



Local Control Accountability Plan

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

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

General Information

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

The Rio Bravo-Greeley Union School District believes that all students can succeed and should be granted the appropriate academic environment to do so. We believe that students should be thriving in 21st-century skills and digital learning while in a new era of Common Core mentality. All students will grow to become innovative and self-motivated within a collaborative school community. We strive to create students who will be college, career, and civic life ready with a sense of self and morality. We believe in Deeper Learning incorporating the 6C's into our student's daily tasks: Collaboration, Creativity, Critical Thinking, Citizenship, Character, and Communication.

Rio Bravo-Greeley is located approximately 12 miles west of Bakersfield, California, at the intersection of State Route 43 and Kratzmeyer Road in an area that is predominantly farmland and oil-related businesses. In recent years, new residential development has begun to push into our district boundaries. The school district has a long tradition of educational excellence, which was established 125 years ago. For most of those first one hundred years, Rio Bravo-Greeley was a small rural farm community between Bakersfield and Buttonwillow where very little

ever changed. In recent years, however, change has become the norm.

There is a long tradition of excellence in every aspect of the district's programs and maintaining this excellence in the midst of rapid growth has stretched the district's collective creativity. The district's extraordinary facilities have always been a key ingredient to the outstanding programs offered to the students of Rio Bravo-Greeley. A swimming pool, gymnasium, and auditorium have enabled the staff at Rio Bravo-Greeley to offer wonderful school experiences to all students. The Rio Bravo-Greeley School District is undergoing steady growth in almost every area of the school's experience. An outstanding and dedicated staff is responding to this growth with district programs that are exciting and challenging. Rio Bravo-Greeley truly is a great place to grow!

During the 2018-2020 school years, the district collaborated with the Kern County Superintendent of Schools to participate in a Continuous Improvement Process. A district team consisting of parents, board members, teachers, and administrators participated in this process. Through the process, the team defined the goal of working district-wide towards having systems and structures in place to prioritize academics, which will result in meeting the needs of all students. Continuous improvements defined are driving forces in and to our LCAP. Through the district's work with the Continuous Improvement Process, the district will focus on:

- Clarity and articulation of RBGUSD's vision
- Data-driven decision-making
- Academic supports that meet the needs of all students

The district is composed of two schools, Rio Bravo Elementary serving TK-4 and Rio Bravo-Greeley Elementary School serving 5-8. Special Education Mod/Severe Program with preschool is also hosted at Rio Bravo Elementary. Enrollment as of 08/12/2020 district-wide: 1000

- Unduplicated Student Count: 51%
- English Learners (ELs): 9%
- Migrant Ed: 0.1%
- Socioeconomically Disadvantaged: 49%
- Special Education: 9%
- Foster Youth: .01%
- Homeless: 0%
- White: 47%
- Hispanic: 44%
- Unknown: 9%

Reflections: Successes

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

Due to the COVID-19 pandemic, California state law has suspended the reporting of state and local indicators on the 2020 California School Dashboard. The last data reported on the dashboard comes from 2018-2019. Reflections on the 2018-2019 data as stated below:

Goal 1: All students will show academic growth in mastery towards California state adopted common core standards through grade-level standards-based instruction and targeted support.

State Priorities:

Priority 2: State Standards (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

English Language Arts (CAASPP ELA 3rd-8th)

- Green
- 0.5 points above the standard
- Increase of 7.6 points

Mathematics (CAASPP ELA 3rd-8th)

- Yellow
- 24 points below the standard
- Maintained 2.7 points

English Learner Progress (ELPAC TK-8)

- High
- 55.2% making progress towards English language proficiency

Goal 2: Ensure campus safety and positive school culture at all school sites. These elements included student engagement, health, and social/emotional well-being.

State Priorities:

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Pupil Outcomes)

Priority 6: School Climate (Engagement)

Historic Attendance Rates:

2018-2019: 95.610%

2019-2020: 95.046%

2020-2021: 95.944%

* Through the COVID-19, RBGUSD has been able to maintain a 95% or higher attendance/engagement rate.

Chronic Absenteeism

- Yellow

- 8.1% chronically absent
- Maintained 0.4%

Suspension Rate

- Green
- 2.8% suspended at least once
- Declined 0.3%

#3. Focus on college and career readiness, which encompasses 21st-century learning skills and leveraging the digital. Students will be prepared to explore a world of opportunities once they reach high school. Preparing students for an ever-changing and technologically advancing world.

State Priorities:

Priority 1: Basic Services (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

* Although RBGUSD was able to continue middle school electives during the 2019-2020 school year when the COVID-19 pandemic began, the district did not have electives during the 2020-2021 school year. The emphasis was placed on CORE classes and instructional minutes. The district will be incorporating electives back in the coming 2021-2022 school year.

Local Indicators

- Met: Access to a Broad Course of Study
- Met: Basics: Teachers, Instructional Materials, Facilities
- Met: Parent and Family Engagement
- Met: Local Climate Survey

The district plans to maintain/ build upon the above-stated successes by:

State Priorities:

Priority 2: State Standards (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

English Language Arts

- Building upon intervention systems and supports
- Focus on early literacy skills
- Emphasis on writing

- PD on literacy and data decision making
- Utilization of supplemental bridging materials

Mathematics

- Building upon intervention systems and supports
- PD on literacy and data decision making
- Utilization of supplemental bridging materials

English Learner Progress

- Continuing to provide supports beyond the standard ELD core curriculum

State Priorities:

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Pupil Outcomes)

Priority 6: School Climate (Engagement)

Attendance Rates/ Chronic Absenteeism/ Suspension Rate

- Build upon current PBIS strategies and implementation
- Provide activities for students which encourage student engagement and attendance
- Maintain partnerships between homes and schools
- Focus on the whole child and wellness

State Priorities:

Priority 1: Basic Services (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Basic Services

- Maintain access to technology for learning for all students
- Return to multiple college and career readiness courses
- Continue district-wide focus on AVID strategies

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.

Due to the COVID-19 pandemic, California state law has suspended the reporting of state and local indicators on the 2020 California School Dashboard. During this time of the dashboard's suspension, the district can utilize other data means to identify needs.

Data from the 2019 California School Dashboard was also utilized to show the need for improved and increased services for the unduplicated student groups of English Learners, Foster Youth (less than required student count to produce data), and Socioeconomically Disadvantaged:

English Language Arts indicator- 2019

All Students: Green- Status Medium- Change Increased

English Learners: Orange- Status Low- Change Declined

Foster Youth: NA (less than required student count to produce data)

Socioeconomically Disadvantaged: Orange- Status Low- Change Increased

Mathematics Indicator- 2019

All Students: Yellow- Status Medium- Change Maintained

English Learners: Orange- Status Low- Change Decreased Significantly

Foster Youth: NA (less than required student count to produce data)

Socioeconomically Disadvantaged: Orange- Status Very Low- Change Increased

An analysis of the 2019 dashboard data for ELA and Math tells that English Learners and the student group, Socioeconomically Disadvantaged continue to have low achievement status compared to all students district-wide. English Learners declined in ELA status and decreased significantly in Math. The student group Socioeconomically Disadvantaged remained low in ELA status however increased in Math. This data is imperative for future review of the unduplicated student groups for increased and improved services. The district will address these low areas and performance gaps by meeting the need of these students and addressing through interventions and supports. These supports are outlined throughout the goals and action steps of the LCAP.

Goal 1: All students will show academic growth in mastery towards California state adopted common core standards through grade-level standards-based instruction and targeted support.

State Priorities:

Priority 2: State Standards (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

Renaissance STAR Reading Test

Q1:19/20--Q3:19/20--Q4:19/20--Q1:20/21--Q3:20/21--Q4:20/21

Grade 1 1.5--1.9--COVID--0.8--1.1--1.6

Grade 2 2.5--3.0--COVID--2.6--2.9--3.0

Grade 3 3.7--4.1--COVID--3.3--3.9--3.8

Grade 4 4.3--4.4--COVID--4.1--4.9--4.9

Grade 5 3.7--4.4--COVID--4.6--5.1--4.9

Grade 6 4.1--5.5--COVID--5.3-- 6.5--6.2

Grade 7 5.0--5.7--COVID--5.7--8.0--7.0

Grade 8 5.2--5.8--COVID--6.3--6.7--6.9

* A reflection of STAR Reading data from 19/20 vs 20/21 shows a slight decrease in scores in grades 1-3. This data suggests an emphasis on early literacy and reading interventions is needed. Grades 4-8 show an increase in reading scores.

Renaissance STAR Math Test

Q1:19/20-Q3:19/20-Q4:19/20-Q1:20/21-Q3:20/21-Q4:20/21

Grade 1 1.4--1.9--COVID--1.4--1.8--1.9

Grade 2 2.5--2.9--COVID--2.6--3.0--3.0

Grade 3 3.6--4.1--COVID--3.1--3.8--4.0

Grade 4 4.5--5.2--COVID--4.0--4.7--5.2

Grade 5 4.2--5.3--COVID--4.9--5.6--6.1

Grade 6 5.1--5.8--COVID--5.7--6.0--6.6

Grade 7 5.8--6.4--COVID--6.8--7.8--7.3

Grade 8 6.1--6.8--COVID--7.3--7.9--8.4

* A reflection of STAR Math data from 19/20 vs 20/21 shows scores were relatively maintained in grades 1-6. Grades 7-8 appear to show an increase in scores.

Ensure campus safety and positive school culture at all school sites. These elements included student engagement, health, and social/emotional well-being. To meet the needs of the whole child in order to increase attendance and overall school connectedness.

State Priorities:

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Pupil Outcomes)

Priority 6: School Climate (Engagement)

Data from the 2019 California School Dashboard was also utilized to show the need for improved and increased services for the unduplicated student groups of English Learners, Foster Youth (less than required student count to produce data), and Socioeconomically Disadvantaged:

Suspension Rate Indicator- 2019

All Students: Green- Status Medium- Change Decline

English Learners: Orange- Status High- Change Increased

Foster Youth: NA (less than required student count to produce data)

Socioeconomically Disadvantaged: Orange- Status High- Change Increased

* Suspension data from the 2019 California Dashboard displays the need for attention and increased positive student engagement opportunities for English Learners and the Socioeconomically Disadvantaged.

Goal 3. Focus on college and career readiness, which encompasses 21st-century learning skills and leveraging the digital. Students will be prepared to explore a world of opportunities once they reach high school. Preparing students for an ever-changing and technologically advancing world.

State Priorities:

Priority 1: Basic Services (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

* Although RBGUSD was able to continue middle school electives during the 2019-2020 school year when the COVID-19 pandemic began the district did not have electives during the 2020-2021 school year. The emphasis was placed on CORE classes and instructional minutes. The district will be incorporating electives back in the coming 2021-2022 school year.

Action Steps:

- 1.1 Provide professional development for staff to support creating the systems and structures to prioritize academics to meet the needs of ALL students.
- 1.2 Maintain TK-8 Writing focus. Maintenance of WFTB "Write from the Beginning" and ThinkingMaps strategies.
- 1.3 Maintain data and assessment platform to support data analysis and state-adopted standards implementation.
- 1.4 Maintain Reading and Math intervention programs K-8 with priority to unduplicated students.
- 1.5 Continue to support supplementary bridging materials aligned to state-adopted standards. Supplemental materials which reflect best practices combined with best instructional strategies specifically targeting unduplicated students.
- 2.1 Maintain Positive Behavioral Interventions and Supports, school activities that promote school connectedness, engagement, and student attendance.
- 2.3 Maintain parent education forums throughout the year for the parents to learn strategies to help their students. Focus topics will be on English Language, Special Education, Foster, Homeless, and Low Socioeconomically Disadvantaged. Priority will be given to unduplicated students and students with disabilities based on need.
- 3.1 Maintain and support a technology replacement system for LCAP purchased items to support low-income, foster youth, and English learners that may not have access to technology or internet at home.

LCAP Highlights

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

Rio Bravo-Greeley Union School District continues to support creating the systems and structures to prioritize academics to meet the needs of ALL students. The LCAP continues to prioritize meeting the needs of the unduplicated student count including English Learners, Low-Income and Foster Youth. The district is committed to preparing all students to explore a world of opportunities once they reach high school focusing on college and career readiness. For the 2021-2022 school year, the district will focus on:

- Early literacy and reading interventions
- ELA and Math achievement
- Student engagement and student attendance
- Parent and family engagement
- Social/emotional wellness for staff and students
- College and career readiness courses

During the 2018-2020 school years, the district partnered with the Kern County Superintendent of Schools to participate in a Continuous Improvement Process. A district team consisting of parents, board members, teachers, and administrators participated in this process. Through the process, the team defined the goal of working district-wide towards having systems and structures in place to prioritize academics, which will result in meeting the needs of all students. Continuous improvements defined are driving forces in and to our LCAP. Through the district's work with the Continuous Improvement Process, the district will focus on:

- Clarity and articulation of RBGUSD's vision
- Data-driven decision-making
- Academic supports that meet the needs of all students

The LCAP 2021-2024 will continue to emphasize efficiency and transparency to maximize student support. After review and input from various stakeholder groups, the LCAP will continue to focus on three LCAP goals. The COVID-19 pandemic has put additional emphasis on focusing on for students:

- Academics addressing potential learning loss and addressing it through structured interventions.
- Social/emotional wellbeing, engagement, and attendance with school
- Parent and family engagement
- Access to college and career readiness coursework

Goal 1 focuses on all students showing academic growth in mastery towards California state-adopted core standards through grade-level standards-based instruction and targeted support. Professional development will focus on our LCAP as collaborative efficacy shows the greatest impact on student learning. The 95% literacy program professional development is to also address COVID student learning loss and early literacy. 95% Percent is being used to identify and service students to bring up literacy skills. Addition of Aeries student information system professional development to meet the academic needs of all students. The program Write from the Beginning and Thinking Map will support students with an emphasis on building the writing skills students will need, building critical thinking and the skills needed for college and career readiness. These programs include strategies for writing across all grade levels and content areas and utilizes strategies for differentiated instruction according to students' individual needs. In addition, the use of a data and assessment platform provides data to improve instruction. The platform allows teachers to build and administer formative assessments, capture and analyze multiple sources of data to inform instruction, and direct students to learning resources needed to support specific, targeted standards. Educators have access to a singular system of continuous feedback, which will improve student performance. RBGUSD will maintain intervention programs K-8 that were in place pre-COVID-19. The district is adding additional intervention supports to address mitigating student learning loss due to COVID-19. RBGUSD will continue to support bridging materials aligned to state-adopted standards. The district is adding additional supplementary bridging materials, in alignment with the addition of more intervention supports, to address mitigating student learning loss due to COVID-19. RBGUSD will continue to provide beyond the required designated and integrated ELD needs providing unique opportunities to acquire

English language acquisition.

Goal 2 focuses on ensuring campus safety and positive school culture at all school sites. These elements include student engagement, health, and social/emotional wellbeing. The district will maintain the foundational work the district has laid for Positive Behavioral Interventions and Supports. PBIS is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed. RBGUSD will maintain campuses district-wide where students are physically safe as well as support mental health. The district utilizes parental involvement/input and pupil engagement to aid in defining the needs of students. The purpose of parent education forums will be to inform, educate, and train parents to become partners in learning, advisors, and advocates, and decision-makers. Students who attend school regularly achieve at higher levels than students who do not have regular attendance. Research shows that attendance is an important factor in student achievement. The school nurses perform a critical role within the school health program by addressing the major health problems experienced by children. This role includes providing preventive and screening services, health education, and assistance with decision-making about health, and immunizations. In 19-20, the school nurse became a critical component of mitigating the spread of COVID-19. The school psychologist helps improve academic achievement, promote positive student behavior and mental health, support diverse learners, create safe, positive school climates, strengthen family-school partnerships, and improve school-wide assessment and accountability. School psychologists also perform special educational assessments and are a vital component of the district's special education program. The addition of speech pathologist services supports student communication needs and treatment of speech and language impediments. Speech pathologists also perform special educational assessments and are a vital component of the district's special education program.

Goal 3 focuses on college and career readiness where students will be prepared to explore a world of opportunities once they reach high school. The effective use of digital learning tools in classrooms can increase student engagement and facilitate personalized learning. It also helps students build essential 21st-century skills. The COVID-19 pandemic demonstrated how online education could be a vital part of teaching and learning. Preparing students for high school and postsecondary education and training is important for students' future success and ability to access various career opportunities. The AVID program helps students organize and encourages students to participate in higher-level thinking questions. The program helps develop reading, writing, and critical thinking skills as well as deepens content knowledge.

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.

NA

Support for Identified Schools

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

- NA

Monitoring and Evaluating Effectiveness

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

- NA

Stakeholder Engagement

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

To meaningfully engage our students and family partners, electronic surveys were conducted throughout the entire 2020-2021 school year. Multiple surveys were administered to families and educators as well as support staff to solicit written comments. The district utilizes the communication software Parent Square of which reaches 99% of our contacts. The vast majority of families, educators, including teachers, classified staff, administrators, and principals, as well as other stakeholders took part in our survey data collection. English and Spanish are the two primary languages spoken in our community. All surveys were in both languages and the district was successful in soliciting and collecting feedback. In addition to receiving stakeholder input, the superintendent also reviewed the School Plan for Student Achievement for all sites to ensure that the LCAP Goals and Actions are addressing the needs at the site level.

A significant amount of survey data for the 2020-2021 school year revolved around the conversation of bringing students back to campuses five days a week post COVID-19 school closures. When survey data were collected in the early fall of 2020, it was obvious the majority of parents, teachers, and school staff were in support of bringing students back to campuses. Stakeholder surveys continued throughout the 2020-2021 school year as the district used the stakeholder input in the development of expanding learning opportunities and refocusing the goals and action steps of the district's LCAP. A spring 2021 survey from staff and families confirmed that 70% wanted students to return to in-person instruction five days a week including a longer instructional day. On April 26, 2021, all students district-wide were invited back to campuses five days a week. Grades TK-5 were extended from 8 a.m. - 1:30 p.m. and grades 6-8 five days a week 8:00 a.m. - 12:30 p.m. Grades 6-8 continued in the afternoon with additional asynchronous instruction. Those families who wished to continue their students on distance learning remain so. Teachers informally collected student feedback through classroom open conversations which helped shape what is important to students while at school.

As the 2020-2021 school year continued with bringing all students back to campuses the stakeholder process included sharing progress from previous LCAP goals and action steps. RBGUSD held consultations with a variety of stakeholder groups including but not limited to staff, the district's California Teacher Association representatives, the District English Learner Advisory Committee, District Advisory Committee, school site councils, the district governing school board, and the Kern County Consortium Special Education Local Plan Area (SELPA). The district does not have a classified union. The DAC and DELAC did not submit any comments during the LCAP consultation process.

A summary of the feedback provided by specific stakeholder groups.

In the spring of 2021 district administration, meet virtually with staff, the district's California Teacher Association representatives, the District English Learner Advisory Committee, District Advisory Committee, school site councils, and the governing school board. All stakeholder groups were in support of the systems and structures being implemented to meet the needs of ALL students including providing interventions and addressing potential learning loss.

Based on the feedback from stakeholder groups common themes came from all groups. Much of the feedback was positive was appreciative

in nature. Stakeholders were appreciative of the district's ability to continue to provide a high-quality education to students during the COVID-19 pandemic. All stakeholders were very appreciative of the district's efforts to be one of the first handful of districts in Kern County to bring students back to campuses.

In creating this plan the below elements remained important to stakeholders:

- Extending the instructional day and learning time (Parents, Teachers, Classified Staff)
- Interventions focused on closing learning gaps (Parents, Teachers, Classified Staff)
- Health and Social/Emotional support to address other barriers to learning (Parents, Teachers, Classified Staff)
- Website access for parents to make referrals for Health and Social/Emotional supports (Parents, SCS)
- Maintaining clean and healthy classrooms supporting stopping the spread of COVID-19 (Parents, Teachers, Classified Staff)
- Maintaining technology supports for in-person and distance learning (Parents, Teachers, Classified Staff)
- Additional academic supports for intervention and enrichment access (Parents, Teachers, Classified Staff, DAC)
- Training for school staff addressing students' social-emotional health and academic needs (Parents, Teachers, Classified Staff)

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

The 2021-2022 LCAP will continue with three goals. These goals support 1) Showing academic growth in California State adopted standards, 2) Ensuring campus safety and positive school culture at all school sites, and 3) a focus on college and career readiness. Aspects of the LCAP that were influenced by specific stakeholder input include:

- Maintain professional development focused on intervention services and supports with a special emphasis on early literacy
- Increasing intervention supports with priority givens to English Learners, low-income students, and foster youth.
- Modifying an action bringing back sports and activities to increase student engagement and attendance
- Adding an action that increases opportunities for families to make Health and Social/Emotional referrals for students
- Increase to a full-time district-wide school psychologist

Goals and Actions

Goal

Goal #	Description
1	<p>All students will show academic growth in mastery towards California state adopted common core standards through grade-level standards-based instruction and targeted support.</p> <p>State Priorities: Priority 2: State Standards (Conditions of Learning) Priority 4: Student Achievement (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

During the 2018-2020 school years, the district partnered with the Kern County Superintendent of Schools to participate in a Continuous Improvement Process. This process was led by a district team consisting of parents, board members, teachers, and administrators. Through the process, the team defined the goal of working district-wide towards having systems and structures in place to prioritize academics, which will result in meeting the needs of all students. Continuous improvements defined are driving forces in and to our LCAP. Through the district's work with the Continuous Improvement Process the district will focus on:

- Clarity and articulation of RBGUSD's vision
- Data-driven decision making
- Academic supports that meet the needs of all students

These district focus areas have become even more pronounced due to the implications of COVID-19 Emergency Stay at Home Orders which prompted the first school closure beginning March 17, 2020. The district is very proud to have begun to bring students back to campuses district-wide in October 2020. The emphasis during the 2020-2021 school year both in distance and in-person learning has been on English Language Arts and Mathematics with a significant focus on early literacy foundational skills at the elementary level. Below's STAR data shares the need for emphasis on ELA and Math.

Renaissance STAR Reading Test

Q1:19/20--Q3:19/20--Q4:19/20--Q1:20/21--Q3:20/21--Q4:20/21

Grade 1 1.5--1.9--COVID--0.8--1.1--1.6

Grade 2 2.5--3.0--COVID--2.6--2.9--3.0

Grade 3 3.7--4.1--COVID--3.3--3.9--3.8

Grade 4 4.3--4.4--COVID--4.1--4.9--4.9

Grade 5 3.7--4.4--COVID--4.6--5.1--4.9

Grade 6 4.1--5.5--COVID--5.3-- 6.5--6.2

Grade 7 5.0--5.7--COVID--5.7--8.0--7.0

Grade 8 5.2--5.8--COVID--6.3--6.7--6.9

* A reflection of STAR Reading data from 19/20 vs 20/21 shows a slight decrease in scores in grades 1-3. This data suggests a need to focus on early literacy and reading interventions. Grades 4-8 show an increase in reading scores.

Renaissance STAR Math Test

Q1:19/20-Q3:19/20-Q4:19/20-Q1:20/21-Q3:20/21-Q4:20/21

Grade 1 1.4--1.9--COVID--1.4--1.8--1.9

Grade 2 2.5--2.9--COVID--2.6--3.0--3.0

Grade 3 3.6--4.1--COVID--3.1--3.8--4.0

Grade 4 4.5--5.2--COVID--4.0--4.7--5.2

Grade 5 4.2--5.3--COVID--4.9--5.6--6.1

Grade 6 5.1--5.8--COVID--5.7--6.0--6.6

Grade 7 5.8--6.4--COVID--6.8--7.8--7.3

Grade 8 6.1--6.8--COVID--7.3--7.9--8.4

* A reflection of STAR Math data from 19/20 vs 20/21 shows a relative maintain in scores in grades 1-6. Grades 7-8 appear to show an increase in scores.

By building staff capacity through additional professional development, additional intervention services, supplemental materials to enhance curriculum, services to support language acquisition, and ongoing progress monitoring of metrics listed below, students will make progress toward mastery of grade-level standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2: Implementation of State Standards A: Implementation of CA academic and performance standards as measured by local	100% implementation of CA academic and performance standards				Maintain 100% implementation of CA academic and performance standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
indicator self-reflection tool					
Priority 2: Implementation of State Standards B: How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency as measured by local indicator self-reflection tool	100% programs and services enable ELs to access core and ELD standards				Maintain 100% programs and services enable ELs to access core and ELD standards
Priority 4: Pupil Achievement A: Statewide assessments as measured by Smarter Balanced Assessments and CA Dashboard	<p>Smarter Balanced Statewide Assessment 2018-2019:</p> <ul style="list-style-type: none"> • ELA 0.5 points above the standard • Math 24 points below the standard <p>5th Grade Science (CAST Results)</p> <ul style="list-style-type: none"> • 35% met or exceeded standards 				<p>Smarter Balanced Statewide Assessment:</p> <ul style="list-style-type: none"> • ELA 5 points above the standard • Math 5 points below the standard <p>California Science Test (CAST)</p> <ul style="list-style-type: none"> • 40% meeting or exceeding standards on the 5th grade

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8th Grade Science (CAST Results) <ul style="list-style-type: none"> 33% met or exceeded standards 				and 8th grade science test
Priority 4: Pupil Achievement B: Percentage of pupils completing A-G course requirements	NA				NA
Priority 4: Pupil Achievement C: Percentage of pupils completing CTE requirements	NA (Elementary District)				NA (Elementary District)
Priority 4: Pupil Achievement D: Percentage of pupils completing A-G courses (B) and CTE sequences/programs (C)	NA (Elementary District)				NA (Elementary District)
Priority 4: Pupil Achievement E: Percentage of English Learners making progress towards English proficiency as measured by the	55.2% making progress towards English language proficiency (Performance Level = High)				Maintain a High = 55% to less than 65% for English Learners Progress on percentage of EL pupils making progress toward English proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress indicator on the CA Dashboard					
Priority 4: Pupil Achievement F: English Learner reclassification rate as measured by DataQuest	13.5 %				14% or higher for English Learner reclassification rate as measured by DataQuest
Priority 4: Pupil Achievement G: Percentage of pupils passing AP exam with 3 or higher	NA (Elementary District)				NA (Elementary District)
Priority 4: Pupil Achievement H: Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other)	NA (Elementary District)				NA (Elementary District)
Priority 7: Course Access A: Extent to which pupils have access to and are enrolled in a broad course of study (EC 51210/51220) as measured by local indicator self-reflection tool	100% of pupils have access to and are enrolled in a broad course of study (EC 51210/51220)				Maintain 100% of pupils have access to and are enrolled in a broad course of study (EC 51210/51220)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7: Course Access B: Extent to which pupils have access to and are enrolled in a programs/services for unduplicated pupils local indicator self-reflection tool	100% of unduplicated pupils have access to and are enrolled in programs/services specific to their needs				Maintain 100% of unduplicated pupils have access to and are enrolled in programs/services specific to their needs
Priority 7: Course Access C: Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs local indicator self-reflection tool	100% of pupils with exceptional needs have access to and are enrolled in programs/services specific to their needs				Maintain 100% of pupils with exceptional needs have access to and are enrolled in programs/services specific to their needs

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide professional development for staff.	Building the capacity of staff in order to support creating the systems and structures to prioritize academics to meet the needs of students is a priority for the district. Through CIP identified the need to mainstream PD to meet the very specific needs of staff to support creating the systems and structures to prioritize academics to meet the needs of students with specific needs relating to English Learners, Foster Youth, and Low Income. PD will be a significant focus of our LCAP as Collaborative Efficacy shows the greatest impact on student learning. Addition of 95% Group program professional development to	\$23,840.12	Yes

Action #	Title	Description	Total Funds	Contributing
		address COVID student learning loss and the unduplicated student coun. Addition of Aeries student information system professional development to meet the academic needs of students.		
2	Write from the Beginning and Thinking Maps Implementation.	With an emphasis on writing skills, students will need to build critical thinking and the skills needed for college and career readiness. Focus on writing provides access and focused intention on improving writing skills of English Learners, Foster Youth, and Low-Income students. Includes writing across all grade levels and content areas. Utilizes strategies for differentiated instruction according to students' individual needs.	\$2,000.00	Yes
3	Data and assessment platform.	To support data analysis and state-adopted standards implementation. The data and assessment platform provides data to improve instruction. The platform allows teachers to build and administer formative assessments, capture and analyze multiple sources of data to inform instruction, and direct students to learning resources needed to support specific, targeted standards. The ability to desegregate data allows focused attention to identifying and be given to the unduplicated student count; English Learners, Foster Youth, and Low-Income students. Educators have access to a singular ecosystem of continuous feedback to dramatically improve student performance.	\$50,022.74	Yes
4	Intervention Programs.	RBGUSD will maintain intervention programs K-8 that were in place pre-COVID-19. The district is adding additional intervention supports to address mitigating student learning loss due to COVID-19 with priority given to unduplicated students.	\$190,392.53	Yes
5	Supplementary Academic Materials.	RBGUSD will continue to support bridging materials aligned to state-adopted standards. Supplemental materials which reflect best practices combined with best instructional strategies principally directed towards the unduplicated count. The district is adding additional supplementary bridging materials, in alignment with the	\$99,830.35	Yes

Action #	Title	Description	Total Funds	Contributing
		addition of more intervention supports, to address mitigating student learning loss due to COVID-19.		
6	Language Acquisition Support Services.	RBGUSD will continue to provide beyond the required designated and integrated ELD needs providing unique opportunities to acquire English language acquisition. Supplemental materials to extend beyond what the core ELA curriculum has to offer.	\$725.01	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	<p>Ensure campus safety and positive school culture at all school sites. These elements included student engagement, health, and social/emotional well-being. To meet the needs of the whole child in order to increase attendance and overall school connectedness.</p> <p>State Priorities: Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Pupil Outcomes) Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

During the 2018-2020 school years, the district partnered with the Kern County Superintendent of Schools to participate in a Continuous Improvement Process. This process was led by a district team consisting of parents, board members, teachers, and administrators. Through the process, the team defined the goal of working district-wide towards having systems and structures in place to prioritize academics, which will result in meeting the needs of all students. Continuous improvements defined are driving forces in and to our LCAP.

Data from the 2019 California School Dashboard was also utilized to show the need for improved and increased services for the unduplicated student groups of English Learners, Foster Youth (less than required student count to produce data), and Socioeconomically Disadvantaged:

Suspension Rate Indicator- 2019

All Students: Green- Status Medium- Change Decline

English Learners: Orange- Status High- Change Increased

Foster Youth: NA (less than required student count to produce data)

Socioeconomically Disadvantaged: Orange- Status High- Change Increased

* Suspension data from the 2019 California Dashboard displays the need for attention and increased positive student engagement opportunities for English Learners and the Socioeconomically Disadvantaged.

Through the district's work with the Continuous Improvement Process the district will focus on:

- Clarity and articulation of RBGUSD's vision
- Data-driven decision making
- Academic supports that meet the needs of all students

These district focus areas have become even more pronounced due to the implications of COVID-19 Emergency Stay at Home Orders. Due to the COVID-19 pandemic the first school closure beginning March 17, 2020. The district is very proud to have begun to bring students back to campuses district-wide in October 2020. The pandemic defined a great need for not only a physically safe and clean school but also a need for focus on student mental health and wellbeing promoting positive school culture at all school sites.

By implementing Positive Behavior Interventions and Supports, providing personnel to support physical and mental health needs, building the capacity of parents, maintaining structures in place to promote positive attendance, and regular monitoring of metrics listed below, students will be engaged in a safe and positive school climate that addresses the needs of the whole child.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Parental Involvement A: Efforts to seek parent input in making decisions for district and school sites as measured by local indicator self-reflection tool	<p>* Post COVID-19 School Closure the district will begin maintaining count once again of engagement events/nights.</p> <p>Current Baseline- 0 engagement nights held</p> <p>Various stakeholders are invited to attend a variety of meetings throughout the year to participate in decision-making within the district. Examples of these meetings: Parent meetings and LCAP Townhall meetings</p>				<p>*The district will increase to a minimum of three engagement events/nights yearly.</p> <p>Continue stakeholder invitation to attend a variety of meetings throughout the year to participate in decision-making within the district. Examples of these meetings: Parent meetings and LCAP Townhall meetings</p> <p>Yearly district LCAP stakeholder meetings to gather input in decision making</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Yearly district LCAP stakeholder meetings to gather input in decision making</p> <p>LCAP parent nights during the year along with a web-based survey</p> <p>Multiple means of communication for parents/guardians. The district incorporates:</p> <ul style="list-style-type: none"> • ParentSquare a messaging system via text, phone and or email • Invitation to all extracurricular, award, academic showcases, and informational events • Flyers home 				<p>LCAP parent nights during the year along with a web-based survey</p> <p>Multiple means of communication for parents/guardians. The district incorporates:</p> <ul style="list-style-type: none"> • Zoom Meetings • ParentSquare is a messaging system via text, phone, and or email • Invitation to all extracurricular, award, academic showcases, and informational events • Flyers home
Priority 3: Parental Involvement	6 English Language parent meetings to				Increase back to 6 English Language

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
B: How district promotes participation of parents for unduplicated pupils as measured by local indicator self-reflection tool	<p>inform parents of strategies to help their students</p> <p>2 parent education trainings through the year for the parents to learn strategies to help their students and to help the parents targeted at unduplicated student families</p>				<p>parent meetings to inform parents of strategies to help their students</p> <p>Maintain 2 parent education trainings through the year for the parents to learn strategies to help their students and to help the parents targeted at unduplicated student families</p> <p>Maintain invitation for families of special education students to participate in trainings held by the local SELPA and community organizations</p>
Priority 3: Parental Involvement C: How district promotes participation of parents for pupils with exceptional needs as measured by local indicator self-reflection tool	1 training for parents of special need students at beginning of the year				Maintain invitation to at least 1 training for parents of special need students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Pupil Engagement A: School attendance rates as measured by the local student information system	95.32%				Maintain attendance rate of 95.32% or higher
Priority 5: Pupil Engagement B: Chronic absenteeism rates as measured by the local student information system	10%				Chronic absenteeism rate of 9% or less
Priority 5: Pupil Engagement C: Middle school dropout rates as measured by the local student information system	0%				Maintain a 0% middle school dropout rate
Priority 5: Pupil Engagement D: High school dropout rates	NA (Elementary District)				NA (Elementary District)
Priority 5: Pupil Engagement E: High school graduation rates	NA (Elementary District)				NA (Elementary District)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6: School Climate A: Student suspension rates as measured by the local student information system	2%				Maintain less than 2% student suspension rate
Priority 6: School Climate B: Student expulsion rate as measured by the local student information system	0.00097%				Maintain less than 1% student expulsion rate
Priority 6: School Climate C: Other local measures on sense of safety and school connectedness as measured by local climate survey	<p>93.8% of parents state their students' schools are safe, clean and in good repair</p> <p>94.1% of parents state their students' look forward to coming to school</p> <p>97% of parents state their students' are safe at school</p> <p>61.9% of students state their schools are safe, clean and in good repair</p> <p>67.7% of students state they look</p>				<p>By 2023-2024 be able to collect district-wide again data on other local measures on sense of safety and school connectedness that matches the prio benchmark data from 18/19</p> <ul style="list-style-type: none"> • 94%, or higher. of parents state their students' schools are safe, clean and in good repair • 95%, or higher, of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>forward to attending school</p> <p>88.3% of students state they feel safe at school</p> <p>(Stakeholder Survey Data Feb. 2017)</p>				<p>parents state their students' look forward to coming to school</p> <ul style="list-style-type: none"> • 98%, or higher, of parents state their students' are safe at school • Increase to 75%, or higher, of students state their schools are safe, clean and in good repair • Increase to 75%, or higher, of students state they look forward to attending school • Increase to 90%, or higher, of students state they

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					feel safe at school

Actions

Action #	Title	Description	Total Funds	Contributing
1	PBIS Implementation.	Maintain the foundational work the district has laid for Positive Behavioral Interventions and Supports. PBIS is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. Support school activities that promote school connectedness, engagement, and student attendance for all students be especially for our low-income, EL, and Foster youth which have greater needs. Helps fund staff and the monitoring of programs to support PBIS implementation.	\$130,019.57	Yes
2	School Safety Supports.	Maintain a positive school climate, students all students including our low-income, ELs, and Foster youth will be safe and secure. Maintain campuses district-wide where students are physically safe and provide support for students' social-emotional needs. The district utilizes parental involvement/input and pupil engagement to aid in defining the needs of students. Aides with supporting systems for safety. Funds examples include family transportation systems and parent messaging systems as well as staff to increase parent communication and engagement.	\$35,442.06	Yes
3	Parent Education Forums.	Maintain parent education forums throughout the year for the parents to learn strategies to help their students. Focus topics will be on English Language, Special Education, Foster, Homeless, and Low Socioeconomically Disadvantaged. Priority to unduplicated students and students with disabilities. The purpose of a parent education forums is to inform, educate, and train parents to become partners in learning, advisors and advocates, and decision-makers.	\$3,528.14	Yes

Action #	Title	Description	Total Funds	Contributing
4	Truancy Monitoring System.	Maintain an effective truancy monitoring system. Parents will be notified quarterly regarding their students' attendance and held accountable in regards to truancy and chronic absenteeism. Educate parents on the importance of students being at school, present in the classroom and ready to learn. Priority to unduplicated students and students with disabilities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Research shows that attendance is an important factor in student achievement.	\$15,750.00	Yes
5	Health Supports for Students.	Increased to a 1.0 FTE district-wide nurse with a focus on school safety. Focus on connecting families to community resources based on need. School nurses perform a critical role within the school health program by addressing the major health problems experienced by children. This role includes providing preventive and screening services, health education, and assistance with decision-making about health, and immunizations. In 19-20, the school nurse became a critical component of mitigating the spread of COVID-19.	\$53,655.94	Yes
6	School Psychologist.	Maintain 1.0 FTE school psychologist to provide social and emotional intervention supports and counseling for all students but especially our low-income, Foster Youth and ELs who often have more great SEL needs . School psychologists help improve academic achievement, promote positive student behavior and mental health, support diverse learners, create safe, positive school climates, strengthen family-school partnerships, and improve school-wide assessment and accountability. School psychologists also perform special educational assessments and are a vital component of the district's special education program. This position is partially funded from LCFF and federal one-time COVID relief federal funds.	\$30,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Speech Pathologist.	Maintain 0.2 FTE Speech Pathologist to assist with interventions to support systems and structures to meet the needs of all students. The addition of speech pathologist services supports student communication needs and treatment of speech and language impediments. Speech pathologists also perform special educational assessments and are a vital component of the district's special education program.	\$30,200.00	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	<p>Focus on college and career readiness which encompasses 21st-century learning skills and leveraging digital learning tools. Students will be prepared to explore a world of opportunities once they reach high school. Preparing students for an ever-changing and technologically advancing world.</p> <p>State Priorities: Priority 1: Basic Services (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

During the 2018-2020 school years, the district partnered with the Kern County Superintendent of Schools to participate in a Continuous Improvement Process. This process was led by a district team consisting of parents, board members, teachers, and administrators. Through the process, the team defined the goal of working district-wide towards having systems and structures in place to prioritize academics, which will result in meeting the needs of all students. Continuous improvements defined are driving forces in and to our LCAP.

Other Pupil Outcomes:

Renaissance STAR Reading Test

Q1:19/20--Q3:19/20--Q4:19/20--Q1:20/21--Q3:20/21--Q4:20/21

Grade 1 1.5--1.9--COVID--0.8--1.1--1.6

Grade 2 2.5--3.0--COVID--2.6--2.9--3.0

Grade 3 3.7--4.1--COVID--3.3--3.9--3.8

Grade 4 4.3--4.4--COVID--4.1--4.9--4.9

Grade 5 3.7--4.4--COVID--4.6--5.1--4.9

Grade 6 4.1--5.5--COVID--5.3-- 6.5--6.2

Grade 7 5.0--5.7--COVID--5.7--8.0--7.0

Grade 8 5.2--5.8--COVID--6.3--6.7--6.9

* A reflection of STAR Reading data from 19/20 vs 20/21 shows a slight decrease in scores in grades 1-3. This data suggests an emphasis on early literacy and reading interventions. Grades 4-8 show an increase in reading scores.

Renaissance STAR Math Test

Q1:19/20-Q3:19/20-Q4:19/20-Q1:20/21-Q3:20/21-Q4:20/21

Grade 1 1.4--1.9--COVID--1.4--1.8--1.9

Grade 2 2.5--2.9--COVID--2.6--3.0--3.0
 Grade 3 3.6--4.1--COVID--3.1--3.8--4.0
 Grade 4 4.5--5.2--COVID--4.0--4.7--5.2
 Grade 5 4.2--5.3--COVID--4.9--5.6--6.1
 Grade 6 5.1--5.8--COVID--5.7--6.0--6.6
 Grade 7 5.8--6.4--COVID--6.8--7.8--7.3
 Grade 8 6.1--6.8--COVID--7.3--7.9--8.4

* A reflection of STAR Math data from 19/20 vs 20/21 shows a relative maintain in scores in grades 1-6. Grades 7-8 appear to show an increase in scores.

This data demonstrates the need for all students for other pupil outcomes. Equal access to technology for learning and supplemental access are of value. Returning from COVID-19 pandemic school closures the district will continue with district-wide AVID strategies to support all student groups. College and career courses will be introduced back for the 2021-2022 academic school year.

Through the district's work with the Continuous Improvement Process the district will focus on:

- Clarity and articulation of RBGUSD's vision
- Data-driven decision making
- Academic supports that meet the needs of all students

These district focus areas have become even more pronounced due to the implications of COVID-19 Emergency Stay at Home Orders. Due to the COVID-19 pandemic the first school closure beginning March 17, 2020. The district is very proud to have begun to bring students back to campuses district-wide in October 2020. More than ever the world became reliant on technology to meet the social and learning needs of students. In 2021-2022 the district will be bringing back multiple college and career readiness courses to support students in the ever-adapting world.

By ensuring equitable access to technology devices and supports, increased opportunities for CTE courses, promoting college and career readiness through the implementation of a district-wide AVID program, and ongoing monitoring of local metrics, students will be prepared with the skills need to succeed in the 21st century

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Services	98% of teachers appropriately assigned and				99% or higher of teachers appropriately assigned and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A: Teachers appropriately assigned and fully credentialed for assignment as measured by local staffing data	credentialed in subject areas.				credentialed in subject areas.
Priority 1: Basic Services B: Pupil access to standards aligned materials as measured by curriculum reporting to Williams	100% compliance on Williams				Maintain 100% compliance on Williams
Priority 1: Basic Services C: School facilities maintained in good repair as measured by the Facility Inspection Tool (FIT)	FIT: Good/exemplary rating all schools				Maintain FIT: Good/exemplary rating all schools
Priority 8: Other Pupil Outcomes A: Pupil outcomes in subjects described in 51210/51220 as measured by district-wide STAR assessment data	Renaissance STAR Reading Test Q1-Q3-Q4 20/21 Grade 1 Q1=0.8 Q3=1.1 Q4=1.6 Grade 2 Q1=2.6 Q3=2.9 Q4=3.0 Grade 3 Q1=3.3 Q3=3.9 Q4=3.8				Renaissance STAR Reading Test Q1-Q3-Q4 20/21 Grade 1 Q1>0.8 Q3>1.5 Q4>1.8 Grade 2 Q1>1.8 Q3>2.5 Q4>2.8 Grade 3 Q1>2.8 Q3>3.5 Q4>3.8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 4 Q1=4.1 Q3=4.9 Q4=4.9 Grade 5 Q1=4.6 Q3=5.1 Q4=4.9 Grade 6 Q1=5.3 Q3=6.5 Q4=6.2 Grade 7 Q1=5.7 Q3=8.0 Q4=7.0 Grade 8 Q1=6.3 Q3=6.7 Q4=6.9 Renaissance STAR Math Test Q1-Q3-Q4 20/21 Grade 1 Q1=1.4 Q3=1.8 Q4=1.9 Grade 2 Q1= 2.6 Q3=3.0 Q4=3.0 Grade 3 Q1=3.1 Q3=3.8 Q4=4.0 Grade 4 Q1=4.0 Q3=4.7 Q4=5.2 Grade 5 Q1=4.9 Q3=5.6 Q4=6.1 Grade 6 Q1=5.7 Q3=6.0 Q4=6.6 Grade 7 Q1=6.8 Q3=7.8 Q4=7.3 Grade 8 Q1=7.3 Q3=7.9 Q4=8.4				Grade 4 Q1>3.8 Q3>4.5 Q4>4.8 Grade 5 Q1>4.8 Q3>5.5 Q4>5.8 Grade 6 Q1>5.8 Q3>6.5 Q4>6.8 Grade 7 Q1>6.8 Q3>7.5 Q4>7.8 Grade 8 Q1>7.8 Q3>8.5 Q4>8.8 Renaissance STAR Math Test Q1-Q3-Q4 20/21 Grade 1 Q1>0.8 Q3>1.5 Q4>1.8 Grade 2 Q1>1.8 Q3>2.5 Q4>2.8 Grade 3 Q1>2.8 Q3>3.5 Q4>3.8 Grade 4 Q1>3.8 Q3>4.5 Q4>4.8 Grade 5 Q1>4.8 Q3>5.5 Q4>5.8 Grade 6 Q1 >5.8 Q3>6.5 Q4>6.8 Grade 7 Q1>6.8 Q3>7.5 Q4>7.8 Grade 8 Q1>7.8 Q3>8.5 Q4>8.8

Actions

Action #	Title	Description	Total Funds	Contributing
1	Technology Devices.	Maintain and support a technology replacement system for LCAP purchased items to support low-income, foster youth, and English learners that may not have access to technology or the internet at home. The effective use of digital learning tools in classrooms can increase student engagement and facilitate personalized learning. It also helps students build essential 21st-century skills. The COVID-19 pandemic demonstrated how online education can be a vital part of teaching and learning.	\$63,135.60	Yes
2	Career and Technical Education.	Continue to provide multiple college and career readiness courses preparing students for CTE coursework furthering college and career readiness. Preparing all students including low-income, EL, and Foster Youth for a successful transition to high school and postsecondary education. This additional training is important for students' future success and increases access to various career opportunities for our students with the greatest needs. Funds help in funding staff for courses provided.	\$76,072.58	Yes
3	District-Wide AVID Implementation.	Continue AVID district-wide programs in order to promote college and career readiness for all students including our low-income, EL and foster youth. The program helps students become more organized and encourages students to participate in higher-level thinking questions. The program helps develop reading, writing, and critical thinking skills as well as deepens content knowledge.	\$38,965.36	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.30%	\$ 813,580.00

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.

Goal #1: All students will show academic growth in mastery towards California state adopted common core standards through grade-level standards-based instruction and targeted support.

As highlighted in the identified need section of this plan, 2019 dashboard data for ELA and Math indicates that achievement gaps continue to exist for English Learners (ELs) and Socioeconomically Disadvantaged (SED) students when compared to all students district-wide. While “All” students were Green, ELs were Orange, and SED students were Yellow. In math, “All” students were Yellow while ELs and SED were both in the Orange range.

In addition, English Learners declined in ELA and decreased significantly in Math. Socioeconomically Disadvantaged increased but students remained “low” in ELA status. While SED students maintained in math, they continue to be in the “low” status in this area. This data highlights the need to continue to provide additional academic supports and services for unduplicated students in order to help address their academic needs.

This data along with feedback from parents and staff including teacher input has helped identify the specific areas of need for students addressed by this goal and actions.

The following actions will be provided to support the academic growth of unduplicated students to help narrow and close these existing gaps. While these actions will be provided LEA-wide and will support all students, they were designed to meet the unique needs of low-income and English Learners first. These actions will provide intervention and supplemental materials to support these learning gaps and also mitigate the impact of the pandemic on students. In addition, the professional development provided to staff will build capacity to

ensure staff is prepared to meet the unique learning needs of ELs, low-income, and Foster Youth. Write from the Beginning and Thinking Maps will provide our unduplicated students with skills to organize, plan and improve their writing which is an area of need especially for low-income and ELs students who fell below all students on the writing domain of the 2018-2019 ELA Smarter Balanced assessment. Maintaining a data assessment platform will ensure that adequate progress monitoring is taking place through the school year to early identify students who are struggling and properly respond to their learning needs. This is especially important for our low-income and ELs to ensure they are receiving the appropriate interventions to close existing achievement gaps. While all students will benefit from these academic supports, they are essential for our low-income and English Learners because they often do not have access to tutoring outside of the school day and our EL families have language barriers that limit the at-home support that they are able to provide to their student.

- Provide Professional Development for Staff
- Write from the Beginning and Thinking Maps Implementation
- Data and Assessment Platform
- Intervention Programs
- Supplementary Academic Materials

Goal #2: Ensure campus safety and positive school culture at all school sites. These elements included student engagement, health, and social/emotional well-being. To meet the needs of the whole child in order to increase attendance and overall school connectedness.

As highlighted in the identified need section of this plan, 2019 dashboard data for Suspension Rate indicates that achievement gaps continue to exist for English Learners (ELs) and Socioeconomically Disadvantaged (SED) students when compared to all students district-wide. While "All" students were Green, ELs were Orange, and SED students were Orange and had seen an increase in suspensions for the 2018-2019 school year.

In addition, English Learners had a status of medium with an increase in suspension rate. Socioeconomically Disadvantaged had a high status and increase in suspension rate. This data highlights the need to continue to provide additional school connectedness support and services for unduplicated students in order to help address behavior, attendance, and school connectedness.

A gap also exists for unduplicated students in the area of attendance with both ELs and low-income students falling in the "high" status for Chronic Absenteeism on the 2019 Dashboard. While "All" students were yellow on the indicator on the 2019 Dashboard with 8.1% of students being chronically absent, low-income students and ELs were orange with rates of 11.5% and 10.7% respectively.

This data along with an analysis of our climate survey and stakeholder feedback has shaped the development of this goal and actions.

The following actions will be provided to promote and increase school connectedness for unduplicated students in order to help narrow and close these existing gaps. These actions are designed to improve connectedness by providing a safe and positive climate that addresses the needs of the whole child leading to decreases in suspension and absenteeism rates. While these actions will be provided LEA-wide and will support all students, they were designed to meet the unique needs of low-income and English Learners first as they had higher rates of suspension and chronic absenteeism. Providing a tiered approach to school discipline through PBIS will support the use of positive and proactive responses to student behaviors with the intended outcome of reducing suspension rates for unduplicated students. As noted in our climate survey, close to 40% of our students indicated that they did not look forward to coming to school, PBIS and an increased

emphasis on the SEL needs of students is aimed at improving school climate to increase connectedness and improve attendance. The truancy monitoring system will allow us to provide timely interventions to students who are missing school and provide the necessary supports to eliminate the barriers preventing them from attending school. Our psychologist will be critical in supporting the SEL needs of our unduplicated students who often have increased trauma and may lack access to counseling and mental health services outside of the school day. Ensuring safety supports are in place will also support the SEL needs of our low-income, ELs and Foster Youth by providing systems and structures to increase their sense of safety and increasing family communication and engagement. These actions will provide activities to support these gaps and also mitigate the impact of the pandemic on students. While all students will benefit from these supports, they are essential for our low-income and English Learners in modeling appropriate behavior, school connectedness, and positive attendance rates.

- PBIS Implementation
- School Safety Supports
- Truancy Monitoring System
- School Psychologist

Goal #3: Focus on college and career readiness which encompasses 21st-century learning skills and leveraging digital learning tools. Students will be prepared to explore a world of opportunities once they reach high school. Preparing students for an ever-changing and technologically advancing world.

As highlighted in the identified need section of this plan, RBGUSD was able to continue middle school electives during the 2019-2020 school year when the COVID-19 pandemic began the district did not have electives during the 2020-2021 school year. The emphasis was placed on CORE classes and instructional minutes. The district will be incorporating electives back in the coming 2021-2022 school year. There is also a need to provide rigorous instruction that promotes higher levels of thinking and promotes skills needed for college and career readiness. As evidenced in the 2018-2019 Smarter Balanced Assessment, the lowest domain on the ELA assessment was research and inquiry. While 22.79% "All" students were above standard on this domain, only 12% of low-income students and less than 2% of ELs were above standard in this area. This was the lowest domain for ELs with more than 75% falling below standards. More so than ever the global COVID-19 pandemic emphasized the need for all students to have access to technology for educational purposes as well as for communication between families and school.

As noted in the stakeholder engagement portion of the LCAP a theme supporting Goal 3 were:

- Maintaining technology supports for in-person and distance learning (Parents, Teachers, Classified Staff)
- Website access for parents to make referrals for Health and Social/Emotional supports (Parents, SCS)

The following actions will be provided to support the academic growth of unduplicated students to help narrow and close these existing gaps. While these actions will be provided LEA-wide and will support all students, they were designed to meet the unique needs of low-income and English Learners first. These actions will provide intervention and supplemental materials to support these learning gaps and also mitigate the impact of the pandemic on students. With the shift to distance learning during the pandemic, the need to bridge the digital divide for unduplicated students was magnified as many of our low-income families lacked devices and connectivity in the home. This action to provide technology devices ensures that our low-income students will have the same access to technology resources needed to support their academic needs. Increasing access to college and career opportunities for unduplicated students is necessary to help close

achievement gaps and increase academic performance for unduplicated students. CTE courses provide students with skills to be successful in school and beyond by increasing access and awareness to new career opportunities for unduplicated students. The implementation of AVID district-wide will provide necessary skills, including higher-order thinking and organization skills, to increase rigor across all content areas. While all students will benefit from these academic supports, they are essential for our low-income and English Learners because they often do not have access to personal technology purchases or access to college and career readiness coursework.

- Technology Devices
- Career and Technical Education
- District-wide AVID Implementation

The below LEA-wide actions are being carried over from the 2017-2020 LCAP into this new three-year cycle. Stakeholder feedback and analysis of data was used to determine the effectiveness of these actions. This analysis has supported the decision to continue these actions into the next three years. While the past year and a half have been full of changes for our school community, it is the desire of stakeholders that we continue with previous actions in order to maintain consistency for our students and staff.

The following actions in Goal #1 have been deemed to be effective as conditions of learning in state standards and pupil outcomes/student achievement. The district has been able to maintain 100% implementation of California academic and performance standards and maintain 100% programs and services to enable English Learners to access to the core and ELD standards. The continued action steps for Goal #1 have are reflected in the California State Dashboard for ELA and Math. The district's most recent scores in the 2019 Dashboard demonstrate an overall increase of 7.6 points in ELA (Green) and a maintain of 2.7 points in Math (Yellow). Data Quest data shows that the district has been effective in maintaining a minimum of 55% (High Performance Level) of English Learners making progress towards English proficiency. In addition, 100% of unduplicated pupils have access to and are enrolled in programs/services specific to their needs as well as 100% of pupils with exceptional needs have access to and are enrolled in programs/services specifically to their needs.

Goal #1

- Professional development
- Focus on Writing
- Data and Assessment
- Intervention Programs
- Supplementary Academic Materials
- Language Acquisition Support Services

The following actions in Goal #2 have been deemed to be effective for parental involvement, pupil engagement, and school climate for the unduplicated student count. Post 2020-2021 COVID-19 the district will increase back to six EL parent meetings to inform parents of strategies to help their students while maintaining two parent education trainings through the year for the parents to learn strategies to help their students with target audiences of the unduplicated student count. The district will maintain invitations for families of special education students to participate in trainings held by the local SELPA and community organizations. Goal #2 and its actions have allowed the district to hold a high attendance rate of 95% or higher and a less than 10% chronic absenteeism rate. Actions allow for 93.8% of parents to state

their students' schools are safe, clean, and in good repair while 97% of parents believe their students' are safe at school.

Goal #2

- PBIS
- School Safety
- Parent Education Forums
- Truancy Monitoring
- Health Supports for Students
- School Psychologist
- Speech Pathologist

The following actions in Goal #3 have been deemed to be effective for basic services/conditions of learning and other pupil outcomes. The district has maintained a minimum of 98% of teachers appropriately assigned and credentialed in subject matter and 100% compliance on Williams. District campuses remain in good/exemplary status. Students continue to show continued growth on STAR ELA and Math academic assessments. The unduplicated student count continues to gain access to technology to help access educational resources and forms of communication as well as access to career and technical education and explore college opportunities.

Goal #3

- Technology Devices
- Career and Technical Education
- District-wide AVID implementation

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

In Addition to the actions provided on an LEA-wide or school-wide basis described above, the following actions are also aimed at increasing or improving service by the percentage required. The following actions are being provided on a limited basis to increase and improve services specifically for unduplicated student groups.

The following limited action for English Learners is designed to improve language acquisition programs by purchasing supplemental ELD materials and increase staff capacity by providing professional development in order to better equip staff to meet the needs of English language learners.

- Language Acquisition Support Services

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$843,780.00				\$843,780.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$656,889.35	\$186,890.65

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Provide professional development for staff.	\$23,840.12				\$23,840.12
1	2	English Learners Foster Youth Low Income	Write from the Beginning and Thinking Maps Implementation.	\$2,000.00				\$2,000.00
1	3	English Learners Foster Youth Low Income	Data and assessment platform.	\$50,022.74				\$50,022.74
1	4	English Learners Foster Youth Low Income	Intervention Programs.	\$190,392.53				\$190,392.53
1	5	English Learners Foster Youth Low Income	Supplementary Academic Materials.	\$99,830.35				\$99,830.35
1	6	English Learners	Language Acquisition Support Services.	\$725.01				\$725.01
2	1	English Learners Foster Youth Low Income	PBIS Implementation.	\$130,019.57				\$130,019.57
2	2	English Learners Foster Youth Low Income	School Safety Supports.	\$35,442.06				\$35,442.06

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Learners Foster Youth Low Income	Parent Education Forums.	\$3,528.14				\$3,528.14
2	4	English Learners Foster Youth Low Income	Truancy Monitoring System.	\$15,750.00				\$15,750.00
2	5	English Learners Foster Youth Low Income	Health Supports for Students.	\$53,655.94				\$53,655.94
2	6	English Learners Foster Youth Low Income	School Psychologist.	\$30,200.00				\$30,200.00
2	7	Students with Disabilities Speech students	Speech Pathologist.	\$30,200.00				\$30,200.00
3	1	English Learners Foster Youth Low Income	Technology Devices.	\$63,135.60				\$63,135.60
3	2	English Learners Foster Youth Low Income	Career and Technical Education.	\$76,072.58				\$76,072.58
3	3	English Learners Foster Youth Low Income	District-Wide AVID Implementation.	\$38,965.36				\$38,965.36

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$813,580.00	\$813,580.00
LEA-wide Total:	\$812,854.99	\$812,854.99
Limited Total:	\$725.01	\$725.01
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Provide professional development for staff.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,840.12	\$23,840.12
1	2	Write from the Beginning and Thinking Maps Implementation.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
1	3	Data and assessment platform.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,022.74	\$50,022.74
1	4	Intervention Programs.	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: NA NA	\$190,392.53	\$190,392.53
1	5	Supplementary Academic Materials.	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: NA NA	\$99,830.35	\$99,830.35
1	6	Language Acquisition Support Services.	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: NA NA	\$725.01	\$725.01
2	1	PBIS Implementation.	LEA-wide	English Learners	All Schools	\$130,019.57	\$130,019.57

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
2	2	School Safety Supports.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,442.06	\$35,442.06
2	3	Parent Education Forums.	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: NA NA	\$3,528.14	\$3,528.14
2	4	Truancy Monitoring System.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,750.00	\$15,750.00
2	5	Health Supports for Students.	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: NA NA	\$53,655.94	\$53,655.94
2	6	School Psychologist.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,200.00	\$30,200.00
3	1	Technology Devices.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$63,135.60	\$63,135.60
3	2	Career and Technical Education.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$76,072.58	\$76,072.58
3	3	District-Wide AVID Implementation.	LEA-wide	English Learners Foster Youth Low Income		\$38,965.36	\$38,965.36

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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