, Inclusion and Belonging will be ongoing with the Board Policy and Administrative regulations providing a pathway for deeper growth in this area.

Our district recognizes that some students struggled with distance learning. Consequently, the new LCAP (2021-2024) will continue to focus on learning recovery and providing social-emotional support for our students. Staff development will focus on these areas, and teachers will increase their efficacy related to these areas. Specific attention and support will be provided to high needs students, including English Learners, socio-Economically Disadvantaged students, Homeless, and Foster Youth.

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

Pupil learning loss planning was a part of our Strategy Council planning in the summer. Planning included establishing essential standards across the content areas and instructional curriculum to support Tier I and Tier II interventions, literacy enrichment through Reading/Writing Units of Study to address pupil learning loss and focus on other grade level essential standards. We were able to successfully utilize support staff including reading specialists for small group work and Do The Math targeted math intervention. Teachers were trained in distance learning strategies, as well as time dedicated for special education and general education teacher collaboration. Challenges included universal assessments both formative and summative to measure growth across the District.

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 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.

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

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

The reflection on student outcomes for the 2019 - 2020 school year has been captured through our local data that is universally assessed along with teacher's formative assessments that has helped our staff plan for instruction. These assessments have identified students who are in need of support and intervention and have been targeted for each student. The District will be implementing the CAASPP testing in the spring to also assess students, progress towards standards, and identification of sub-groups that may need more support. In review of our Learning Continuity and Attendance Plan all of this data will be an important component of the development of the 2021-2022 through 2023-2024 LCAP. As we look to the next three years planning for our LCAP, the District must provide for universal assessments that provide information about what learning recovery might be needed to our students, especially students with unique needs. Research-based interventions and progress monitoring must be a part of this learning recovery. Student support of mental health and social/emotional needs must continue to ensure access to education. A continued focus on essential standards and planning of curriculum to ensure a progression of skills across the grade spans will be vital. Our work with our Diversity, Equity, Inclusion and Belonging will be ongoing with the Board Policy and Administrative regulations providing a pathway for deeper growth in this area.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	870,104.00	838,090.00
Base	184,096.00	184,096.00
Federal Funds	104,000.00	104,000.00
Lottery	13,750.00	13,750.00
Other	28,000.00	28,000.00
Special Education	194,600.00	194,600.00
Supplemental	333,658.00	301,644.00
Title II	12,000.00	12,000.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	870,104.00	838,090.00
1000-1999: Certificated Personnel Salaries	429,804.00	417,892.00
2000-2999: Classified Personnel Salaries	199,262.00	196,467.00
3000-3999: Employee Benefits	123,958.00	128,617.00
4000-4999: Books And Supplies	50,430.00	24,989.00
5800: Professional/Consulting Services And Operating Expenditures	66,000.00	69,800.00
7000-7439: Other Outgo	650.00	325.00

* 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	870,104.00	838,090.00
1000-1999: Certificated Personnel Salaries	Base	100,496.00	100,496.00
1000-1999: Certificated Personnel Salaries	Other	20,000.00	20,000.00
1000-1999: Certificated Personnel Salaries	Special Education	164,000.00	164,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	145,308.00	133,396.00
2000-2999: Classified Personnel Salaries	Base	3,000.00	3,000.00
2000-2999: Classified Personnel Salaries	Federal Funds	104,000.00	104,000.00
2000-2999: Classified Personnel Salaries	Supplemental	92,262.00	89,467.00
3000-3999: Employee Benefits	Base	20,000.00	20,000.00
3000-3999: Employee Benefits	Other	8,000.00	8,000.00
3000-3999: Employee Benefits	Special Education	30,600.00	30,600.00
3000-3999: Employee Benefits	Supplemental	65,358.00	70,017.00
4000-4999: Books And Supplies	Base	6,600.00	6,600.00
4000-4999: Books And Supplies	Lottery	13,750.00	13,750.00
4000-4999: Books And Supplies	Supplemental	30,080.00	4,639.00
5800: Professional/Consulting Services And Operating Expenditures	Base	54,000.00	54,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	3,800.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	12,000.00	12,000.00
7000-7439: Other Outgo	Supplemental	650.00	325.00

* 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	318,488.00	304,325.00
Goal 2	425,091.00	416,350.00
Goal 3	126,525.00	117,415.00

* 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	\$684,000.00	\$766,734.00
Distance Learning Program	\$710,000.00	\$612,183.00
Pupil Learning Loss	\$113,500.00	\$118,987.00
Additional Actions and Plan Requirements	\$55,000.00	\$67,560.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,562,500.00	\$1,565,464.00

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

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$684,000.00	\$766,734.00
Distance Learning Program	\$710,000.00	\$612,183.00
Pupil Learning Loss	\$113,500.00	\$118,987.00
Additional Actions and Plan Requirements	\$55,000.00	\$67,560.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,562,500.00	\$1,565,464.00



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
Lafayette School District	Richard Whitmore Superintendent	rwhitmore@lafsd.org (925) 927-3500

Plan Summary [2021-22]

General Information

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

The Lafayette School District is a K-8 School District located in the city of Lafayette, CA. There are approximately 3,500 students enrolled for the 2021-2022 school year.

Our District Vision: Our students are creative thinkers and problem-solvers and are prepared to become responsible, ethical and productive citizens.

Our District Mission: We embrace a rigorous, comprehensive curriculum to provide a quality education in a safe and nurturing environment. We commit to meet the needs of all students, to foster continuous learning and a global perspective based upon respect and tolerance.

According to the most recently published School Accountability Report Cards for the District, the following information is of note for each school: Burton Valley Elementary School reported an enrollment of 740 students for the 2019-20 school year, with .07% being socioeconomically disadvantaged, 8.5% of the student population are students with disabilities, and 2% are designated as English Learners.

Happy Valley Elementary School reported an enrollment of 536 students for the 2019-20 school year, with 2.4% being socioeconomically disadvantaged, 9.9% of the student enrollment are students with disabilities, and 2.1% are designated as English Learners. Lafayette Elementary School reported an enrollment of 546 students for the 2019-20 school year, with 4.8% being socioeconomically disadvantaged, 9.7% of the student population are students with disabilities, and 7.7% of the students are English Language Learners. Springhill Elementary School reported an enrollment of 458 students for the 2019-20 school year, with 2.2% being socioeconomically disadvantaged, 12.9% of the student population are students with disabilities, and 2.2% of the enrollment are English Language Learners. Stanley Middle School, the sole 6-8 school in the District, reported an enrollment of 1,256 students for the 2019-20 school year, with 3.7% being socioeconomically disadvantaged, 11.5% are classified as students with disabilities, and 1.1% of the student population are English Language Learners. The District historically not had any foster youth, but we have new foster youth enrollees for the 2021-2022 school year.

In the last District-wide California Assessment of Student Performance and Progress (CAASPP) report for the 2018-2019 school year, our students' performance continues to be very high in mathematics (83% standard met or exceeded) and English Language Arts (84% standard met or exceeded). District-wide, socioeconomically disadvantaged students have continued to make progress on the CAASPP test increasing the "standard met or exceeded" in math 64% (up 16% since 2014-2015) and in English Language Arts 68% (up 16% since 2014-2015). Our English Language Learner students have continued to make progress on the CAASPP test increasing in English Language Arts 52% standard met or exceeded with 13% growth since 2014-15 and in math from 56% standard met or exceeded with growth of 17% since 2014-2015. Our English Language Learner progress is very high on the Dashboard with 70% making progress toward English language proficiency.

The middle school has a dropout rate of zero percent (5C).

The District's LCAP plan is aligned with our District Strategic Plan.

Note: As a TK-8 elementary school district, the following Priorities do not apply: Priority 4B, 4C, 4D - the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU or career technical education sequence or programs of study that align with state board approved career technical education standards and framework; Priority 4G - the percentage of pupils who have passed an advanced placement examination with a score of three or higher; Priority 4H - the percentage of pupils who participate in, and demonstrate college preparation pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness; Priority 5D - high school dropout rate; Priority 5E - high school graduation rate.

Reflections: Successes

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

In 2018-2019, Lafayette School District students scored at the highest performance level (blue) on CAASPP English Language Arts ((74.2 points above standard). In the 2019-2020 school year and looking at more local data (no CAASPP data available) before the school closures, our percentage of students at or above benchmark using Fountas & Pinnell was 76% in English Language Arts. In mathematics CAASPP

data (2018-2019) also reflected the highest performance level (blue) at 68.4 points above standard (maintained at 2.7 points). In the 2019-2020 school year and looking at more local data (no CAASPP data available) before the school closures, our average benchmark math level was an average of 74% in math. English Learner progress was very successful with the number of redesignated students rising from 10 students in 2018-2019 to 38 students in 2019-2020. Our suspension rate decreased from 0.5% for 1019-2020, down from 0.8% in 2018-2019. Out of the 19 students suspended, 1 was socioeconomically disadvantaged and 5 were students with disabilities. 12 students were white, 5 were Hispanic and 2 were multi-racial.

Due to the pandemic, our local assessments were utilized to monitor student progress. Our focus on essential standards and assessments has helped to focus on lesson planning, instruction and identifying students for intervention. Student support/Academy time has provided time during the day to meet students' needs. All of our Local Indicators have been met.

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 reviewing the Lafayette School District's Dashboard and local data, the student group with the least success on Dashboard metrics is our students with disabilities group. Based on our most recent CAASPP data from 2018-2019, these students were 7.9 points below standard District-wide and had declined 3.6 points on a year-over-year basis in English/Language Arts, placing them in the orange performance category. In mathematics, these students were 14.7 points below standard, so behind the E/LA scores on an absolute basis, and had also declined on an annual basis by 4.5 points resulting in a yellow performance band. While mathematics does not formally require the same level of attention, we hope to address all core curricular needs in this year's Local Control Accountability Plan.

While student assessment on a statewide basis has not been available and we are lacking valid and reliable data from 2019-2020, the District has prioritized benchmark approaches and formative collection of data in the final months of the 2019-2020 school year and upon the return of students for the 2020-2021 school year. In addition, the District's Special Education Plan highlights additional strategies that include ensuring access to grade level standards-based instruction, a connection to IEP goals, and accommodations and modifications specifically for the standardized testing environment. The District continues to include its students with disabilities who are mainstreamed into general education in its overall local assessments, and for students placed in a Special Day Class will continue to work toward access to grade-level standards.

Our students with disabilities also have a small disproportionality in suspension rates, and the District wishes to make sure students are present for instruction for as many school days as possible, and positively engaged when on our campuses. This is another area of consideration as we seek to improve academic achievement for all of our students with disabilities.

We also have 2019 Dashboard data that shows our social economically disadvantaged students were at an orange on the Dashboard with 14.7% chronic absenteeism and an orange on the Dashboard with 2.6% suspensions. The District has identified actions in Goal Three to target supports to this subgroup of students

LCAP Highlights

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

Working closely with stakeholders throughout the District, we have targeted three goals:

Goal 1 - Ensure a consistent and high-quality delivery of the core curriculum through the following approaches: the implementation of balanced literacy strategies with the Workshop model as the basis of instruction; the Eight Standards of Mathematical Practice, including the use of instructional strategies that focus on mathematical rigor through conceptual understanding, procedural skills and fluency, and application; Next Generation Science Standards, and the History Social Science framework and standards. Opportunities for the integration of technology in all curriculum areas will allow for research, critical thinking, decision-making, communication, collaboration, creativity and innovation for all students. (State Priority 1, 2, 3, 4, 7) Pages 7-12

Goal 2 -Increase student access to grade level instruction and equity and depth of understanding in all curricular areas for all students through a Multi-Tiered System of Support informed continuous improvement cycle. (State Priority 2, 3, 4, 7, 8) Pages 13-18 (Includes English Language Learner and socioeconomically disadvantaged students' goals, action and progress)

Goal 3 - Address social and emotional learning and wellness for all children by delivering a research-based social and emotional learning curriculum; continuing to focus on cultural responsiveness, equity, diversity awareness and inclusiveness; and attention through a MTSS-informed approach to student wellness; effective drug, alcohol, tobacco, and child abuse prevention programs; digital citizenship education. (State Priority 1, 5, 6, 8) Pages 19-23

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Stakeholder Engagement

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

As per guidelines for creating the LCAP, our parent advisory committees are the existing groups that are in place and meet on a regular basis (see below). The primary LCAP committee is Rapport - a committee made up of parents representing all school and student stakeholders, and the District English Language Advisory Committee (DELAC) including those who may be low income or English language learners. The 2019-2020 update included another round of meetings with all stakeholder groups to both share the progress made in the 2019-2020 year based upon our planned actions and services, and to look at goal revisions. At these meetings, data was shared, along with the progress we have made to meet our goals. Electronic copies of the draft plan were made available along with a condensed overview of goals and progress made. We consulted with these groups to share the annual update that includes the goals, actions, services and expenditures. Data to demonstrate our progress was also shared. In addition to the formal meetings listed below, the Lafayette School District has had ongoing meetings with our community with the purpose of getting input on how distance learning was going, how we would return to school, the rigor and relevance of the curriculum, safety plans for return to in person, etc. These meetings were nearly twice a month including Governing Board Meetings and Town Hall venues. We also surveyed our parents and staff multiple times seeking input on curriculum, support needed, rigor, return to in-person learning, distance learning, safety protocols, access, public health guidance, and the importance of more synchronous time with students versus asynchronous time.

We have engaged in dialogue with the following groups on the indicated dates:

District English Learner Advisory Committee (DELAC) -March 18, 2021

Curriculum Council (with representative teachers, administrators, Governing Board members) -March 13, 2021

Site Administrators -- April 3, 2021

Lafayette Education Association (LEA) Board of Directors (teacher's union representatives) - April 19, 2021

CSEA- April 13, 2021

Special Education District Dialogue - May 17, 2021

District Parent Education Committee (parent, community and administrative representatives) - April 22, 2021

Stanley Middle School Student Leadership Class - April 29, 2021

Lafayette School District Board -June 15, 2021 Public Hearing, June 16, 2021 for Board Approval

Parents of EL/low income students were represented in the District English Learner Advisory Committee Meeting and parents of SES students were represented in the Special Education District Dialogue Meeting. Foster youth would be included as enrolled.

As part of the LCAP support from CCCOE, the Contra Costa County Special Education Local Plan Area Executive Director presented LCAP strategies to support students with disabilities and such strategies were taken into consideration when developing our LCAP

A summary of the feedback provided by specific stakeholder groups.

The surveys and public meetings gave a tremendous amount of feedback from the community, parents and staff to help guide our shifts in instruction, return to in-person, access to technology, satisfaction of models and schedules, safety protocols, learning platforms, social emotional learning, rigor and relevance and more. This input had a direct influence on shifts in platforms, specifically limiting multiple Zoom

log ins and streamlining the ease to access. This input helped shape the instruction with a target of connecting with individuals through office hours and student support time. Feedback also helped shift the supports for students such as counseling sessions, student progress monitoring and increased ways to support academic and social emotional needs.

While conducting our designated meetings for LCAP input, we received input from our students about how important office hours have been while in the distance learning model, and how student support provides a great opportunity to have access to the social emotional curriculum and mental health supports. Students also shared the success of using asynchronous time to complete work. In looking across the content areas and homework, students voiced a need to have homework equitable in length. In the stakeholder engagement meeting with our students with disabilities, there were suggestions about staff training and more specific communication around assessments and data as it relates to the Dashboard.

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

As a direct response from our teachers, parents and students, the District will implement Academy/Student support time into the schedule for the 2021- 2022 school year. The surveys and comments in the public meetings has lead to expanded in-person learning time and the plan for a full opening for all students in the 2021-2022 school year. The input from staff through our strategy council discussed the need for continued work on establishing essential standards and the planning, articulation and assessments that go along with this work. This is an area of the LCAP that has become an action plan. Our input from stakeholders and reviewing data targets specific goals and actions in the area of student achievement with our students with special needs. These are actions that are specific and will be monitored in the annual updates.

Goals and Actions

Goal

Goal #	Description
1	Ensure a consistent and high-quality delivery of the core curriculum through the following approaches: the implementation of balanced literacy strategies with the Workshop model as the basis of instruction; the Eight Standards of Mathematical Practice, including the use of instructional strategies that focus on mathematical rigor through conceptual understanding, procedural skills and fluency, and application; Next Generation Science Standards, and the History Social Science framework and standards. Opportunities of integration of technology in all curriculum areas will allow for research, critical thinking, decision-making, communication, collaboration, creativity and innovation for all students.

An explanation of why the LEA has developed this goal.

The mission of the Lafayette School District is to embrace a rigorous, comprehensive curriculum to provide a quality education in a safe and nurturing environment. This goal outlines actions to achieve this objective so that our students become creative thinkers and problem-solvers and are prepared to become responsible, ethical, and productive citizens.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1 A. Maintain 0% rate of teacher misassignment	1A. We have 0% rate of teacher misassignment as reported on our SARC reports				1A. Continue to maintain a 0% rate of teacher misassignment.
1 B. Maintain 100% student access to standards-aligned instructional materials	1B. We have 100% student access to standards-aligned instructional materials as reported on the Williams report				1B. Continue to maintain 100% student access to standards-aligned instructional materials.
2 A, B. Implementation of academic content and					2 A,B. Maintain our implementation of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>performance standards and English learners access to CCSS and ELD standards for gaining academic content knowledge and English language proficiency</p> <p>3.A,B,C, Improved efforts to seek parent input in making decisions at the District and school site and to promote parent participation with unduplicated students and students with exceptional needs as measured by participation in parent education offerings and parent organization meetings as well as volunteer opportunities.</p> <p>4 A. Increase or maintain student achievement with statewide assessment data as measured on the Dashboard.</p>	<p>2 A,B. Implementation of academic content and performance standards and English learners access to CCSS and ELD standards for gaining academic content knowledge and English language proficiency as reported on the Dashboard</p> <p>3.A, B, C. Parent input as measured by participation (5% of each group) in parent education offerings and parent organization meetings as well as volunteer opportunities. This is highlighted with the continued expansion of stakeholder engagement meetings at each site and special education dialogue meetings, at individual sites where parents meet for the purpose of input as reported out on the Dashboard Local</p>				<p>academic content and performance standards and English language development standards as demonstrated on the Dashboard with a blue performance category, which is the highest performance.</p> <p>3.A, B, C. Expand parent input as measured by participation with an increase of 1% each year (8%) in making decisions at the District and school site and to promote parent participation with unduplicated students and students with exceptional needs as measured by participation in parent education offerings and parent organization meetings as well as volunteer opportunities.</p> <p>4.A. Maintain and increase student</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7A. Maintain a broad course of study that includes all subject areas	<p>Indicators and self-reflection tool.</p> <p>4 A. Student achievement is at a blue on the Dashboard with statewide assessments.</p> <p>7A. Maintain a broad course of student that includes all subject areas</p>				<p>achievement with statewide assessments at a blue on the Dashboard with our percent of students increasing above standard.</p> <p>7A. Maintain a broad course of study that includes all subject areas</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Training	The Lafayette School District will continue to provide training and support for all teachers across the content areas following the Lafayette School District 3-Year Staff Development Plan. A focus on teacher leadership will continue at school sites and across the District providing training on implementation of Professional Learning Communities (PLC) to focus on instruction, student achievement, and professional dialogue. Utilize Curriculum Council as a catalyst to develop teacher leadership and professional development opportunities.	\$94,618.00	No
2	Literacy	Further implementation of District-wide TCRWP Readers and Writers Workshop with the Units of Study and within the grade levels to incorporate a balanced literacy program. This will include a targeted focus on increasing the bands of text complexity, higher expectations with the level of work and implementation based on essential	\$84,260.00	No

Action #	Title	Description	Total Funds	Contributing
		standards, more strategic book choice and promoting independence and agency. This is inclusive of training from TCRWP and related professional development. Continue to provide support and articulation for general education teachers, ISTs, and paraprofessionals as well as collaborate and articulate across the grade levels and with the high school district.		
3	Mathematics	The District will continue the essential standards work that includes the articulation of progressions across the grades, refining the scope and sequence, formative assessments, Depth of Knowledge, and lesson planning. We will deepen and expand the use of instructional strategies that focus on building students' mathematical problem solving, reasoning, procedural skills, fluency and application. Implementation of instructional practices with a particular emphasis on math workshop (including number talks, Problem of the Month, Mars tasks, and low floor/high ceiling math tasks) and effective extension/challenge activities to meet needs of all ability levels. Using student data (formative assessments) continue to engage students and offer opportunities for feedback and reflection. We will continue teaching for robust understanding (TRU math), dimension of agency, identity and authority. The District will again partner with the Silicon Valley Math Initiative and take part in training and resources. A focus will be to provide support and articulation for general education teachers, ISTs, and paraprofessionals as well as collaborate and articulate across the grade levels and with the high school district	\$63,329.00	No
4	Next Generation Science Standards	The District will continue to research and investigate strategies for the integration and development of NGSS Engineering Principles and computer science standards into the teaching of science and math and create an implementation plan and timeline. Collaboration time will allow for K-8 implementation of science standards and new instructional material adoption. Our teachers will expand reading and writing, along with speaking and listening integration to science	\$79,692.00	No

Action #	Title	Description	Total Funds	Contributing
		classes in alignment with Next Generation Science Standards. The use of science notebooks will deepen the literacy work in science and integration across the curriculum. Implementation of Amplify (K-5) and FOSS (6-8) will include online assessments which are aligned to grade level essential standards.		
5	History - Social Science	The District will continue implementation of the History Social Science curriculum focused on content, literacy, inquiry, and citizenship and provide students space for thought to deepen and for personal growth in historical and contemporary understanding. The focus will be to evaluate curriculum for false narratives that show up in the history curriculum and allow for multiple perspectives to be evaluated and celebrated. Explore current events and the agency students have as they interact. Identify the importance of listening and story-telling in exploring identity and building community, and receive a number of resources to help them in establishing a reflective classroom community.	\$79,692.00	No
6	Inclusive Curriculum	Continue to have the critical and complex conversations about race and equity, and establish a reflective classroom community through all content areas. Evaluate false narratives and bias in our curriculum and instruction. The District will ensure that its curriculum and its instructional material adoptions give full and thorough consideration to curricula that accurately reflect perspectives of a racially and ethnically diverse world, and that foster an appreciation for a diverse array of cultures. The District will make explicit efforts to supplement existing curricula when necessary to achieve its goals.	\$77,317.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Increase student access to grade level instruction and equity and depth of understanding in all curricular areas for all students through a Multi-Tiered System of Support informed continuous improvement cycle.

An explanation of why the LEA has developed this goal.

The Lafayette School District's Strategic Plan outlines our belief that we should meet the needs of each student at their individual level, and that each student should be provided the appropriate academic challenges to maximize their potential. This goal addresses actions to provide access to standards and a depth of understanding in all curricular areas through a Multi-Tiered System of Support to support all learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2 B. English learners access to CCSS and ELD standards for gaining academic content knowledge and English language proficiency.	2 B. Using data from our last CAASPP testing in 2018 - 2019, our English Language Learners were at 52% standard met or exceeded in ELA and 56% in math.				2 B. English Language Learners access to the CCSS and ELD standards will meet or exceed academic content knowledge and proficiency as show by local assessment, ELPAC and CAASPP by 1% each year..
3 B. Maintain or increase parental participation for unduplicated pupils as shown by meetings, minutes of meetings and attendance.	Parent input as measured by participation (5% of each group) in parent education offerings and parent organization meetings as well as volunteer opportunities. This is highlighted with the				3 B.. Maintain or increase parental participation for unduplicated pupils by 1% each year by continuing site specific dialogue meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>3 C. Maintain or increase parental participation for individuals with exceptional needs as shown by meetings, minutes of meetings and attendance.</p> <p>4 A. Implementation of academic content and performance standards with increased percentages for our subgroups on the CAASPP in ELA and Math and California Science test (CAST).</p> <p>4E. The percentage of English Learner pupils who make progress toward English proficiency as measured by the ELPAC.</p> <p>4 F. English learner reclassification rate based on the ELPAC and established local metrics.</p>	<p>continued expansion of stakeholder engagement meetings at each site and special education dialogue meetings, at individual sites where parents meet for the purpose of input as reported out on the Dashboard Local Indicators and Self-reflection tool.</p> <p>3 B. Parental participation for unduplicated pupils are at a minimal level.</p> <p>3C. Parental participation for individuals with exceptional needs (meeting attendance 25 families).</p> <p>4 A. Using data from our last CAASPP testing in 2018 - 2019, students with disabilities were at 46% standard met or exceeded in ELA and 42% in math. Socioeconomically disadvantaged</p>				<p>and invitations to parent education.</p> <p>3C. Maintain or increase parental participation for individuals with exceptional needs by an increase of parent participation by 1% each year.</p> <p>4 A. Students with disabilities will meet or exceed standards in ELA and math on the CAASPP and local assessments by a rate of 75%. Socioeconomically disadvantaged students will meet or exceed standards in ELA and math on the CAASPP and local assessments by a rate that is proportionally equal to our general education students.</p> <p>4 E. Maintain the number of ELs who make progress toward English proficiency as measured by the ELPAC.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>7 B, C. Maintaining course access to support unduplicated and exceptional needs pupils.</p> <p>8 A. Pupil outcomes academically, social/emotionally will increase based on implementing MTSS, UDL, EL Roadmap and Inclusive practices.</p>	<p>students were at 68% standard met or exceeded in ELA and 64% in math.</p> <p>4 E. Using data from our 18-19 ELPAC, our baseline data of our ELs who make progress toward English proficiency was at 70%</p> <p>4F. Using data from our 19-20 ELPAC and established local metric, EL reclassification rate was 36%</p> <p>7 B, C. Annual review of master schedules for course access to support unduplicated and exceptional needs pupils.</p> <p>8 A. The 18-19 CAASPP and 2018 California Healthy Kids Survey data will serve as a baseline to pupil outcomes on</p>				<p>(63.2% or higher)</p> <p>4 F. Maintain EL reclassification rate - based on the ELPAC and established local metrics at a rate of 5 each year.</p> <p>7 B, C. Access and supports in place to support unduplicated and exceptional needs pupils by targeting researched based instructional practices as shown on on the CAASPP and local assessments by a rate that is proportionally equal to our general education students.</p> <p>8 A. Pupil outcomes academically, social/emotionally will increase based on implementing MTSS, UDL, EL Roadmap and Inclusive practices. Students' skills will improve as measured by higher scores on the CAASPP, Healthy Kids Survey, Fountas</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	implementing MTSS, UDL, EL Roadmap and Inclusive practices.				and Pinnell assessments, Read 180, and by teacher assessment of growth related to executive functioning and social skills by 1%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Prioritizing Essential Standards	Grade level teams collaborate on identifying essential standards for math and literacy. Teams articulate essential standards to grade levels above and below. Utilize essential standards to develop unit plans that include skill progressions, learning goals, and formative assessments. Provide access to instruction for all students through UDL practices.	\$133,837.00	No
2	Strategies for Access for All	Provide collaboration for both general education and special education staff to identify strategies to support students in workshop model classrooms, around challenges in executive functioning and UDL practices. Utilize "Social Thinking" strategies and accountable talks with students who struggle with social communication and interaction to build collaboration/ sharing that is a part of the workshop classroom. Access for all students to the curriculum and the engagement of thinking and developing ideas to support deeper meaning and comprehension. The District will continue to partner with the Rossier School of Education at the University of Southern California to deepen our differentiated curriculum implementation. These are targeted instructional practices that span across content areas to meet the needs of not only high ability students, but all students.	\$165,466.00	No

Action #	Title	Description	Total Funds	Contributing
3	Program Development	Develop long-term mission, vision, and plan for deepening the quality, rigor and ongoing evaluation of special education programs. Provide appropriate support and training for all special education staff and other ongoing training related to student achievement and performance.	\$35,166.00	No
4	Cycles of Inquiry	Collaboratively analyze and reflect upon student achievement results from District benchmark assessments and CAASPP assessments during collaboration and District-wide collaboration. Align benchmark assessments and instruction with Common Core State Standards and essential standards. Utilize these assessments to provide important information that will guide curriculum and instructional decisions. Provide time for grade level teams to engage in collegial dialogue and analysis of assessment results as a means to guide instruction. Lafayette schools will continue to identify students' needs through CAASPP data, District assessment data, intervention meetings and support them through research-based interventions that include Do the Math, Orton Gillingham, Leveled Literacy Intervention, Math Support class at the middle school and targeted support in the classroom. Continued focus on training around strategies to support struggling learners in math by utilizing the Math Professional Learning Community, Silicon Valley Mathematics Initiative professional development to identify practices to strengthen instruction of our struggling learners. Continue to analyze data related to current intervention programs and supports. Expand the targeted instruction within the workshop model for designated support for EL students. This is inclusive of building practices of expanding academic vocabulary skills, comprehension, speaking, listening, reading and writing	\$613,708.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Improve Preparation in Meeting Grade Level Standards	In addition to District wide collaboration time, the Instructional Support Teachers will be provided with training to assist in determining appropriate accommodations and modifications based on the student IEP's. Careful consideration of necessary accommodations and modifications is an important part of the IEP team's discussion to ensure access to curriculum and instruction in the general education classroom. Classroom teachers and Instructional Support Teachers will consistently administer interim assessments and the practice CAASPP test prior to the official testing window. Both standardized and non-standardized will be administered to allow students to become familiar with the format and learn how to use the various tools and accommodations. Students with disabilities will participate in appropriate tiered levels of support during designated blocks or classes, using research based strategies (ex. Making Math Real and Orton Gillingham) to gain skills needed to access core instruction as determined by the students IEP. Maximize the time that students with disabilities have to work with grade level core content.	\$93,680.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Address social and emotional learning and wellness for all students by delivering a research-based social and emotional learning curriculum; continuing to focus on cultural responsiveness, equity, diversity awareness and inclusiveness; and attention through a MTSS-informed approach to student wellness; effective drug, alcohol, tobacco, and child abuse prevention programs; digital citizenship education.

An explanation of why the LEA has developed this goal.

The Lafayette School District Strategic Plan places an emphasis on Wellness and Global Perspectives. This goal addresses actions to meet the needs of students and staff by deepening our focus on health and wellness through a robust social and emotional learning curriculum and activities embedded into the curriculum. Our goal focuses on strengthening an educational environment with a focus on Diversity, Equity, Inclusion and Belonging by expanding and strengthening programs in our schools that focus on inclusion and diversity, and explicitly address race, to create a school culture free of discrimination.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1 C School facilities are maintained and in good repair	1 C. School facilities are maintained and in good repair as reported out on Dashboard Local Indicators				1 C. School facilities are maintained and in good repair as reported out on Dashboard Local Indicators.
5 A Pupil Engagement with attendance rates	5 A. 97% attendance rate.				5 A. Maintain or increase green or blue indicators as reported on the Dashboard for attendance
5 B. Reduce Chronic absenteeism	5 B. Chronic absenteeism on the 2018-2019				
5 C Maintain 0% middle school drop out rate					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>6 A Reduce suspension rate to improve school climate</p> <p>6 B. Maintain 0% expulsion rate</p> <p>6 C. Increased percentage scores as indicated on School Climate measured on Healthy Kids survey</p> <p>8 A. Pupil outcomes by implementation of the diversity, equity, inclusion, and belonging and social emotional well being of our students along with the prevention initiatives.</p>	<p>Dashboard was at 3.1%</p> <p>5 C middle school drop out rate.</p> <p>6 A. Suspension rates 2020-2021 were a total of 5 suspensions</p> <p>6 B. 0% expulsion rate.</p> <p>6 C. School Climate measured on Healthy Kids survey</p> <p>8 A. Pupil outcomes measured by California Health Kids Survey for 2018 serves as a baseline of implementation of the diversity, equity, inclusion, and belonging and social emotional well being of our students along with the prevention initiatives.</p>				<p>5 B. Reduce chronic absenteeism with green or blue indicators as reported on the Dashboard with less than 3.1%</p> <p>5 C. Maintain 0% middle school drop out rate.</p> <p>6 A Reduce suspension rates.</p> <p>6 B. Maintain 0% expulsion rate.</p> <p>6 C. Increase percentage scores as indicated on School Climate measured on Healthy Kids survey</p> <p>8 A. Pupil outcomes increase by 1% on the California Healthy Kids Survey by implementation of the diversity, equity, inclusion, and belonging and social emotional well being of our students along with the prevention initiatives.</p>

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Health, Wellness and Prevention	We will continue to partner with the Child Abuse Prevention Council (CAPC). Good nutrition and healthy habits will be promoted through the implementation of Health Content standards and drug, alcohol, and tobacco, curriculum. We will provide Common Core State Standards-based physical education program at all five schools in the district, containing 200 minutes of physical education instruction every 10 days. Healthy Kids survey results will be studied and shared for evidence of program impact.	\$85,176.00	No
2	Diversity, Equity, Inclusion and Belonging	Expand and strengthen programs in our schools that focus on inclusion and diversity, and explicitly address race, to create school cultures free of discrimination. We will continue to partner with Gender Spectrum to ensure we are providing a safe school environment for students of all gender identities. The Lafayette School District will continue to have a DEIB committee along with site committees. All elementary school students will be participating in No Place for Hate. Stanley Middle School students will have SLAM (Student Leaders Anti-Racist Movement).	\$81,736.00	No

Action #	Title	Description	Total Funds	Contributing
3	Social Emotional Learning	Continue to develop and implement social emotional curriculums that address all competencies from CASEL, Collaborative Awareness for Social Emotional Learning. These curriculums address self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Provide District-wide expectations for school and classroom culture and identity data to measure progress on the implementation of social emotional learning curriculum. Continue to focus goals and actions in our district to support subgroups of students as well as all students will continue in the following areas: age-appropriate health curriculum, Restorative Justice, Anti-Bullying, Responsive Classrooms, Social Thinking and other practices that create a positive learning environment. Continue our focus on diversity awareness and cultural responsibility and professional development for staff.	\$248,858.00	No
4	Digital Citizenship	Continue to implement and refine Digital Citizenship Curriculum (ie. Common Sense Media) across the district as appropriate for all grade levels. Incorporate Digital Citizenship components across all content areas.. Monitor implementation of the "Student Responsible Use Agreement" and its accompanying "Classroom Technology Guidelines for Teachers" at all sites. Adopt new LAFSD Social Media Guidelines for staff, students, and parents along with publishing new data privacy guidelines for staff, students, and parents. Continue to provide training for staff and students focused on the effective integration of technology across all curricular areas.	\$10,625.00	No
5	Climate	To reduce behavior incidents and discipline referrals we will utilize Social Emotional Learning (SEL), Positive Behavior Intervention and Support (PBIS), Diversity, Equity, Inclusion and Belonging (DEIB) curriculum. Staff will use research based practices and District policies	\$246,381.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>to support and maintain safe, respectful and responsive learning environments with a focus to teach students appropriate social skills and coping strategies. Multi-Tiered System of Support (MTSS) will be in place at each campus to address behavioral needs of students. Ongoing Crisis Prevention Institute (CPI) trainings for special education staff and administrators to learn preventative strategies and crisis intervention. Continued collaboration and consultation with district behaviorist to address significant classroom disruptions and inappropriate behavior.</p> <p>Restorative discipline to teach students accountability, awareness about the impact of their actions and choices, consideration and empathy for others, and methods for making amends and accepting responsibility. Administrators will approach incidents as learning opportunities while taking into account the needs of those impacted by the behavior, and consider post-incident approaches that minimize removal/suspension from the academic environment. Ongoing legal trainings for administrators regarding best practices for discipline.</p>		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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
1.06%	312,885

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.

The District-wide actions/services are principally directed toward and effective in meeting the goals for unduplicated pupils as these services focus on the identified needs of these students. The specific goals and actions are outlined below. These services have been deemed the most effective use of supplemental funds for unduplicated pupils based on research, experience, educational theory, and good educational practices.

Goal 2 Action 4: This action identifies how our District uses the process of cycles of inquiry to collaboratively analyze, and reflect upon student progress through formative and summative assessments and our CAASPP assessments and to identify students in need and support them with researched-based interventions. The needs of our unduplicated pupils will be considered first.

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

Services for unduplicated pupils are increased or improved by more than the required 1.06%, as compared to services provided for all students. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to services for all students. Based on supporting research, experience, and educational theory, the Lafayette School District has determined these actions described in the LCAP are the most effective use of funds to meet the District's goals for unduplicated pupils.

The following actions/services use supplemental funds that are principally directed toward unduplicated student groups. English learners receive daily designated and integrated ELD instruction to practice language skills to support progress relative to achieving academic standards and English language proficiency. Instruction is targeted to specific student proficiency levels. Our English Language Development teachers, reading specialists and aides provide support to our English learner students through 1:1 and/or small groups instruction focusing on speaking and listening and supporting students with vocabulary and assignments as needed. Progress is monitored through assessments, assignments and interactions. Our low-income students have access to meals, technology, counseling and other supports as needed. The District utilizes benchmark assessments and ongoing formative assessments to monitor student progress. Progress monitoring and research-based interventions are in place to accelerate academic progress and to meet grade level standards. The District serves one foster student at this time. The District provides necessary meals, technology and supplies and administration meets with individual families to learn how the District can support their children for any enrolled foster or homeless students. New family liaisons will also connect with new students and their families to assist and provide an overview of the school as well as District services and programs.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$900,393.00	\$1,249,925.00		\$43,223.00	\$2,193,541.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,571,416.00	\$622,125.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Training		\$61,920.00		\$32,698.00	\$94,618.00
1	2	All	Literacy		\$84,260.00			\$84,260.00
1	3	All	Mathematics		\$63,329.00			\$63,329.00
1	4	All	Next Generation Science Standards		\$79,692.00			\$79,692.00
1	5	All	History - Social Science		\$79,692.00			\$79,692.00
1	6	All	Inclusive Curriculum	\$77,317.00				\$77,317.00
2	1	All	Prioritizing Essential Standards		\$133,837.00			\$133,837.00
2	2	All Students with Disabilities	Strategies for Access for All	\$55,802.00	\$109,664.00			\$165,466.00
2	3	All	Program Development		\$35,166.00			\$35,166.00
2	4	English Learners Foster Youth Low Income	Cycles of Inquiry	\$359,144.00	\$244,039.00		\$10,525.00	\$613,708.00
2	5	All	Improve Preparation in Meeting Grade Level Standards	\$93,680.00				\$93,680.00
3	1	All	Heath, Wellness and Prevention	\$85,176.00				\$85,176.00
3	2	All	Diversity, Equity, Inclusion and Belonging	\$81,736.00				\$81,736.00
3	3	All	Social Emotional Learning	\$136,913.00	\$111,945.00			\$248,858.00
3	4	All	Digital Citizenship	\$10,625.00				\$10,625.00
3	5	All	Climate		\$246,381.00			\$246,381.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$359,144.00	\$613,708.00
LEA-wide Total:	\$359,144.00	\$613,708.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	4	Cycles of Inquiry	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$359,144.00	\$613,708.00

Annual Update Table Year 1 [2021-22]

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

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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