

Benicia USD LCAP 2022-2023 Review

Working Paper Summary for Local Control Accountability Plan

Purpose an interdepartmental document review of the LCAP in accordance with State Board of Education and Education Code regulations.

Does the LCAP adhere to all the required elements in the SBE adopted template as outline in Ed. Code?

Upon review the following changes were made:

Remove “Stakeholders” and replace with “Educational Partners” In multiple places in the LCAP

p. 19-Typos

p. 21-21 Typos

p. 31 Desired outcome says 65% but don’t you mean 75%

p. 69 Action 2.41 Awkwardly phrase and a bit confusing

Section 1: Budget Overview for Parents

Meets all requirements

Section 2: Supplement to the Annual Update 2021-2022 LCAP

Meets all requirements

Section 3: Plan Summary

Meets all requirements

Section 4: Engaging Educational Partners

Meets all requirements

Section 5: Goals and Actions with Goal Analysis

Meets all requirements

Section 6: Additional goals as identified by CDE for underperforming student groups

Meets all requirements

Section 7: Increased or Improved Services for Foster Youth, English Learners, and Low-income students (2022-2023)

Meets all requirements

Section 8: Includes all Expenditure Tables

Meets all requirements

Local Control and Accountability Plan (LCAP)
 Compliance Review Template
For use in County Review of District LCAPs

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| District: | | Reviewer: | |
| Date Submitted: | | Date Reviewed: | |
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BUDGET OVERVIEW FOR PARENTS REVIEW CRITERIA

Instructions to reviewer: Mark the Yes box next to each criteria to indicate if the criteria is met based on review of the LCAP and related documents. If follow up is required, describe the follow up required using the Comments/Follow Up Required box. The Page Reference boxes may be used to help track where the criteria is met (or follow up required) in the LCAP or related documents.

Budget Overview for Parents

| Yes | Page Ref# | Approval Criteria |
|-----|-----------|--|
| | | B.00 Budget Overview adheres to the template adopted by the SBE. |
| | | B.01 Local Educational Agency (LEA) name: LEA must enter district name. |
| | | B.02 CDS code: LEA must enter 14-digit district CDS code. |
| | | B.03 LEA contact information: LEA must enter name, phone number and email address of the person completing the LCAP. |
| | | B.04 Coming School Year: This information (2021-2022) has been pre-populated. |
| | | B.05 Current School Year: This information (2020-2021) has been pre-populated. |
| | | B.06 Projected General Fund Revenue for the 2021-22 School Year: LEA must enter all amounts in the gray box adjacent to the corresponding amount title. |
| | | B.061 Total LCFF Funds (row 9): LEA enters the total amount of LCFF funding it estimates it will receive, including supplemental and concentration grants, as indicated in SACS Budget Fund Form 01, Column F, row A.1 (LCFF Sources) |
| | | B.062 LCFF supplemental & concentration grants (row 10): LEA must enter the total amount of LCFF supplemental and concentration grants it estimates it will receive on the basis of the number and concentration of low income, foster youth and English learner students as applicable for the 2021-2022 school year. |
| | | B.063 All other state funds (row 12): LEA must enter the total amount of other (non-LCFF) funds it estimates it will receive. |
| | | B.064 All local funds (row 13): LEA must enter the total amount of local funds and entitlements it estimates it will receive. |
| | | B.065 All federal funds (row 14): LEA must enter the total amount of federal funds it estimates it will receive, including all Every Student Succeeds Act Title funds). |
| | | B.066 Total Projected Revenue (row 15): Total must equal the amount indicated in SACS Form 01, Column F, row A.5 (Total Revenues). |
| | | B.07 Total Budgeted Expenditures for the 2021-22 School Year: LEA must input the span of time for which the action will be implemented. |
| | | B.071 Total Budgeted General Fund Expenditures (row 17): LEA must enter its total budgeted general fund expenditures as indicated on SACS Budget Fund Form 01, column F, Row B9 (Total Expenditures). |
| | | B.072 Total Budgeted Expenditures in the LCAP (row 18): LEA must enter the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the 2021-2022 school year, as indicated in the Total Funds field of the Total Expenditures Table. |
| | | B.073 Total Budgeted Expenditures for High Needs Students in the LCAP (row 19): LEA must enter the total amount of budgeted expenditures, from all fund sources, associated with the actions included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07, as indicated in the Total Funds field of the Contributing Expenditures Table. |
| | | B.074 Expenditures not in the LCAP (row 20): LEA must enter the total amount of planned 2021-22 expenditures not included in the Local Control and Accountability Plan.. |
| | | B.08 Expenditures for High Needs Students in the 2020-21 School Year: |
| | | B.081 Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan (row 22): LEA must enter the total of the budgeted expenditures, from all fund sources, for the planned actions in the Learning Continuity Plan that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07 for the current school year. |

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| | | B.082 Actual Expenditures for High Needs Students in Learning Continuity Plan (row 23): LEA must enter the estimated actual expenditures, from all fund sources, for the actions included in the Learning Continuity Plan that are identified as contributing to the increased or improved services for high needs students pursuant to EC 42238.07, as reflected in the Annual Update for the Learning Continuity Plan. |
| | | B.090 Brief description of General Fund Expenditures (row 3): LEA must describe any of the General Fund Expenditures for the current school year that are not included in the Local Control and Accountability Plan. Limited to 75 words. |
| | | B.091 Brief description for High Needs Students (row 4): If the amount on line 19 is less than the amount in line 10, a prompt will appear and the LEA must provide a brief description of additional actions it is taking to meet its requirement to increase or improve services for high needs students. Limited to 75 words. |
| | | B.092 Brief description for actual expenditures for high needs students (row 5): if the amount in line 22 is greater than the amount in line 23, a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services in the current fiscal year. Limited to 75 words. |
| Comments/Follow-up Required | | |
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ANNUAL UPDATE FOR DEVELOPING THE 2021-22 LCAP REVIEW CRITERIA

Instructions to reviewer: Mark the Yes box next to each criteria to indicate if the criteria is met based on review of the LCAP and related documents. If follow up is required, describe the follow up required using the Comments/Follow Up Required box. The Page Reference boxes may be used to help track where the criteria is met (or follow up required) in the LCAP or related documents.

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

| Yes | Page Ref# | Approval Criteria |
|-----|-----------|---|
| | | 1.10 Annual Update adheres to the template adopted by the SBE and instructions are attached. |
| | | 1.11 Each goal in the prior year LCAP is addressed, including the following information copied verbatim from the prior year LCAP: |
| | | 1.111 Goal description |
| | | 1.112 Identified state/local priorities |
| | | 1.113 Expected annual measurable outcomes |
| | | 1.114 Planned actions/services |
| | | 1.115 Budgeted expenditures |

Comments/Follow Up Required:

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| | | 1.12 Actual Annual Measurable Outcomes: Progress toward the expected annual outcomes(s) are reviewed. If an actual measurable outcome is not available due to the impact of COVID-19, provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for the metric. All expected outcomes are addressed either with the actual outcomes or with an explanation. |
| | | 1.13 Actual Annual Services: A description of the actual actions/services is included. |
| | | 1.14 Estimated Actual Annual Expenditures: Estimated actual annual expenditures are included. |
| | | 1.15 Analysis: If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, LEA must describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP. |
| | | 1.16 Analysis: LEA must describe the overall successes AND challenges in implementing the actions/services. Analysis specifies which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEA included a description of the overall effectiveness of the actions/services to achieve the goal. |

Comments/Follow Up Required:

Annual Update for the 2021 Learning Continuity and Attendance Plan

| Yes | Page Ref# | Approval Criteria |
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| | | In-Person Instructional Offerings |
| | | 1.17 Actions Related to In-Person Instructional Offerings: LEA adds additional rows to the table as needed. |
| | | 1.17.1 Description: Copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected. |

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| | | 1.172 Total Budgeted Funds: Copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. |
| | | 1.173 Estimated Actual Expenditures: LEA must enter estimated actual expenditures to implement the actions. |
| | | 1.174 Contributing: LEA must indicate whether the action contributes to increased/improved services for unduplicated pupils. |
| | | 1.18 Substantive Differences: LEA must describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable. |
| | | 1.19 Analysis of In-Person Instructional Offerings: Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, LEA must describe successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, LEA states as such. |
| Comments/Follow Up Required: | | |
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| | | Distance Learning Program |
| | | 1.20 Actions Related to the Distance Learning Program: LEA adds additional rows to the table as needed. |
| | | 1.20.1 Description: Copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected. |
| | | 1.20.2 Total Budgeted Funds: LEA must copy verbatim from the 2020-21 Learning Continuity and Attendance Plan. |
| | | 1.20.3 Estimated Actual Expenditures: LEA must enter estimated actual expenditures to implement the actions. |
| | | 1.20.4 Contributing: LEA must indicate whether the action contributes to increased/improved services for unduplicated pupils. |
| | | 1.21 Substantive Differences: LEA must describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable. |
| | | 1.22 Analysis of the Distance Learning Program: Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, LEA must describe successes and challenges experienced in implementing distance learning in the 2020-21 school year, as applicable in the following areas: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Staff Roles and Responsibilities and Supports for Pupils with Unique Needs. To the extent practicable, LEA are encouraged to include an analysis of the effectiveness of the program to date. If distance learning was not provided to any students in 2020-21, LEA states as such. |
| Comments/Follow Up Required: | | |
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| | | Pupil Learning Loss |
| | | 1.23 Actions Related to the Pupil Learning Loss: LEA adds additional rows to the table as needed. |
| | | 1.23.1 Description: Copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected. |
| | | 1.23.2 Total Budgeted Funds: LEA must copy verbatim from the 2020-21 Learning Continuity and Attendance Plan. |
| | | 1.23.3 Estimated Actual Expenditures: LEA must enter estimated actual expenditures to implement the actions. |
| | | 1.23.4 Contributing: LEA must indicate whether the action contributes to increased/improved services for unduplicated pupils. |
| | | 1.24 Substantive Differences: LEA must describe any substantive differences between the planned actions and/or budgeted expenditures for pupil learning loss and what was implemented and/or expended on the actions, as applicable. |
| | | 1.25 Analysis of Pupil Learning Loss: Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, LEA must describe successes and challenges experienced in addressing pupil learning loss in the 2020-21 school year, as applicable. To the extent practicable, LEA includes an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners, low-income, foster youth, pupils with exceptional needs, and pupils who are experiencing homelessness, as applicable. |
| Comments/Follow Up Required: | | |
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| | | 1.26 Analysis of Mental Health and Social and Emotional Well-Being: Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, LEA must describe successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable. |
| | | 1.27 Analysis of Pupil and Family Engagement and Outreach: Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, LEA must describe successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable. |
| | | 1.28 Analysis of School Nutrition: Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, LEA must describe successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable. |
| Comments/Follow Up Required: | | |
| Additional Actions and Plan Requirements | | |
| | | 1.29 Additional Actions to Implement the Learning Continuity Plan: LEA adds additional rows to the table as needed. |
| | | 1.29.1 Section: Copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. LEA writes the section of the Learning Continuity Plan related to the action described. Minor typographical errors may be corrected. May enter N/A if the action does not apply to one specific section. |
| | | 1.29.2 Description: Copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected. |
| | | 1.29.3 Total Budgeted Funds: LEA must copy verbatim from the 2020-21 Learning Continuity and Attendance Plan. |
| | | 1.29.4 Estimated Actual Expenditures: LEA must enter estimated actual expenditures to implement the actions. |
| | | 1.29.5 Contributing: LEA must indicate whether the action contributes to increased/improved services for unduplicated pupils. |
| | | 1.30 Substantive Differences: LEA must describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable. |
| Comments/Follow Up Required: | | |
| | | 1.31 Overall Analysis: Analysis refers to the whole of the 2020-2021 LCP. LEA must provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021-24 LCAP. As part of this analysis, LEA are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021-24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and their families. |
| | | 1.32 Analysis refers to the whole of the 2020-2021 LCP. LEA must provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021-24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness). |
| | | 1.33 Analysis refers to the whole of the 2020-2021 LCP. LEA must describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to <i>California Code of Regulations</i> , Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description. |
| | | 1.34 Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan LEA responds once only. LEA must describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable |
| Comments/Follow Up Required: | | |

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2021-24 LOCAL CONTROL AND ACCOUNTABILITY PLAN REVIEW CRITERIA

Instructions to reviewer: Mark the Yes box next to each criteria to indicate if the criteria is met based on review of the LCAP and related documents. If follow up is required, describe the follow up required using the Comments/Follow Up Required box. The Page Reference boxes may be used to help track where the criteria is met (or follow up required) in the LCAP or related documents.

SBE Template

| Yes | Page Ref# | Approval Criteria |
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| | | T1 LCAP / annual update adheres to template adopted by the SBE which includes instructions and expenditure tables. |
| Comments/Follow-up Required | | |
| | | |

Plan Summary

| Yes | Page Ref# | Approval Criteria |
|------------------------------------|-----------|---|
| | | 2.01 LEA name and contact information is provided. |
| | | 2.02 General Information: Includes brief description of the LEA, its schools and students. |
| | | 2.03 Reflections: Successes: Includes a description of successes and/or progress based on a review of performance on the state and local indicators, progress toward LCAP goals, local self-assessment tools, and stakeholder input. |
| | | 2.031 What progress LEA is most proud of, based on review of CA Dashboard, performance on state and local indicators, progress toward LCAP goals, local self-assessment, stakeholder input, or other information |
| | | 2.032 How LEA plans to maintain or build upon that success |
| | | 2.04 Reflections: Identified Need: Identifies areas that need significant improvement based on a review of Dashboard and local data. |
| | | 2.041 Identifies indicators where overall performance was in the "Red" or "Orange" categories or for which LEA received a "Not Met" or "Not Met for Two or More Years" rating in Evaluation Rubrics, and any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. 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. |
| | | 2.042 Describes steps LEA is planning to take to address the areas of low performance and performance gaps |
| | | 2.05 LCAP Highlights: Identifies and summarizes key features of LCAP for the current year |
| | | 2.06 Comprehensive Support and Improvement: Identifies schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act (ESSA) and describes LEA plans to address needs of school sites. |
| | | 2.061 Schools Identified: LEA has identified schools identified for CSI. |
| | | 2.062 Support for Identified Schools: Describes how the LEA supported identified schools in developing CSI plans that include a school-level needs assessment, selection of evidence-based interventions, and identification of any resource inequities to be addressed. |
| | | 2.063 Monitoring and Evaluating Effectiveness: Describes how the LEA will monitor and evaluate the implementation and effectiveness of CSI plans. |
| Comments/Follow-up Required | | |
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Stakeholder Engagement

| Yes | Page Ref# | Approval Criteria |
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| | | 3.01 Summary of Stakeholder Process: Summarizes how stakeholder engagement was considered before finalizing the LCAP. |
| | | 3.011 Must describe how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the LEA. |
| | | 3.012 Must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. |
| | | 3.02 Summary of Feedback: Describes and summarizes the stakeholder feedback provided by specific stakeholders listed below: |
| | | 3.021 Parents |
| | | 3.022 Students |
| | | 3.023 Teachers |
| | | 3.024 Principals and Administrators |
| | | 3.025 Other School Personnel |
| | | 3.026 Local Bargaining Units, as applicable |
| | | 3.027 Community |
| | | 3.028 Parent Advisory Committee, as applicable |
| | | 3.029 English Language Parent Advisory Committee, as applicable |
| | | 3.0210 Special Education Local Plan Area Administrator, as applicable |
| | | 3.03 Aspects of the LCAP influenced by Stakeholder Input: Describes the impact of stakeholder engagement on the development of the LCAP and Annual Review, including the impact on the LCAP goals, actions, and expenditures. |
| Comments/Follow-up Required | | |
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Goals and Actions

| Yes | Page Ref# | Approval Criteria |
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| | | 4.01 Goal : Includes a description of what the LEA plans to accomplish. |
| | | 4.011 Focus Goal: Description must be specific, measurable, and time bound. |
| | | 4.012 Focus Goal Explanation: Description of why the LEA has chosen to prioritize the goal. Explanation must be based on Dashboard data or other locally collected data and should describe how the LEA identified the goal for focused attention. |
| | | 4.013 Broad Goal: Description of what the LEA plans to achieve through the actions included in the goal. The description must be clearly aligned with the expected measurable outcomes included for the goal. |
| | | 4.014 Broad Goal Explanation: Description of why the LEA developed the goal and how the actions and metrics grouped together will help achieve the goal. |
| | | 4.015 Maintenance of Progress Goal: Description of how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. |
| | | 4.016 Maintenance of Progress Goal Explanation: Description of how the actions will sustain the progress exemplified by the related metrics. |
| | | 4.02 Related State Priorities: Each state priority below is addressed within the goals: |
| | | 4.021 Priority 1: Basic (Conditions of Learning) |

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| | 4.022 Priority 2: Implementation of State Standards (Conditions of Learning) |
| | 4.023 Priority 3: Parent Involvement (Engagement) |
| | 4.024 Priority 4: Pupil Achievement (Pupil Outcomes) |
| | 4.025 Priority 5: Pupil Engagement (Engagement) |
| | 4.026 Priority 6: School Climate (Engagement) |
| | 4.027 Priority 7: Course Access (Conditions of Learning) |
| | 4.028 Priority 8: Other Pupil Outcomes (Pupil Outcomes) |
| | 4.029 Priority 9: Expelled Pupils (Conditions of Learning) <i>(County Office of Education only)</i> |
| | 4.0210 Priority 10: Foster Youth (Conditions of Learning) <i>(County Office of Education only)</i> |
| | 4.03 Measuring and Reporting Results: Metric(s) should be identified that the LEA will use to track progress toward 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. |
| | 4.031 All required metrics as set forth in EC 52060(d) for each state priority listed are described either quantitatively or qualitatively for each LCAP year. |
| | 4.032 For each identified state and/or local priority, at least one of the corresponding metrics is identified. Note that LEAs may identify metrics for specific student groups. |
| | 4.033 Metric: LEA should indicate how progress is being measured using a metric. May be quantitative or qualitative. |
| | 4.034 Baseline: LEA should include the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. Baseline data shall remain unchanged throughout the three-year LCAP. |
| | 4.035 Year 1 Outcome: To be completed for the 2022-23 LCAP. LEA should enter the most recent data available. |
| | 4.036 Year 2 Outcome: To be completed for the 2023-24 LCAP. LEA should enter the most recent data available. |
| | 4.037 Year 3 Outcome: To be completed for the 2024-25 LCAP. LEA should enter the most recent data available. |
| | 4.038 Desired Outcome for 2023-24: LEA should complete the first year of the LCAP. Description should include desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023-24 LCAP year. |
| | Priority 1: Basic |
| | A. Teachers of the school district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching |
| | B. Every pupil in the school district has sufficient access to standards-aligned instructional materials |
| | C. School facilities are maintained in good repair |
| | Priority 2: Implementation of State Standards |
| | A. Implementation of the academic content and performance standards adopted by the state board |
| | B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency |
| | Priority 3: Parent Involvement |
| | A. Efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite |
| | B. How the school district will promote parental participation in programs for unduplicated pupils |
| | C. How the school district will promote parental participation in programs for individuals with exceptional needs |
| | Priority 4: Pupil Achievement |
| | A. Statewide assessments |
| | B. CTE pathway completion rate |

Local Control and Accountability Plan (LCAP)
 Compliance Review Template
For use in County Review of District LCAPs

| | | | |
|-----------------|--|----------------|--|
| District: | | Reviewer: | |
| Date Submitted: | | Date Reviewed: | |
| LCAP Version: | | | |

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| Hearing Date: | Adoption Date: |
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| Unduplicated %: | Total S & C Funds: |
| Min. Proport. %: | Page 9 |

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| | | C. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks |
| | | D. The percentage of English learner pupils who make progress toward English proficiency; or any subsequent assessment of English proficiency, as certified by the state board |
| | | E. The English learner reclassification rate |
| | | F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher |
| | | G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness |
| | | Priority 5: Pupil Engagement |
| | | A. School attendance rates |
| | | B. Chronic absenteeism rates |
| | | C. Middle school dropout rates |
| | | D. High school dropout rates |
| | | E. High school graduation rates |
| | | Priority 6: School Climate |
| | | A. Pupil suspension rates |
| | | B. Pupil expulsion rates |
| | | C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness |
| | | Priority 7: Course Access |
| | | A. A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable |
| | | B. Programs and services developed and provided to unduplicated pupils |
| | | C. Programs and services developed and provided to individuals with exceptional needs |
| | | Priority 8: Other Pupil Outcomes |
| | | A. Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable |
| | | 4.04 Action: LEA should provide a title and description for each action. The action title should be short and will also appear in the expenditure tables. The description should provide an explanation of what the action is and may include a description of how the action contributes to increasing or improving services. |
| | | 4.05 Total Funds: Each action must have the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. |
| | | 4.06 Contributing: LEA must indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or "N" for No. |
| | | 4.061 LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in <i>California Code of Regulations</i> , Title 5[5 CCR] Section 15496(b) for any action offered on an LEA-wide or schoolwide basis. |
| | | 4.07 Actions for English Learners: LEAs 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 <i>EC</i> Section 306, provided to students and professional development activities specific to English learners. |
| | | 4.08 Actions for Foster Youth: LEAs 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. |
| | | 4.09 Goal Analysis: The goal analysis portion of the LCAP will not be used during the 2020-21 LCAP Year. The Annual Update for the 2019-20 LCAP Year will be utilized for the 2020-21 LCAP Year to address the goal analysis. |
| Comments/Follow-up Required | | |
| | | |

Local Control and Accountability Plan (LCAP)
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| Hearing Date: | | Adoption Date: | |
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| Unduplicated %: | | Total S & C Funds: | |
| Min. Proport. %: | | | Page 10 |

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

| Yes | Page Ref# | Approval Criteria |
|-----|-----------|--|
| | | 5.01 All prior year tables for each of the three years within the LCAP are retained. |
| | | 5.02 Percentage to Increase or Improve Services: Percentage by which services for unduplicated pupils must be increased or improved as compared to services provided to all pupils in the LCAP year is identified for LCAP year and agrees to line 7/8 of proportionality calculation determined pursuant to 5 CCR 15496(a)(7). |
| | | 5.03 Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students: Estimated amount of Supplemental/Concentration Funds for LCAP year is identified and agrees to line 5 of proportionality calculation determined pursuant to 5 CCR 15496(a)(5). |
| | | 5.04 Required Descriptions |
| | | <p>5.05 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: Any actions 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 must include an explanation consistent with 5 CCR Section 15496(b). 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:</p> <ul style="list-style-type: none"> ● 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 consideration; and ● The action is intended to help achieve an expected measurable outcome of the associated goal. <p>As such, the response provided in this section may rely on a needs assessment of unduplicated students. Conclusory statements that a service will help 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.</p> |
| | | 5.051 Any actions identified as contributing to the increased or improved services requirement for unduplicated pupils continued into the 2021-24 from the 2017-20 LCAP must include an explanation of how the LEA determined whether or not the action was effective as expected, and the determination must reflect evidence of outcome data or actual implementation of data. |
| | | 5.052 Actions Provided on an LEA-Wide Basis |
| | | <p>5.053 Unduplicated Percentage > 55%: School districts with an unduplicated pupil percentage of 55% or more must describe how these actions are principally directed to and effective in meeting its goal for unduplicated pupils in the state and any local priorities. 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:</p> <ul style="list-style-type: none"> ● 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 consideration; and ● The action is intended to help achieve an expected measurable outcome of the associated goal. <p>As such, the response provided in this section may rely on a needs assessment of unduplicated students. Conclusory statements that a service will help 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.</p> |
| | | 5.054 Unduplicated Percentage < 55%: School districts with an unduplicated pupil percentage of 55% or less must describe how these actions are principally directed to and effective in meeting its goal for unduplicated pupils in the state and any local priorities. LEA must also describe how the actions are the most effective use of the funds to meet the goals for its unduplicated pupils and the basis for determination, including but not limited to any alternatives considered and any supporting research, experience or educational theory (if not applicable, indicate N/A). |
| | | 5.055 Actions Provided on a Schoolwide Basis |

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| Unduplicated %: | Total S & C Funds: |
| Min. Proport. %: | Page 11 |

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| | | 5.056 School Districts with 40% or more enrollment of unduplicated pupils: LEA must 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. |
| | | 5.057 School Districts with 40% or less enrollment of unduplicated pupils: LEA must describe how these actions are principally directed to and 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. |
| | | 5.58 A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required: LEA must 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. 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. Description must address how the 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 applicable LCAP year. |
| | | 5.59 School district has fully demonstrated that it will increase and/or improve services for unduplicated pupils by the Minimum Proportionality Percentage pursuant to 5 CCF 15496(a). |
| Comments/Follow-up Required | | |
| | | |

Expenditure Tables

| Yes | Page Ref# | Approval Criteria |
|-----|-----------|--|
| | | 6.01 Data Entry table must be completed for each action in the LCAP. All expenditure tables will be automatically populated based on the data entry table. |
| | | 6.02 Goal #: LEA must enter the LCAP Goal number for the action. |
| | | 6.03 Action #: LEA must enter the action's number as indicated in the LCAP Goal. |
| | | 6.04 Action Title: LEA must provide a title of the action. |
| | | 6.05 Student Group(s): LEA must 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. |
| | | 6.06 Increased/Improved: LEA must indicate if the action is included as contributing to meeting the increased or improved services requirement. If an action is identified as contributing to meeting the increased or improved services requirement, the LEA must complete the following columns: |
| | | 6.061 Scope: The scope of an action may be LEA-wide, schoolwide, or limited. |
| | | 6.062 Unduplicated Student Group(s): LEA must indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive. |
| | | 6.063 Location: LEA must identify the location where the action will be provided. |
| | | 6.07 Time Span: LEA must input the span of time for which the action will be implemented. |
| | | 6.08 Total Personnel: LEA must input the total amount of personnel expenditures utilized to implement the action. |
| | | 6.09 LCFF Funds: LEA must input the total amount of LCFF funds utilized to implement the action. |
| | | 6.10 Other State Funds: LEA must input the total amount of Other State Funds utilized to implement the action. |
| | | 6.11 Local Funds: LEA must input the total amount of Local Funds utilized to implement the action. |
| | | 6.12 Federal Funds: LEA must input the total amount of Federal Funds utilized to implement the action. |

Comments/Follow-up Required

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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Benicia Unified School District

CDS Code: 48-70524-0000000

School Year: 2022-23

LEA contact information:

Leslie Beatson, Ed.D.

Assistant Superintendent, Education Services

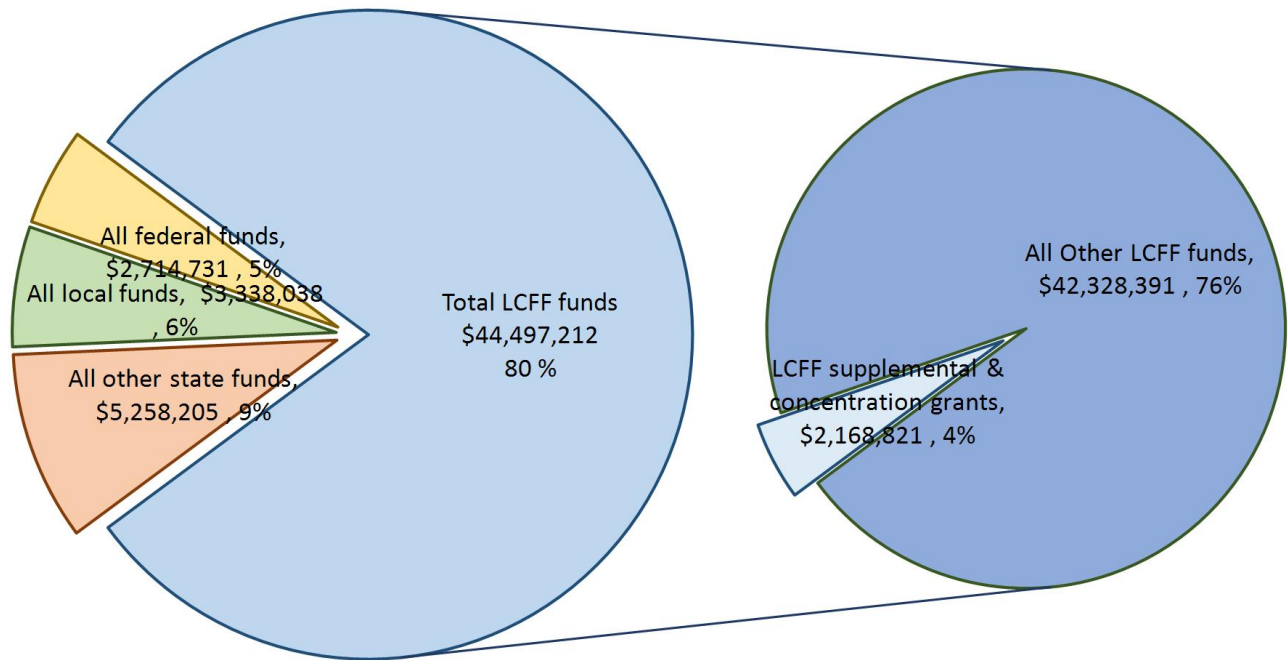
lbeatson@beniciaunified.org

707-748-2662 ext. 1231

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

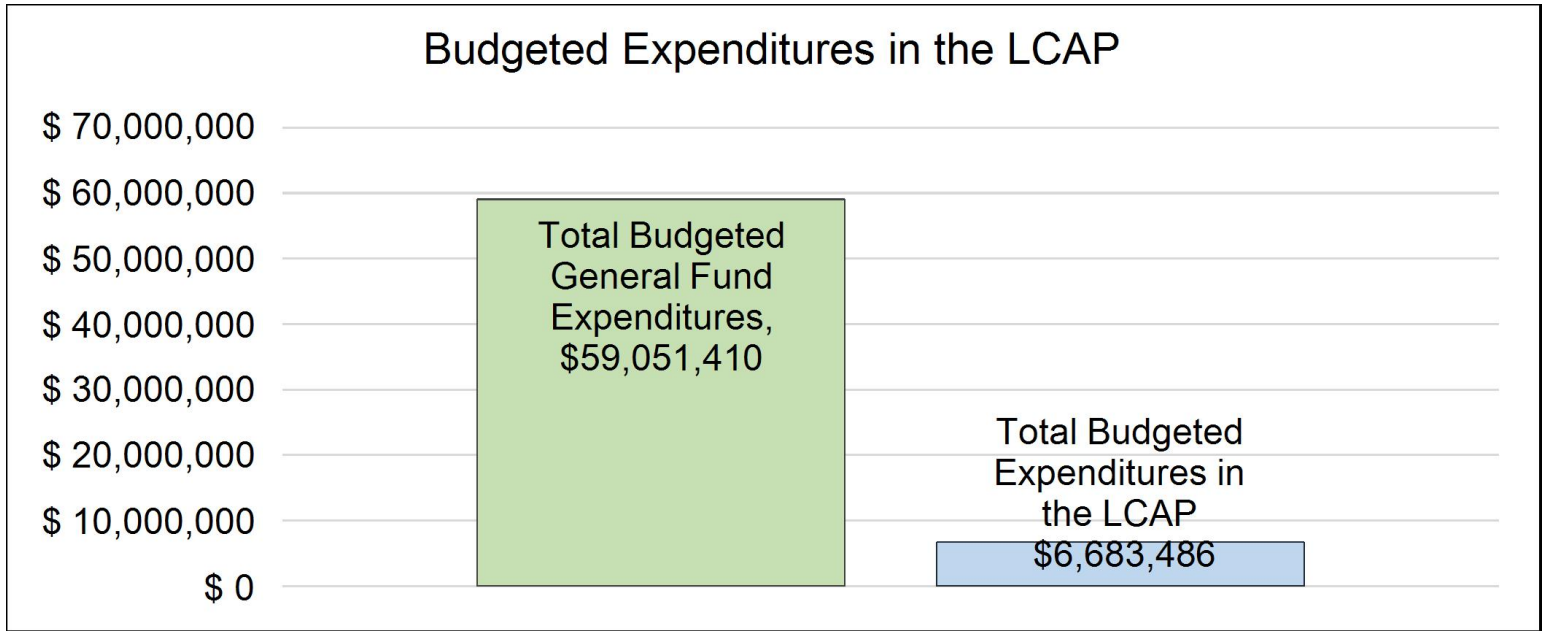


This chart shows the total general purpose revenue Benicia Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Benicia Unified School District is \$55,808,186.24, of which \$44,497,211.94 is Local Control Funding Formula (LCFF), \$5,258,204.78 is other state funds, \$3,338,038.45 is local funds, and \$2,714,731.07 is federal funds. Of the \$44,497,211.94 in LCFF Funds, \$2,168,821.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Benicia Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Benicia Unified School District plans to spend \$59,051,409.71 for the 2022-23 school year. Of that amount, \$6,683,486.00 is tied to actions/services in the LCAP and \$52,367,923.71 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The BUSD LCAP is intended to tell the story of the District and functions as the District's Strategic Plan. While many actions and services are included in each of the four goals, below is a brief summary of the General Fund Budget Expenditures that are not included in the LCAP:

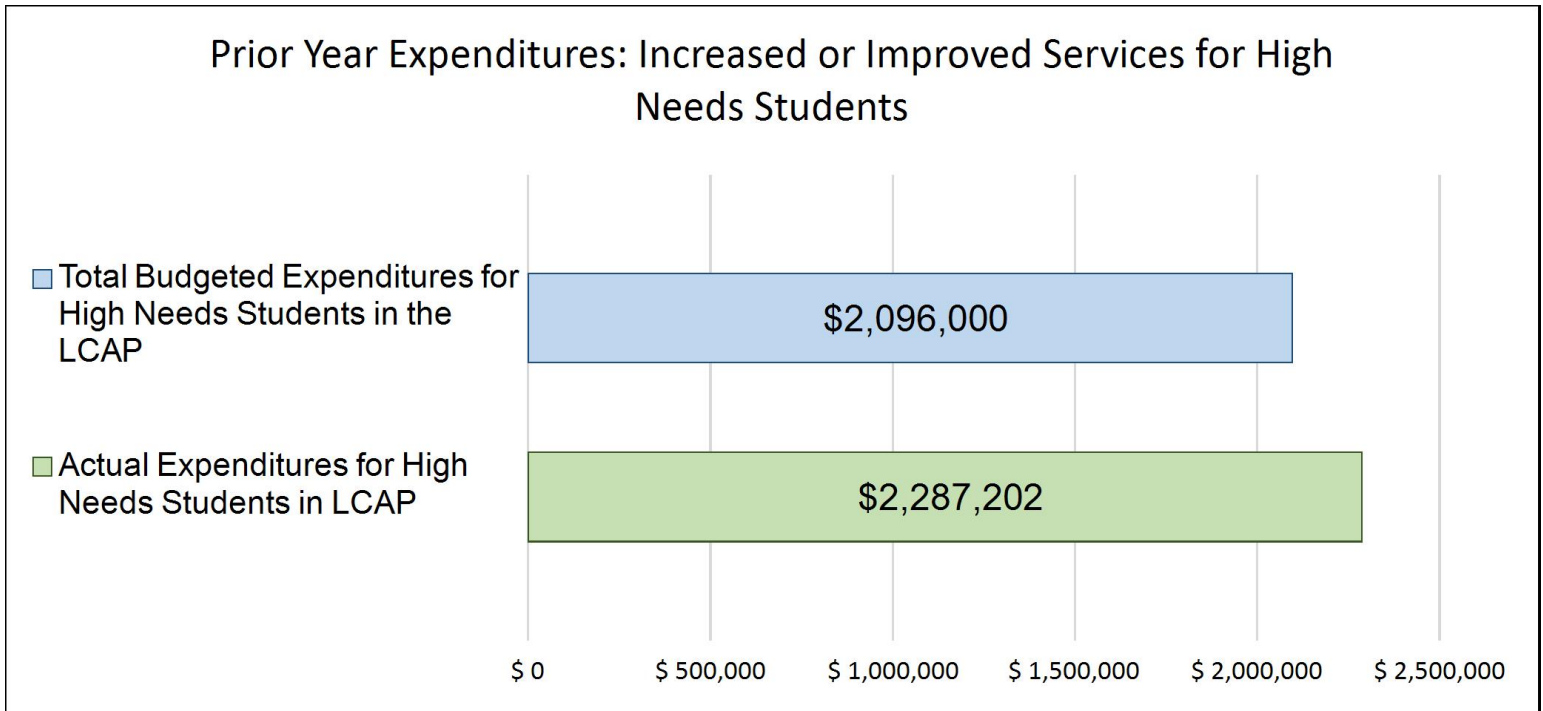
- General operations of the District
- General Fund Budget Expenditures are staff-related costs (salary/benefits) that are not specified in the LCAP
- General supplies
- Utilities
- Services (i.e. auditors, legal, mileage, insurance, repairs, technology)

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Benicia Unified School District is projecting it will receive \$2,168,821.00 based on the enrollment of foster youth, English learner, and low-income students. Benicia Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Benicia Unified School District plans to spend \$2,250,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, Benicia Unified School District's LCAP budgeted \$2,096,000.00 for planned actions to increase or improve services for high needs students. Benicia Unified School District actually spent \$2,287,202.25 for actions to increase or improve services for high needs students in 2021-22.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|--|---|
| Benicia Unified School District | Dr. Leslie Beatson Assistant Superintendent, Education Services | lbeatson@beniciaunified.org 707-748-2662 |

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Over the past two years (2019-2021) Benicia Unified staff held approximately 86 district and site-based meetings or input structures in consultation with all educational partner groups including parents, community members, local bargaining units, district, and school personnel, students, management, and the Board of Trustees in the development of our 2021-2024 Local Control Accountability Plan and the Expanded Learning Opportunity Grant. All of this input is relevant to the ESSER III plan. In addition to the 2019-2021 meetings for the LCAP and ELO, BUSD also worked with the union groups and LCAP parent advisory committee on soliciting additional feedback for this ESSER III plan. Listed below are the most pertinent meetings held during the 2019-21 LCAP/ELO development as well as forums specific to ESSER III.

Parent Groups: Two District Wide parent groups, Benicia African American Parent Group and *District English Learner Advisory Committee (DELAC) meet regularly to provide feedback regarding the success and needs of District programs and services. These groups have been invaluable in helping the District's intentional focus on equity and relationships/culture. *Note: DELAC meetings were limited during the 2019-2020 school year due to early school closure.

Tribes & Advocacy Groups: There are no active advocacy groups in Benicia. The percentage of students who identify as Native American is very small (0.4%) and did not constitute their own group.

LCAP Work Group (LCAPitans) and Parent LCAP Advisory Committee (PLAC): The LCAPitans were a team of Union leaders and administrators who met monthly. The LCAPitans met collaboratively each month with the PLAC team. Together these two teams were responsible for drafting the goals, actions, services, and metrics sections of the 2021-2043 LCAP. They were also responsible for planning and facilitating the educational partner engagement sessions. The LCAPitans met to review the requirements for the ESSER III plan, created a crosswalk with the current LCAP/ELO plans and provided additional input and structures for other groups to give feedback.

Survey and Priority Voting Feedback: A parent survey was sent in January 2020 and February 2021. Questions on this survey mirrored the feedback questions at the in-person educational partner engagement sessions in 2020 and sought additional feedback as mentioned above in the 2021 survey. In addition to providing feedback on goals, actions, and services, the survey asked participants to vote on the priorities that the District should focus on over the next three years. The results of the priority voting and survey information were very aligned with all educational partner groups. All of the information culled was included in the development of the new LCAP. The categories and feedback of priority for all groups included: Social-emotional learning for all, intervention: social & behavior; pathways, VAPA, & enrichment opportunities; communication & family engagement, professional learning, and technology. The feedback on the 2021 survey was instrumental in adding a fourth goal focused on equity.

The following is the detail of additional meetings with educational partner groups to gain insights and feedback regarding the COVID-19 federal and state grant funds for 2021-2022 school year:

- 3.15.21 Superintendent's Cabinet: Reviewed the additional one-time funding, gathered feedback, and reviewed educational partner engagement plan
- 3.18.21 Principals' Meeting: Reviewed the additional one-time funding and gathered feedback
- 3.24.21 DCC: Reviewed the additional one-time funding and gathered feedback
- 3.25.21 BTA/BUSD Meeting: Reviewed the additional one-time funding, gathered feedback and reviewed the educational partner engagement plan
- 3.29.21 BTA/CSEA Meeting: Reviewed the additional one-time funding, gathered feedback, and reviewed the educational partner engagement plan
- 3.31.21 Staff Educational Partner Engagement: Open meeting for all staff to provide feedback regarding the new federal and state grant funding
- 3.31.21 Parent Educational Partner Engagement: Open meeting for all parents to provide feedback regarding the new federal and state grant funding
- 4.20.21 Superintendent's Cabinet: Reviewed feedback and grant requirements and prioritized actions.
- 9.8.21 LCAPitans Meeting: Reviewed current LCAP/ELOG, requirements for ESSER III, and determined other methods for soliciting feedback
- 9.22.21 Parent LCAP Meeting: Reviewed current LCAP/ELOG, requirements for ESSER III, and determined other methods for soliciting feedback

The current LCAP, which includes the In-Person Instruction (IPI) and Expanded Learning Opportunity Grant (ELOG) can be located at <https://beniciaunified.org/lcap/>.

Here is a link to the ELOP Grant which includes stakeholder engagement information:
<https://drive.google.com/file/d/1iCHNPhOS8GaBNi0TLZ7Ywq12uMwgYazm/view?usp=sharing>

Here is a link to the ESSER III Grant which includes stakeholder engagement information:
<https://drive.google.com/file/d/1V7OqdNGyGhSLN2iSwPOQf1spFtDjNHdH/view?usp=sharing>

The Educator Effectiveness Grant plan was reviewed with the BUSD LCAP team which includes parents, union members, and staff. There was also an opportunity for public input at the School Board meeting on November 18, 2021. The team was clear that funding should primarily be used to extend into outer years the existing actions and services (that are paid with one-time funds) that have been identified in the District's LCAP.

The A-G Improvement Grant and the Expanded Learning Opportunities Grant (ELOG) will have input from the BUSD LCAP team and other community partners in the future. There will also be opportunities for public comment at Board Meetings. A survey will be sent to parents to solicit feedback on the ELOG development as well.

Pre-K Planning and Implementation: We held 3 community meetings and met with PreK/TK staff to review plans.

Expanded Learning Opportunities Program: We used feedback from the 2020-21 BUSD After Hours virtual program to develop the draft plan for this year's in-person extended day program for eligible students.

The educational partner engagement is not yet complete for these funds.

A-G Completion Improvement Grant: BHS is working with HS staff to develop ideas for this grant.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

NA

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The following is the detail of additional meetings with educational partner groups to gain insights and feedback regarding the COVID-19 federal and state grant funds for the 2021-2022 school year:

- 3.15.21 Superintendent's Cabinet: Reviewed the additional one-time funding, gathered feedback, and reviewed the educational partner engagement plan
- 3.18.21 Principals' Meeting: Reviewed the additional one-time funding and gathered feedback including IPI, ELOG, ESSER I & II
- 3.24.21 DCC: Reviewed the additional one-time funding and gathered feedback including IPI, ELOG, ESSER I & II
- 3.25.21 BTA/BUSD Meeting: Reviewed the additional one-time funding, gathered feedback, and reviewed the educational partner engagement plan including IPI, ELOG, ESSER I & II
- 3.29.21 BTA/CSEA Meeting: Reviewed the additional one-time funding, gathered feedback, and reviewed educational partner engagement plan including IPI, ELOG, ESSER I & II
- 3.31.21 Staff Educational Partner Engagement: Open meeting for all staff to provide feedback regarding the new federal and state grant funding including IPI, ELOG, ESSER I & II
- 3.31.21 Parent Educational Partner Engagement: Open meeting for all parents to provide feedback regarding the new federal and state grant including IPI, ELOG, ESSER I & II funding
- 4.20.21 Superintendent's Cabinet: Reviewed feedback and grant requirements and prioritized actions.
- 9.8.21 LCAPitans Meeting: Reviewed current LCAP/ELOG, requirements for ESSER III, and determined other methods for soliciting feedback
- 9.22.21 Parent LCAP Meeting: Reviewed current LCAP/ELOG, requirements for ESSER III, and determined other methods for soliciting feedback

Here is a link to the ELOP Grant which includes educational partner engagement information:

<https://drive.google.com/file/d/1iCHNPhOS8GaBNi0TLZ7Ywq12uMwgYazm/view?usp=sharing>

Here is a link to the ESSER III Grant which includes educational partner engagement information:

<https://drive.google.com/file/d/1V7OqdNGyGhSLN2iSwPOQf1spFtDJNHDH/view?usp=sharing>

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

BUSD ESSER III funds are closely tied to many of the actions and services identified in our Expanded Learning Opportunity Grant (ELOG) and in our LCAP. Our LEA intends to use these funds in outer years to continue services in mental health and well-being, professional learning and accelerating student progress that began during the 20221-2022 school year using the ELOG funds. Specifically BUSD plans to us funding to support mental health/well-being through staffing and materials to support students' mental health and well-being in the classroom and beyond the classroom, and through intervention opportunities, evidence based materials, technology and assessments. Professional learning will be continued by investing in high-quality professional learning for all staff to support ongoing work in instructional practices, mental well-being and equity. BUSD will continue services that accelerate learning through staffing and materials to support accelerating progress of students in the classroom and through intervention opportunities, evidence based materials, high impact tutoring, technology and assessments.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

BUSD ESSER III funds are closely tied to many of the actions and services identified in our Expanded Learning Opportunity Grant (ELOG) and in our LCAP. Our LEA intends to use these funds in outer years to continue services in mental health and well-being, professional learning and accelerating student progress that began during the 2021-2022 school year using the ELOG funds. In addition, BUSD is creating a multi-year LCAP budget plan that identifies which actions and services will be continued in outer years and matching the fiscal resources received for the 2021-22 school year. BUSD is working closely with our unions and parents to create a robust progress monitoring system for each action/services in the LCAP to help inform our decision making on the effectiveness of each item. This information will also support the decision making regarding which actions/services will be continued using new funding received in the 2021-22 school year.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and

- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.



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 |
|-------------------------------------|---|---|
| Benicia Unified School District | Leslie Beatson, Ed.D. Assistant Superintendent, Education Services | lbeatson@beniciaunified.org 707-748-2662 ext. 1231 |

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Benicia Unified School District is a PreK-12 District that serves approximately 4,500 students. Benicia's student population has about 55% ethnic diversity and 25% of students who are Foster Youth, Homeless, Socio-economically Disadvantaged and/or English Learner (Unduplicated population.) Approximately 3.4% of students are English Learners.

There are four PreK-Fifth grade elementary schools, one 6-8 grade middle school, one 9-12 grade comprehensive high school, one continuation high school, and one community day school. Approximately 500 teachers and classified staff work with the students to provide them with an outstanding education.

The Benicia parents and community are involved in the schools and take an active role in participating at the sites, by providing feedback and through educational partner meetings and workshops.

In 2015-16, the Superintendent facilitated a process where the staff and community engaged in a process to create a dynamic vision statement, a belief statement and outline the characteristics they strive for each Benicia graduate.

BUSD Vision: Where all students achieve at their highest potential in an engaging, inspiring and challenging learning environment.

We Believe:

Students reach their potential when they are engaged, encouraged, challenged and supported in the pursuit of their interests, passions, and talents.

All students are creative, unique and can learn.

Education is a collaborative effort among students, staff, parents, guardians and the community.

In valuing the diversity of students, staff and the community.

Every student has a voice that deserves to be heard.

Safe and welcoming schools help students and staff reach their potential.

Educational experiences for students and staff are continually improved through systems of accountability.

Education must be purposeful, challenging and innovative.

Characteristics of a BUSD Graduate:

Inquisitive with a desire to be lifelong learners.

Self-sufficient, self-motivated and socially responsible individuals.

Fully prepared and equipped for college or career in the 21st Century.

Collaborative, creative, critical thinkers with strong communication skills.

Compassionate, respectful and possess a high degree of integrity.

Resilient with the willingness to persevere.

Innovative, entrepreneurial and adaptable.

Globally aware and environmentally responsible citizens.

Capable of recognizing the talents in themselves so they can be fulfilled, compassionate and engaged individuals.

BUSD's vision, We Believe, and the Characteristics of Benicia Graduate documents drive the work of the District and the LCAP, which serves as the District's Strategic Plan. Data analysis and the creation of actions to support Site and District goals are continuously measured against these above-mentioned documents to ensure that all students have enriching educational opportunities to meet their highest potential. As District staff reflect on progress toward goals and work to measure the impact of actions, the vision, beliefs, and characteristics documents help drive the discussion.

In keeping with the BUSD vision, the priorities identified through our data, and educational partner feedback, four overarching goals have guided the development of the best practices, actions, services and budget allocations in the LCAP. A robust 3-year professional learning plan has been created to support our work and continuous growth in these areas.

The BUSD Board of Trustees adopted the LCAP as the District's Strategic Plan with these four goals:

Goal 1 (Social-Emotional Wellness/Sense of Belonging): All students in Benicia Unified School District, especially those that have been traditionally underrepresented, will feel a sense of belonging and connection to their school community so that they feel challenged and invested in a learning environment that values individuals and is accepting, respectful, safe and supportive.

Goal 2 (Academic-Literacy & Humanities): All students in Benicia Unified School District will demonstrate mastery on and be supported in grade-level literacy and humanities standards in all content areas so that there is comparable performance for all student groups, and achievement and performance gaps are virtually non-existent.

Goal 3 (Academic-Math & STEAM): All students in Benicia Unified School District, will demonstrate mastery on and be supported in math standards with the support of all STEAM (science, technology, engineering, art, math) content areas so that there is comparable performance for all student groups, and achievement and performance gaps are virtually non-existent.

Goal 4 (Equity & Opportunity): Historically underserved and underrepresented students will have access to and inclusion in all learning and activities in school. BUSD will advance equity practices by ensuring that the voices of our students are represented, they feel seen and their cultures and stories are valued with a particular focus on students who are black, socio-economically disadvantaged, English learners, Latinx, LGBTQ, and students in special education.

Reflections: Successes

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

BUSD has many reasons to celebrate student successes and achievements. Students and staff have worked hard to support growth in many areas.

Performance on the California Dashboard is ranked on a color scale: blue=very high; green=high; yellow=medium; orange=low; and red=very low (except for suspension and chronic absenteeism rates where blue = very low and red=very high.)

Due to limited data available on the CA Dashboard, BUSD used other data reporting systems such as NWEA-MAP and Aeries to identify successes and identified needs for this 2022-23 LCAP. Successes were defined using one of the following: 60% or higher on the NWEA-MAP Growth Assessment data. Identified Needs were defined using one of the following: 40% or lower on the NWEA-MAP Growth Assessment data.) NWEA-MAP uses a 5-point scale to measure student success compared to a 4-point scale on SBAC. Students scoring between 40%-60% on NWEA-MAP are considered approaching or at grade level. Additionally, some data points were a success (due to an increase of at least five percentage points) and an identified need (as the scores/performance remain an area of focus.)

Outlined below are the District's greatest successes and increases, except for suspensions and chronic absenteeism where rates would

decrease.

BUSD: MATHEMATICS (2022 Spring Administration NWEA-MAP ACHIEVEMENT DATA)

- ALL Students: 54% met/exceeded (2019 SBAC-54%)
- Homeless Students: 37.5% met/exceeded (2019 SBAC-18%)
- Socio-economically Disadvantaged Students: 33.3% met/exceeded (2019 SBAC-26%)
- Filipino Students: 60.8% met/exceeded (2019 SBAC-64%)
- Two or More Races: 56.9% met/exceeded (2019 SBAC-57%)
- White Students: 60.2% met/exceeded (2019 SBAC-63%)
- Asian Students: 69.2% met/exceeded (2019 SBAC-77%)
- Hispanic Students: 41.9% met/exceeded (2019 SBAC-37%)

BUSD: MATHEMATICS (2022 Spring Administration NWEA-MAP GROWTH Data)

- ALL Students: 81% of all students met their growth targets
- White Students: 83.5% met their growth targets
- Two or More Races: 81.4% met their growth targets
- Hispanic Students: 77.8% met their growth targets
- Filipino Students: 80.4% met their growth targets
- Asian Students: 76.8% met their growth targets
- African American Students: 75.9% met their growth targets
- Students with Disabilities: 81.3% met their growth targets
- English Learners: 79.2% met their growth targets
- Homeless Students: 87.5% met their growth targets
- Foster Youth: 100% met their growth targets

BUSD: ENGLISH LANGUAGE ARTS (2022 Spring Administration NWEA-MAP ACHIEVEMENT DATA)

- ALL Students: 52.5% met/exceeded (2019 SBAC-58%)
- Students with Disabilities: 23.6% met/exceeded (2019 SBAC-19%)
- Filipino Students: 49.3% met/exceeded (2019 SBAC-64%)
- Asian Students: 64.8% met/exceeded (2019 SBAC-78%)
- Two or More Races: 54.4% met exceeded (2019 SBAC-61%)
- White Students: 58.9% met/exceeded (2019 SBAC-66%)
- Students with Disabilities: 23.8% met/exceeded (2019 SBAC-19%)

BUSD: SUSPENSION RATES (2022 Aeries as of April 2022)

- ALL Students: 2.1% (2019 Dashboard-3.2%)
- African American Students: 2.1% (2019 Dashboard-6.5%)
- Homeless Students: 1.7% (2019 Dashboard-7.8%)

Socio-economically Disadvantaged Students: 3.6% (2019 Dashboard-5.8%)

- English Learner Students: TBD% (2019 Dashboard-1%)
- Filipino Students: 2% (2019 Dashboard-1.1%)
- White Students: 2.1% (2019 Dashboard-1.5%)
- Asian Students: 0% (2019 Dashboard-0.9%)

BUSD: GRADUATION RATES (2021 Dashboard)

- ALL Students: 92.5% (2020 Dashboard-95.5%)
- African American Students: 94.1% (2020 Dashboard-95.5%)
- Filipino Students: 96.6% (2020 Dashboard-100%)
- Hispanic Students: 90.6% (2020 Dashboard-90.4%)
- White Students: 93.3% (2020 Dashboard-96.7%)

BUSD: COLLEGE AND CAREER READINESS (2021 or 2022 Dashboard)

- College and Career Readiness Overall is no longer reported on the Dashboard
- ALL Students: 68.7% prepared (2020 DataQuest)
- Asian: 90.5% (2020 DataQuest)
- Filipino: 83.5% (2020 DataQuest)
- Hispanic: 61.4% (2020 DataQuest)
- Two or More Races: 67.3% (2020 DataQuest)

Analysis and Reflections

*Overall achievement performance in mathematics was maintained to pre-COVID levels

*Students who are homeless, Hispanic, and socio-economically disadvantaged made significant gains in mathematics (greater than 5%age points)

*Overall students showed significant growth in mathematics on NWEA-MAP in meeting their individual growth targets

*Students with disabilities and African American students showed significant gains in achievement performance in English (greater than 5%age points) though still performed significantly lower than the overall student population

*Student suspensions decreased significantly during the 2022 school year as compared to 2019, especially with our African American students, students with disabilities, and those who are socio-economically disadvantaged and homeless

*BUSD maintained a high graduation rate through COVID

BUSD will continue to provide Tier I & II support for academics through the TK-12 system through the use of intervention tutors, intervention sections at BMS, and having a two year-option for math 1 at BHS. Additionally, BUSD staff will continue to work together to use the NWEA-MAP assessment and data to drive instruction. During this first year of administration, it should be noted that the focus was on the efficacy of administration. Finally, BUSD will continue its work with PBIS and introduce Restorative Practices where appropriate to continue a focus on creating a sense of belonging and an environment where students feel safe and suspension continues to decline.

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.

BUSD has some areas of need to ensure high levels of student achievement.

Performance on the California Dashboard is ranked on a color scale: blue=very high; green=high; yellow=medium; orange=low; and red=very low (except for suspension and chronic absenteeism rates where blue = very low and red=very high.)

Due to limited data available on the CA Dashboard, BUSD used other data reporting systems such as NWEA-MAP and Aeries to identify successes and identified needs for this 2022-23 LCAP. Successes were defined using one of the following: 60% or higher on the NWEA-MAP Growth Assessment data. Identified Needs were defined using one of the following: 40% or lower on the NWEA-MAP Growth Assessment data.) NWEA-MAP uses a 5-point scale to measure student success compared to a 4-point scale on SBAC. Students scoring between 40%-60% on NWEA-MAP are considered approaching or at grade level. Additionally, some data points were a success (due to an increase of at least five percentage points) and an identified need (as the scores/performance remain an area of focus.)

Outlined below are the District's greatest needs where performance was in the orange or red categories on the California Dashboard or where performance declined (except in Suspensions and Chronic Absenteeism where rates would be increased.)

BUSD: MATHEMATICS (2022 Spring Administration NWEA-MAP)

- African American Students: 26.9% met/exceeded (2019 SBAC-26%)
- Homeless Students: 37.5% met/exceeded (2019 SBAC-18%)
- Socio-economically Disadvantaged Students: 33.3% met/exceeded (2019 SBAC-26%)
- English Learner Students: 14% met/exceeded (2019 SBAC-17%)
- Students with Disabilities: 21.6% met/exceeded (2019 SBAC-19%)
- Foster Youth: 10% met/exceeded (2019 SBAC-NA)
- Hispanic Students: 41.9% met/exceeded (2019 SBAC-37%)

BUSD: ENGLISH LANGUAGE ARTS (2022 Spring Administration NWEA-MAP)

- ALL Students: 52.5% met/exceeded (2019 SBAC-58%)

- Students with Disabilities: 23.6% met/exceeded (2019 SBAC-19%)
- African American Students: 33.8% met/exceeded (2019 SBAC-28%)
- Hispanic Students: 39.9% met/exceeded (2019 SBAC-47%)
- Homeless Students: 37.5% met/exceeded (2019 SBAC-41%)
- Socio-economically Disadvantaged Students: 33.3% met/exceeded (2019 SBAC-31%)
- Filipino Students: 49.3% met/exceeded(2019 SBAC-64%)
- Two or More Races: 54.4% met/exceeded (2019 SBAC-61%)
- White Students: 58.9% met/exceeded (2019 SBAC-66%)
- English Learner Students: 12% met/exceeded (2019 SBAC-15%)
- Students with Disabilities: 23.8% met/exceeded (2019 SBAC-19%)

BUSD: ENGLISH LANGUAGE ARTS (2022 Spring Administration NWEA-MAP GROWTH Data)

- ALL Students: 58.3% of all students met their growth targets
- White Students: 58.5% met their growth targets
- Two or More Races: 61.6% met their growth targets
- Hispanic Students: 55.7% met their growth targets
- Filipino Students: 56.6% met their growth targets
- Asian Students: 60.2% met their growth targets
- African American Students: 57.1% met their growth targets
- Students with Disabilities: 61.9% met their growth targets
- English Learners: 17% met their growth targets
- Homeless Students: 66.7% met their growth targets
- Foster Youth: 62.5% met their growth targets

BUSD: SUSPENSION RATES (2022 Aeries as of April 2022)

- Hispanic Students: 7.6% (2019 Dashboard-3.4%)
- Two or More Races: 5.6% (2019 Dashboard-4.6%)
- Foster Youth: 5.9% (2019 Dashboard-6.7%)
- Students with Disabilities: 4% (2019 Dashboard-5.6%)

BUSD: CHRONIC ABSENTEEISM (2022 Aeries as of April 2022)

- ALL Students: 18.1% (2019 Dashboard-6.1%)
- African American Students: 18.4% (2019 Dashboard-6.9%)
- Filipino Students: 8% (2019 Dashboard-3%)
- White Students: 17.7% (2019 Dashboard-5.3%)

- Asian Students: 7% (2019 Dashboard-2.3%)
- Students with Disabilities: 27% (2019 Dashboard-11.7%)
- Homeless Students: 66.7% (2019 Dashboard-14.3%)
- Socio-economically Disadvantaged Students: 27.9% (2019 Dashboard-10.9%)
- English Learner Students: 26.4% (2019 Dashboard-10.9%)
- Hispanic Students: 24.5% (2019 Dashboard-7.2%)
- Two or More Races: 17.1% (2019 Dashboard-4.6%)
- Foster Youth: TBD % (2019 Dashboard-NA)

BUSD: GRADUATION RATES (2021 Dashboard)

- Students with Disabilities: 73.9% (2020 Dashboard-84.2%)
- Two or More Races: 88.9% (2020 Dashboard-92.7%)
- English Learners: 71.4% (2020 Dashboard-100%)
- Socio-economically Disadvantaged: 88.8% (2020 Dashboard-92.5%)

BUSD: COLLEGE AND CAREER READINESS (2021 or 2022 Dashboard)

- College and Career Readiness Overall is currently not reported on the Dashboard
- African American Students: 59.1% (2020 DataQuest)
- English Learners: 54.5% (2020 DataQuest)
- Socio-economically Disadvantaged: 51.9% (2020 DataQuest)
- Students with Disabilities: 24.6% (2020 DataQuest)

Analysis and Reflection

*While many student groups maintained or increased academic achievement performance in mathematics on the NWEA-MAP assessment, overall performance remains an area of focus

*The academic achievement performance in mathematics for our English learners and Foster Youth will be a priority

*Most student groups maintained academic performance achievement on the English NWEA-MAP assessment as compared with the 2019 SBAC

*A continued focus on English support for our students with disabilities, African American students, homeless students, Hispanic students and English learners

*Suspension rates, while overall were lower, remained high for our Hispanic students, students of two or more races, and foster youth

*Four student groups saw a significant decline in graduation rates over the COVID year, while graduation rates for these groups continued above 70%, there was a significant gap between these students and the overall student population.

BUSD will continue to support our English learners with Tier I and II supports across the District. An increase in ELD staffing will be provided at the elementary level to provide additional ELD Tier II services. BUSD will continue to provide Tier I & II support for academics through the TK-12 system through the use of intervention tutors, intervention sections at BMS, and having a two year-option for math 1 at BHS. Additionally, BUSD staff will continue to work together to use the NWEA-MAP assessment and data to drive instruction. BUSD is seeing gains in classrooms that use Imagine Math, a supplementary Tier I and II math support program. This data will continue to drive decisions regarding instructional tools and practices. PBIS will continue to be the construct and framework used to further the work in the area of school culture and climate as it relates to student behavior. Additionally, districtwide work in equity and opportunity will continue and be used to ensure that we open doors and remove barriers for student success.

LCAP Highlights

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

The BUSD Board of Trustees adopted the LCAP as the District's Strategic Plan with these four goals listed below. Under each goal are descriptions of actions or services that staff believe will be integral in leveraging student growth in their social-emotional wellness and/or academic performance.

Goal 1 (Social-Emotional Wellness/Sense of Belonging): All students in Benicia Unified School District, especially those who have been traditionally underrepresented, with a focus on our black students, will feel a sense of belonging and connection to their school community so that they feel challenged and invested in a learning environment that values individuals and is accepting, respectful, safe and supportive.

- *Providing counseling through the use of additional counselors and interns will allow more students access to mental health professionals.
- *Purchasing and providing training on a social-emotional learning and health wellness curriculum will allow staff to support students in learning key skills and strategies.
- *Staffing wellness centers at each site will allow for continued support in a safe environment.
- *Direct and indirect support through Special Friends/Second Step, Student Services Director and Mental Health Clinicians will serve more students throughout the District.
- *Continuing support through NCI, PBIS, Care Solace, Sources of Strength
- *Additional campus supervisor/noon-duty supervisor to provide support to students on the yard or during unstructured times
- *A robust professional learning plan underlies this goal and will provide staff with targeted training over the next three years.

Goal 2 (Academic-Literacy & Humanities): All students in Benicia Unified School District will demonstrate mastery on and be supported in grade-level literacy and humanities standards in all content areas so that there is comparable performance for all student groups, and achievement and performance gaps are virtually non-existent.

- *Providing trained intervention instructional assistants at the K-5 level will support the students and teachers in ensuring that struggling readers and mathematicians receive a daily double-dose of direct reading small-group instruction.

- *Partnering with the City of Benicia on the "Benicia Reads Campaign" to focus our community's efforts on the importance of early literacy and the role of engaging with children 0-5 years old in singing, talking, and reading.
- *Providing all staff with content collaboration days where they work collaboratively on instructional practices that are data-driven and embed best practices such as Universal Design for Learning, English Learner strategies, data and task analysis for test items, and common vocabulary and literacy strategies across the curriculum.
- *Support and training for teachers in the implementation of the literacy curriculum, AP coursework, and summer PD opportunities.
- *Providing Tier II direct instruction support for English learners who meet the identified criteria at the elementary level.
- *Implementing a robust assessment system TK-12 in literacy and mathematics will allow teachers to monitor student progress and provide just-in-time targeted instruction.
- *Providing additional teachers will increase the teacher-to-student ratio and provide for more individualized, targeted instruction.
- *A robust professional learning plan underlies this goal and will provide staff with targeted training over the next three years.

Goal 3 (Academic-Math & STEAM): All students in Benicia Unified School District, will demonstrate mastery on and be supported in math standards with the support of all STEAM (science, technology, engineering, art, math) content areas so that there is comparable performance for all student groups, and achievement and performance gaps are virtually non-existent.

- *Some of the actions from Goal 2 will support Goal 3 as well.
- *Purchasing and implementing a robust data analytics platform for all users will allow staff to understand the impact of instruction, needs for acceleration or re-teaching and monitor interventions provided.
- *Providing Tier II math support at the elementary level for students who meet criteria through trained intervention instructional assistants at the K-5 level to ensure that struggling readers and mathematicians receive a daily double-dose of direct small-group instruction.
- *Increasing access to technology for all students, BUSD will continue to support a 1:1 environment Tk-12.
- *A robust professional learning plan underlies this goal and will provide staff with targeted training over the next three years.

Goal 4 (Equity & Opportunity): Historically underserved and underrepresented students will have access to and inclusion in all learning and activities in school. BUSD will advance equity practices by ensuring that the voices of our students are represented, they feel seen and their cultures and stories are valued with a particular focus on students who are black, socio-economically disadvantaged, English learners, Latinx, LGBTQ, and students in special education.

- *Continuing a District Equity Team will support and help oversee the ongoing work throughout the District.
- *Contracting with equity facilitators/trainers to support ongoing equity work at all parts of the system will help move the entire system forward on its equity journey.
- *A robust professional learning plan underlies this goal and will provide staff with targeted training over the next three years.

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Summary of Engaging Education Partners

A strong collaboration between administrators and the classified and certificated unions resulted in the formation of the "LCAPitans." This team was joined by the Parent LCAP Advisory Committee (PLAC) and met monthly throughout the year to understand the LCAP process, plan the engagement sessions, facilitate the engagement sessions, review the feedback received and provide final input and recommendations for the LCAP before it went to the BUSD Board of Trustees for final approval.

Over the past year, Benicia Unified staff held approximately 58 district and site-based meetings or input structures in consultation with all educational partner groups including parents, community members, local bargaining units, district, and school personnel, students, management, and the Board of Trustees in the development of our 2021-2024 Local Control Accountability Plan.

In February 2022, BUSD hosted an "LCAP Forum" for all staff members. The staff LCAP Forum was held during one of the District's Professional Learning Days so all staff had the ability to provide feedback. During this session, staff reviewed data from the LCAP metrics as well as progress monitoring and effectiveness data for all actions/services included in the LCAP. Staff then provided input based on two questions: Based on your review of the data, what is working? Based on your review of the data, what needs attention? In addition, participants were able to provide individual feedback through a survey. The survey asked very specific questions related to the goals and actions/services within the LCAP.

Parents were also given the opportunity to provide input via a survey in February. The survey focused primarily on the overall satisfaction of programs and services with specific attention to creating a sense of belonging in BUSD. The information from this survey was used to inform revisions to the LCAP.

District and site meetings with school staff, parent/staff advisory groups, District Curriculum Council, and surveys exemplify the collaborative opportunities created to ensure the district consulted with to ensure all voices of our educational partners were heard. BUSD used a variety of protocols and presentations to design and implement each session. There were opportunities for both individual and group input at the sessions.

The following is a detail of the meetings held with each educational partner group during the 2021-2022 school year.

Administrative Council

Aug. 5: LCAP overview

Aug. 6: LCAP overview

Oct. 6: Planning listening sessions for community forum-defining success

Nov. 17: LCAP actions/services effectiveness

Feb. 2: LCAP educational partners' engagement planning and preparation
Feb. 15: BUSD all staff professional learning day with LCAP engagement session
April 20: LCAP review
May 18: LCAP draft review

LCAPitans

Sept. 8: LCAP overview and process
Oct. 3: Identified methods for effectiveness measures
Nov. 9: Progress monitoring metrics
Dec. 8: Developed engagement process
Jan. 12: Preparation for Professional Learning day
Feb. 1: Full day data dig
Feb. 2: Finalized professional learning day engagement plan
Mar. 9: Data review
Apr. 5: Data review
May 11: Draft LCAP review

District Curriculum Council

Sept. 27: LCAP review
Oct. 27: Data review
Jan. 26: Professional Learning Day planning feedback
Feb. 24: Professional Learning Day feedback
Mar. 23: Additional feedback

Superintendent's Executive Cabinet

Aug. 9: Professional Learning Day review
Sept. 27: Action and services review; alignment of other state or federal grants
Oct. 11: Alignment of other state or federal grants
Oct. 25: Alignment of other state or federal grants; reviewed attendance survey and data
Nov. 1: Alignment of other state or federal grants
Nov. 8: Alignment of other state or federal grants
Nov. 29: Alignment of other state or federal grants
Dec. 6: Reviewed wellness center data
Jan. 18: LCAP mid-year update
Jan. 31: LCAP mid-year update
Feb. 7: Educational partner engagement plan
Feb. 28: LCAP timeline review
Mar. 7: Reviewed staff feedback

Mar. 14: Reviewed parent feedback
Apr. 4: LCAP and budget update
Apr. 25: LCAP draft update
May 16: LCAP presentation review

Equity Team

Oct. 7: Training aligned with Goal 4
Nov. 4: Training aligned with Goal 4
Dec. 2: Training aligned with Goal 4
Jan. 6: Training aligned with Goal 4
Feb. 3: Training aligned with Goal 4
Mar. 3: Training aligned with Goal 4
Apr. 7: Training aligned with Goal 4
May 5: Planning based on data, LCAP goals, and EdCode for initiatives and PD for 2022-23 aligned with all four LCAP goals

DELAC

Mar. 2: LCAP feedback solicited

Board Trustees

Sept. 2: Equity update for Goal 4
Oct. 7: Local Indicators and Equity update
Oct. 21: Data review
Mar 7: Mid-year LCAP update
Mar. 17: Grant alignment
Apr. 7: LCAP and budget update
May 5: LCAP and budget update
May 26: LCAP Public Hearing
June 9: LCAP Adoption

Superintendent's Executive Cabinet: LCAP is a monthly topic at these administrative meetings. During these meetings, each administrator reviewed data and goals, gave updates, and participated in the collection of data and support of the LCAP processes and meetings.

Parent Groups/Forums: The District English Learner Advisory Committee (DELAC) met regularly to provide feedback regarding the success and needs of District programs and services. In addition, four parent forums were held to solicit feedback on Sense of Belonging (goal 1,) Defining Success (goals 1-4,) Social-Emotional Learning (goal 1,) and Creating Communities of Belonging (goals 1 & 4.) These groups have been invaluable in helping the District's intentional focus on equity and relationships/culture and a sense of belonging.

District Curriculum Council (DCC): This Districtwide team of teachers and administrators serves as an advisory body that helps with the implementation and facilitation of best practices and data-driven decision-making for district-wide initiatives in the areas of curriculum, instruction, assessment, and professional development. They are responsible for communicating information to/from sites, engaging in TK-12 planning and visioning, and being ambassadors of the work. Areas of focus for the DCC include rigorous CCSS, instructional practice, data, effective intervention, course offerings, LCAP, educational technology materials and curriculum, MTSS, culturally responsive practices, expanding access and opportunities for students, UDL, and parent/community educational partner involvement.

LCAP Work Group (LCAPitans) and Parent LCAP Advisory Committee (PLAC): The LCAPitans were a team of Union leaders and administrators who met monthly. The LCAPitans met collaboratively each month with the PLAC team. Together these two teams were responsible for drafting the goals, actions, services, and metrics sections of the 2021-2043 LCAP. They were also responsible for planning the educational partner engagement sessions.

SCOE LCAP Collaborative Network: BUSD's LCAP team participated in the Solano County Office of Education (SCOE) Collaborative Network. These meetings and networking with other districts throughout the county supported the development of BUSD's LCAP. These meetings were invaluable in learning the most up-to-date information regarding LCAP development and best practices arising around the state. If a BUSD LCAP Team member was not able to attend, a one-to-one meeting was scheduled to review the contents of the Collaborative meeting.

SCOE Support Meetings: Marnie Lynch, SCOE Director, District, and School Support (LCAP Director) met with the BUSD LCAP team monthly to review, provide feedback, provide examples and ensure that deadlines were met. This was an invaluable support in creating a robust LCAP.

SELPA Consultation: BUSD met with the SELPA to review and solicit feedback on the LCAP. During this meeting, data was reviewed along with actions and services that supported students in special education.

SCOE School Support Team: SCOE has built a robust and very talented school support team that includes experts in mathematics, English Learner practices, MTSS, UDL, assessment, and data. This team has worked closely with BUSD in several capacities including providing professional learning to our teachers, training our administrators in best practices and data analysis, and supporting our LCAP work. This support team has been responsive to our needs and provided BUSD with a level of service that has been invaluable in moving us forward.

SCOE Curriculum Breakfasts: The Solano County Office of Education put on a series of curriculum breakfasts. Topics for these professional learning opportunities were culled from the needs identified by the Solano County School Districts during our Collaborative Network Meetings or Support Meetings. These professional learning opportunities afforded us information, strategies, and techniques to use with our leaders and teachers to implement the best practices and requirements of instruction, assessment, progress monitoring, and evaluation of the effectiveness of services.

Surveys: At least two surveys were sent to all families and staff to solicit feedback on the LCAP goals, actions, services, and needs. Students were also given opportunities through a variety of surveys.

Engagement Sessions February 2022: All certificated and classified staff had the opportunity to provide input on all LCAP goals, actions, services, and data during an educational partner engagement session held on our Districtwide professional learning day. Middle and High School students from both our comprehensive and continuation high schools were given the opportunity to provide feedback through the REACH survey. This data was informative in LCAP revisions and ensured that the engagement processes were inclusive and accessible.

LCAP materials, presentations, tools, and data were made available to all members of each educational engagement group.

A summary of the feedback provided by specific educational partners.

The results of the data analysis in 2022-2023 indicated that the following areas were priorities for all groups. These priority areas directly influenced the goals, actions, and metrics of the 2021-2024 LCAP.

Priorities:

- *Social-emotional learning, mental well-being, and sense of belonging
- *Academic Success and Intervention in the areas of literacy, math, social, and behavior, including special education
- *Technology
- *Communication and outreach
- *Professional Learning
- *Equity

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

All aspects of the LCAP were influenced by educational partner groups' input. Participants gave input on goals, actions and services.

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 1 | <p>Goal 1 (Social-Emotional Wellness/Sense of Belonging): All students in Benicia Unified School District, especially those that have been traditionally underrepresented, will feel a sense of belonging and connection to their school community so that they feel challenged and invested in a learning environment that values individuals and is accepting, respectful, safe and supportive.</p> <p>State & local priorities addressed by this goal:</p> <ul style="list-style-type: none"> • Priority 3: Parental Involvement as measured by seeking parental input, promoting participation, promote participation with individuals with exceptional needs • Priority 5: Pupil Engagement as measured by attendance, chronic absenteeism, dropout rates & graduation rates • Priority 6: Pupil School Climate as measured by suspension rates, expulsion rates, REACH/Developmental Relationships survey |

An explanation of why the LEA has developed this goal.

All of the information culled from the educational partner engagement sessions and surveys was included in the development of the revised LCAP. Priorities for all groups included: Social-emotional learning for all, intervention: social & behavior; communication & family engagement, professional learning, and technology. The priority areas that are specific to this goal are:

- Social-emotional learning for all
- Intervention: social & behavior
- Communication & Family Engagement
- Professional Learning
- Equity and Opportunity

This first goal is significant because it continued to be the highest priority across every educational partner group during the 2021-2022 LCAP engagement and feedback sessions. It remained a priority focus during 2021-22 LCAP planning by including an equity lens. Communication, professional learning, and family engagement strategies are clustered in goals 1, 2, and 4; however, they support the needs in all four goals. This clustering was done to add efficiency and organization to the LCAP document. As a District, we are mindful of this need more than ever as we continue to navigate the effects of early school closure due to COVID-19. This LCAP expands services to support students in this area.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--------------------------------|-----------------------------|----------------|----------------|-----------------------------|
| Priority 3: Parent Survey Results (BUSD LCAP Survey-average of satisfaction ratings 80% or greater) | 55% (2020) | 72% | | | 75% |
| Priority 3: Participation in Events-focus on unduplicated students and students with exceptional needs (Sign-in Sheets & STEAM Wheel) | 100% STEAM Wheel participation | 100% | | | 100% |
| Priority 5: Attendance (Calpads) | 96% (2019) | 93% (Aeries as of 5.5.23) | | | 98% |
| Priority 5: Chronic Absenteeism (CA Dashboard) | 6.1% (2019-yellow) | 18.1% (Aeries as of 4.5.22) | | | 4.1% |
| Priority 5: Chronic Absenteeism: English Learners (CA Dashboard) | 10.9% (2019-red) | 26.4%(Aeries as of 4.5.22) | | | 6.9% |
| Priority 5: Chronic Absenteeism: Hispanic (CA Dashboard) | 7.2% (2019-orange) | 24.5%(Aeries as of 4.5.22) | | | 4.2% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---------------------|----------------------------|----------------|----------------|-----------------------------|
| Priority 5: Chronic Absenteeism: White (CA Dashboard) | 5.3% (2019-green) | 17.7%(Aeries as of 4.5.22) | | | 4.3% |
| Priority 5: Chronic Absenteeism: African American (CA Dashboard) | 6.9% (2019-green) | 18.4%(Aeries as of 4.5.22) | | | 4.9% |
| Priority 5: Chronic Absenteeism: Socio-economically Disadvantaged (CA Dashboard) | 10.9% (2019-yellow) | 27.9%(Aeries as of 4.5.22) | | | 6.9% |
| Priority 5: Chronic Absenteeism: Homeless (CA Dashboard) | 14.3% (2019-yellow) | 66.7%(Aeries as of 4.5.22) | | | 11% |
| Priority 5: Chronic Absenteeism: Students with Disabilities (CA Dashboard) | 11.7% (2019-yellow) | 27%(Aeries as of 4.5.22) | | | 7.7% |
| Priority 5: Chronic Absenteeism: 2+Races (CA Dashboard) | 8.2% (2019-orange) | 17.1%(Aeries as of 4.5.22) | | | 6.2% |
| Priority 5: High School Dropout Rate (Calpads) | 1.2% (2019) | 3.6% (2021) | | | 0.2% |
| Priority 5: Middle School Dropout Rate (Calpads) | 0% (2019) | 0% (2021) | | | 0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---------------------|----------------------------|----------------|----------------|-----------------------------|
| Priority 5: Graduation Rates (CA Dashboard) | 96.3% (2019-blue) | 92.5% (CA Dashboard 2021) | | | 97.5% |
| Priority 5: Graduation Rates -Students with Disabilities (CA Dashboard) | 86.8% (2019-orange) | 73.9% (CA Dashboard 2021) | | | 90% |
| Priority 6: Suspension Rates (CA Dashboard) | 3.2% (2019-orange) | 2.1% (Aeries as of 4.5.22) | | | 2% |
| Priority 6: Suspension Rates -Socio-economically Disadvantaged (CA Dashboard) | 5.8% (2019-orange) | 3.6 (Aeries as of 4.5.22) | | | 3% |
| Priority 6: Suspension Rates -African American (CA Dashboard) | 6.5% (2019-orange) | 7.6% (Aeries as of 4.5.22) | | | 3% |
| Priority 6: Suspension Rates-Hispanic (CA Dashboard) | 3.4% (2019-orange) | 1.7% (Aeries as of 4.5.22) | | | 1% |
| Priority 6: Suspension Rates-Homeless (CA Dashboard) | 7.8% (2019-orange) | 5.6% (Aeries as of 4.5.22) | | | 3% |
| Priority 6: Suspension Rates-2+Races (CA Dashboard) | 4.6% (2019-orange) | 2.5% (Aeries as of 4.5.22) | | | 2% |
| Priority 6: Suspension Rates-Foster Youth (CA Dashboard) | 6.7% (2019-yellow) | 5.9% (Aeries as of 4.5.22) | | | 3% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--------------------|----------------------------|----------------|----------------|-----------------------------|
| Priority 6: Suspension Rates-Students with Disabilities (CA Dashboard) | 5.6% (2019-yellow) | 4% (Aeries as of 4.5.22) | | | 3% |
| Priority 6: Expulsion Rate (Calpads) | 0.2% (2019) | 0.2% (Aeries as of 4.5.22) | | | 0.1% |
| Priority 6: REACH 4-12 grade-Relationships | 52% (2019) | 55% (2021) | | | 65% |
| Priority 6: REACH 4-12 grade-Aspirations | 70% (2019) | 67% (2021) | | | 76% |
| Priority 6: REACH 4-12 grade-Heart | 55% (2019) | 55% (2021) | | | 65% |
| Priority 6: REACH 4-12 grade-Sense of Belonging | 19% (2019) | 52% (2021) | | | 55% |
| Priority 6: REACH 4-12 grade-Culturally Affirming & Open Classrooms | 6% (2019) | 33% (2021) | | | 35% |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------|---|--------------|--------------|
| 1.1 | Elementary School Counselor | Continue counseling services at the elementary sites by adding one full-time counselor to provide social-emotional support to students. | \$110,761.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|--------------|--------------|
| | | | | |
| 1.2 | Second Step & Special Friends | Continue Special Friends programming and maintain Second Step targeted Tier II pull-out programming for increased services that are principally directed to increase and improve services for our students who are English learners, socio-economically disadvantaged and foster youth and to provide training at all four elementary sites. | \$100,000.00 | Yes |
| 1.3 | Wellness Center | Continue wellness center tech positions in the wellness centers at all school sites. The wellness centers will act as a safe space for students to go, receive counseling, participate in education around social-emotional wellbeing as well as physical wellbeing. | \$192,469.00 | No |
| 1.4 | School Psychologists | Continue to fund 1.5 FTE of psychologist services to support students who are English Learners, Socioeconomically disadvantaged, homeless, or foster youth and provide clinical supervision to interns. | \$227,000.00 | Yes |
| 1.6 | Counseling Services | Continue to fund 3.0 FTE of counseling services at the secondary level to support students who are English Learners, Socio-economically disadvantaged, homeless or foster youth. | \$360,000.00 | Yes |
| 1.7 | Positive Behavior Intervention Supports (PBIS) Stipends | Continue to provide funding to support a PBIS lead at each site. | \$15,000.00 | No |
| 1.8 | REACH Survey | Conduct the SEARCH Institute REACH survey twice yearly. This data will be used to monitor and measure District and school success regarding the social-emotional well-being and connectedness of students. | \$15,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 1.9 | Positive Behavior Intervention Supports (PBIS) Database | Provide funding for the PBIS database (SWIS/Apps) licenses for 7 sites. | \$3,000.00 | No |
| 1.10 | Positive Behavior Intervention & Supports Incentives | Continue to provide funding to provide incentives for PBIS at 6 school sites (each elementary= \$500, BMS=\$800, BHS=1200). | \$4,000.00 | No |
| 1.11 | Non-crisis Intervention (NCI) Materials | Continue to provide funding to provide materials and workbooks for NCI trainings. | \$2,000.00 | No |
| 1.12 | Social-emotional learning curriculum & materials | Continue to provide funding for social-emotional learning curriculum and health curriculum TK-12 (i.e. School Connect, Second Step, family life materials, etc.) | \$7,000.00 | No |
| 1.15 | Sources of Strength Training | Continue to provide training and materials for Sources of Strength. | \$20,000.00 | No |
| 1.16 | Additional Professional Learning Opportunities | Provide additional professional learning opportunities including funding up to 8 hours/ staff on timesheets for professional learning, as well as trainers, modules, and/or materials for professional learning that are in alignment with the District's 3-year Professional Learning Plan to ensure the academic and social-emotional and healthy wellbeing of all students including topics such as restorative practices, SEL, bullying prevention, Plan-Do-Study-Act cycles of inquiry, NCI, culturally responsive practices, PBIS, Social-emotional learning, new math frameworks, new data analytics platform, Aeries, technology, vertical alignments for math language. These professional learning opportunities support goals 1-4. | \$60,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------|---|--------------|--------------|
| 1.17 | PBIS & NCI Train the Trainer | Provide funding for PBIS and NCI leads to keep the trainer of trainer certification. | \$1,000.00 | No |
| 1.19 | Noon Duty Supervisors | Increase hours for elementary noon duty supervisors 1.5 hours/day Monday-Thursday to support creating social-emotionally healthy playground. | \$112,151.00 | No |
| 1.22 | Communication & Outreach | Promote information and events to families with particular outreach that is principally directed for our students who are English learners, socio-economically disadvantaged and foster youth and staff through newsletters, calendars, and social media. Solicit feedback and input from partners through the use of surveys. Fund timesheets for staff to conduct extended outreach and facilitate forums with families as needed. | \$2,000.00 | Yes |
| 1.24 | Family workshops | Provide family workshops that support all LCAP goals that focus on developing social-emotional and healthy wellbeing, academic success and equity. Funding for timesheets and materials or contracting with presenters. These workshops will be principally directed to increase and improve services for our students who are English learners, socio-economically disadvantaged and foster youth. | \$5,000.00 | Yes |
| 1.26 | Parent Advisory Committees | Support robust parent advisory groups to support engagement and partnership such as African American Parent Advisory Committee (AAPAC,) Special Education Parent Group, Wellness Committee, District English Language Advisory Committee (DELAC) to focus on the needs and success of our diverse student population. The purpose of these committees is to engage our families, with a specific focus on families of students who are English learners, socio-economically disadvantaged and foster youth. | \$1,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------------|---|--------------|--------------|
| 1.30 | Care Solace | Fund Care Solace to help families in crisis navigate obtaining support and counseling for mental health needs. | \$15,000.00 | No |
| 1.31 | Director of Student Services | Continue increased support for students who are struggling by adding a director position for student services. This position will coordinate services for students in collaboration with school staff and work closely with the counselors and other support staff across the district. | \$176,925.00 | No |
| 1.34 | Mental Health Clinician | Continue increased mental health support to all students by providing one mental health clinician to provide direct services to students in need. | \$157,354.00 | No |
| 1.35 | Support Services Office Specialist | Continue to fund 50% position to support programs that are principally directed to support for students who are in our unduplicated or at-risk groups in their academic and social-emotional success. | \$30,000.00 | Yes |

Goal Analysis [2021-22]

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

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

There were no substantive differences between the planned actions and the actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were several actions and services that had material differences between budgeted expenditures and estimated actual expenditures. Positions such as the elementary counselor, wellness center staffing, and health services support either were not filled or did not start at the beginning of the school year. The noon duty supervision positions increased due to need for even more staffing upon return from distance learning. The REACH survey increased in actual expenditures due to the fact that BUSD made a decision to offer the survey twice a year in order to more accurately measure effectiveness of services. Finally the other differences between budgeted expenditures and estimated actuals had to do with increase costs of materials or lower participation in professional learning opportunities.

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

Both quantitative and qualitative data provided evidence that key actions and services were making a difference in this goal. The wellness centers, elementary counselor, and additional mental health clinician were three specific actions that had strong results on surveys taken by all educational partners.

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.

Major actions and services were continued into the upcoming 2022-23 LCAP due to the need and positive results. Several of the actions and services from the prior year have been clustered together in order to be more efficient in tracking metrics, implementation and expenditures. The 2022-23 LCAP does not include an additional health service staff as we were unable to fill this position in the 21-22 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 2 | <p>Goal 2 (Academic-Literacy & Humanities): All students in Benicia Unified School District will demonstrate mastery on and be supported in grade-level literacy and humanities standards in all content areas so that there is comparable performance for all student groups, and achievement and performance gaps are virtually non-existent.</p> <p>State and local priorities addressed by this goal:</p> <ul style="list-style-type: none"> • Priority 1 Basic: assignment of teachers, access to standards-aligned materials, school facilities in good repair • Priority 2 State Standards: implementation of state standards, English learner access to ELD standards • Priority 4 Pupil Achievement: statewide assessments UC/CSU entrance requirements, CTE classes, English learner progress on ELPAC, English learner reclassification rate, AP pass rate, EAP preparedness • Priority 7 Course Access: broad course of study, programs & services for unduplicated pupils, services for individuals with exceptional needs • Priority 8 Pupil Outcomes: College & Career Readiness |

An explanation of why the LEA has developed this goal.

All of the information culled from the educational partner engagement sessions, surveys, and priority voting was included in the development of the new LCAP. Priorities for all groups included: Social-emotional learning for all, intervention: social & behavior; communication & family engagement, professional learning, and technology. The priority areas that are specific to this goal are:

- Academic success for all
- Intervention: Literacy
- Communication & Family Engagement
- Professional Learning
- Equity & Opportunity

This goal is significant because it embraced the idea of all students reading on grade level by third grade. In creating this goal, the participants discussed how to continue that sentiment throughout all the grades and content areas. It remained a priority focus during 2022-23 LCAP planning by including an equity lens. Communication, professional learning, and family engagement strategies are clustered in goals 1, 2, and 4; however, they support the needs in all four goals. This clustering was done to add efficiency and organization to the LCAP document.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--------------------------|-------------------------|----------------|----------------|-----------------------------|
| Priority 1: Teachers appropriately assigned (HR) | 99% (2019) | 100% | | | 100% |
| Priority 1: Williams Audit-Facilities in good repair & instructional materials (Williams Report) | 100% (2019) | 96.4% | | | 100% |
| Priority 2: Implementation of State Standards, including ELD Standards (District Self-Assessment LESA section 2.2) | Rubric Score: 3 out of 4 | Rubric Score: 3 | | | Rubric Score: 3 |
| Priority 4: Student Achievement on ELA SBAC including EAP | 58% (2019-blue) | 45.6% *NWEA Spring 2022 | | | 73% |
| Priority 4: Student Achievement on ELA SBAC-Students with Disabilities | 19% (2019-orange) | 20% *NWEA Spring 2022 | | | 40% |
| Priority 4: Student Achievement on ELA SBAC-Socio-economically Disadvantaged | 31% (2019-yellow) | 33.3% *NWEA Spring 2022 | | | 46% |
| Priority 4: Student Achievement on ELA SBAC-English Learners | 15% (2019-orange) | 12% *NWEA Spring 2022 | | | 25% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|-------------------|-------------------------|----------------|----------------|-----------------------------|
| Priority 4: Student Achievement on ELA SBAC-African American | 28% (2019-yellow) | 28.8% *NWEA Spring 2022 | | | 46% |
| Priority 4: Student Achievement on ELA SBAC-Homeless | 41% (2019-yellow) | 37.5% *NWEA Spring 2022 | | | 55% |
| Priority 4: Student Achievement on ELA SBAC-Hispanic | 46% (2019-yellow) | 37.1% *NWEA Spring 2022 | | | 65% |
| Priority 4: Demonstrate College & Career Readiness-CTE pathway enrollment (Aeries/Dashboard) | 34% (2019) | 16.9% (2021-Dashboard) | | | 40% |
| Priority 4: Demonstrate College & Career Ready-UC/CSU (A-G) (Aeries/Dashboard) | 51% (2019) | 47.5% (2021-Dashobard) | | | 65% |
| Priority 4: ELD Progress on ELPAC (Aeries) | 58% (2019) | TBD | | | 65% |
| Priority 4: ELD Reclassification Rate (ELPAC) | 39% (2019) | 25% | | | 40% |
| Priority 4: AP Pass Rate 3+ (Aeries) | 74% (2019) | TBD (2021) | | | 78% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|-------------------|----------------|----------------|----------------|-----------------------------|
| Priority 7: Course Access (i.e. Core Classes, CTE, Honors, AP) for English Learners, Socio-economically Disadvantaged, Foster & Homeless Youth & Students with Disabilities (Aeries) | 50% (2019) | 45% (2022) | | | 60% |
| Priority 8: College and Career Readiness (CA Dashboard) | 68% (2019-green) | 68.7% (2020) | | | 75% |
| Priority 8: College and Career Readiness-Students with Disabilities (CA Dashboard) | 29% (2019-yellow) | 24.6% (2020) | | | 55% |
| Priority 8: College and Career Readiness-Number of Students Participating in AP Classes (Aeries) | 533 (2019) | 604 (2022) | | | 625 |
| Priority 8: College and Career Readiness-Number of AP Tests Taken (Aeries) | 397 (2019) | TBD May 2022 | | | 415 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|-------------------|-------------------------|----------------|----------------|-----------------------------|
| Priority 4: Student Achievement on Math SBAC | 54% (2019-green) | 49.1% *NWEA Spring 2022 | | | 64% |
| Priority 4: Student Achievement on Math SBAC-English Learners | 19% (2019-orange) | 11% *NWEA Spring 2022 | | | 35% |
| Priority 4: Student Achievement on Math SBAC-Students with Disabilities | 19% (2019-orange) | 18.7% *NWEA Spring 2022 | | | 35% |
| Priority 4: Student Achievement on Math SBAC-African American | 26% (2019-yellow) | 26.9% *NWEA Spring 2022 | | | 40% |
| Priority 4: Student Achievement on Math SBAC-Hispanic | 37% (2019-yellow) | 37.1% *NWEA Spring 2022 | | | 50% |
| Priority 4: Student Achievement on Math SBAC-Economically Disadvantaged | 26% (2019-yellow) | 30.9% *NWEA Spring 2022 | | | 40% |
| Priority 4: Student Achievement on Math SBAC-Homeless | 18% (2019-yellow) | 13.3% *NWEA Spring 2022 | | | 35% |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------------|---|--------------|--------------|
| 2.1 | Elementary Intervention Teacher | Continue to provide one elementary teacher to provide support in literacy and math to student who meet district intervention eligibility. | \$137,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| 2.2 | TK-5 Academic Instructional Assistants | Continue to fund intervention support staff to work with struggling readers and mathematicians in TK-5. | \$146,291.00 | No |
| 2.3 | Elementary Intervention Teacher | Continue to provide funding for one elementary intervention teachers to work with our Title I schools. These will be services that are principally directed to increase and improve services for our students who are English learners, socio-economically disadvantaged and foster youth. (TITLE 1 Funds) | \$152,427.00 | No |
| 2.4 | Elementary Intervention Teachers | Continue to provide funding for two elementary intervention teachers to provide service that is principally directed to support the academic growth of students in our unduplicated and at-promise populations. | \$275,000.00 | Yes |
| 2.5 | English Learner Development Support | Continue to provide funding to support one section of English Learner Development at BHS & BMS. This class will be principally directed to increase and improve the success of our English learners. | \$30,000.00 | Yes |
| 2.7 | District Office Administrative Support | Continue to fund 1.0 FTE of Education Services personnel to focus on instruction, assessment, progress, programs for unduplicated and at-promise students. | \$185,000.00 | Yes |
| 2.8 | Site-based Administrative Support | Continue to fund the equivalent of 2.0 FTE Site Leadership to focus on supporting teachers in instruction, assessment, and monitoring the progress of unduplicated and at-promise students. | \$342,000.00 | Yes |
| 2.9 | Literacy intervention support (BMS) | Continue to provide funding for 2 sections of literacy intervention support at BMS. These services are principally directed to increase | \$30,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|---|---|--------------|--------------|
| | | and improve services for our students who are English learners, socio-economically disadvantaged and foster youth. | | |
| 2.10 | Alternative Education | Continue to provide funding to provide staffing for a robust Alternative High School programming to support unduplicated and at-risk students. | \$210,000.00 | Yes |
| 2.11 | Community Day School | Continue to provide funding that is principally directed to support our unduplicated and at-risk population for a BUSD Community Day School to support a small learning community for students who have been expelled from BUSD. | \$150,000.00 | Yes |
| 2.12 | Elimination of Combination Classes/Lower Class Size | Continue to fund additional elementary teachers and sections to support students in academic recovery with a focus on literacy and math Tk-12. The elimination of combination classes and additional sections at secondary will result in an increased student-to-teacher interaction. | \$634,020.00 | No |
| 2.13 | Supplementary & Intervention Curriculum | Continue to fund the support programs to enhance Tier I and Tier II and ELD support in core academics. Programs may include but are not limited to: Lexia, Read Live, LLI, Imagine Learning, iLit, Khan Academy, Cengage, Kuta Works and online materials such as digital textbooks and applications that accompany or support the adopted curriculum such as Pear Deck, Turn it In, Ed Puzzle and Learning Ally. This action supports goals 2 & 3. | \$290,000.00 | No |
| 2.14 | Common Core & Diverse Supplementary Instructional Materials | Fund Common Core aligned materials needed to support all students' success in all content areas to ensure our curriculum is representative of diverse cultures and perspectives. | \$120,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------------|---|--------------|--------------|
| 2.18 | Benicia Reads Campaign | Continue to fund materials for Benicia Reads, citywide reading campaign, to promote literacy success for all students and language & literacy development for 0-5-year-olds. | \$10,000.00 | No |
| 2.19 | SBAC Incentives | Continue to Provide funds for incentives for BHS students in taking the SBAC. This will provide us with more accurate data on student performance and areas of need. | \$3,000.00 | No |
| 2.21 | ELD & Literacy Support Teacher | Fund one teacher for the elementary school to provide Tier II support for students who are English learners and support for teachers in implementing the core literacy curriculum with particular attention on meeting the needs of our students who are English learners, socio-economically disadvantaged and foster youth. | \$105,574.00 | No |
| 2.22 | Universal Screener & Benchmark | Purchase universal screening & benchmark tool (i.e. NWEA Map) to be for Tk-12 and students new to BUSD students to monitor student literacy and math success. | \$75,000.00 | No |
| 2.23 | Library Collections | Continue to fund subscriptions/books (3K/elementary; 5K/middle; 8K for HS) for expanding and diversifying library collections. | \$26,000.00 | No |
| 2.25 | Content Collaboration Days | Provide teachers up to 2 days to work collaboratively with team members to focus on content-specific topics, using data-driven decisions to embed UDL, English learner strategies & standards, use of CAASPP assessments and item construction & analysis, common reading & writing & questioning strategies & vocabulary or use in all content areas, special education accommodations & supports, social-emotional learning, and culturally responsive teaching strategies to meet the needs of students. | \$47,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--|---|--------------|--------------|
| 2.26 | Summer Professional Learning | Provide training for key curricular topics for teachers who are new to BUSD or are changing grade levels/courses. Training may also include an elementary "boot camp" for literacy instruction using TCRWP materials. | \$35,000.00 | No |
| 2.28 | Professional Learning for AP course work | Provide funding for teachers to attend AP summer training. | \$10,000.00 | No |
| 2.29 | Professional Learning for Teachers on Evaluation | Provide funding to sites for up to \$200/ teacher to support teachers on evaluation or who have received and unsatisfactory and need a mentor. | \$5,000.00 | No |
| 2.31 | Translation Services | Provide translations services and materials to students & families who need this to be able to fully participate in their child's school success. These services are principally directed to increase and improve services for our students who are English learners. | \$2,000.00 | Yes |
| 2.34 | Contract with Benicia Public Library for Service | Contract with the Benicia Public Library for certificated services including selection of texts and weeding of collection. | \$30,000.00 | No |
| 2.36 | BUSD After Hours-ELOP | Offer a robust after-school and summer program to reduce learning loss for TK-6 eligible students. These services are principally directed to increase and improve services for our students who are English learners, socio-economically disadvantaged and foster youth. | \$377,656.00 | No |
| 2.39 | Assessment Team | Create a highly trained assessment team to support EL and other testing to better monitor student progress and be able to provide targeted support. | \$3,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------|---|-------------|--------------|
| 2.40 | College and Career Counselor | Continue to staff a 50% College & Career Counselor to support BMS, LHS & BHS. | \$20,000.00 | No |
| 2.41 | College and Career Counselor | Continue to fund 50% of College and Career Counselor to serve unduplicated students through principally directed outreach and support at LHS, BMS, BHS. | \$20,000.00 | Yes |

Goal Analysis [2021-22]

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

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

There were no substantive differences between the planned actions and the actual implementation of these actions. However, participation in content collaboration and some professional learning opportunities was lower due to substitute shortages.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were several actions and services that had material differences between budgeted expenditures and estimated actual expenditures. Positions such as the academic assistants, ELD support, and library extended hours either were not filled or did not start at the beginning of the school year. The combination District office and administrative support increased due to increased percentages of time being allocated for principally directed services or actual cost for those positions. Finally the other differences between budgeted expenditures and estimated actuals had to do with increase costs of materials or lower participation in professional learning opportunities.

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

All the key actions and services were instrumental in making progress toward our goals. Most student groups maintained current academic levels in reading, which is significant due to over a year of learning from home.

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.

No significant changes were made the the goal, metrics, desired outcomes or actions in this goal.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 3 | <p>Goal 3 (Academic-Math & STEAM): All students in Benicia Unified School District, will demonstrate mastery on and be supported in math standards with the support of all STEAM (science, technology, engineering, art, math) content areas so that there is comparable performance for all student groups, and achievement and performance gaps are virtually non-existent.</p> <p>State and local priorities addressed by this goal:</p> <ul style="list-style-type: none"> • Priority 1 Basic: assignment of teachers, access to standards-aligned materials, school facilities in good repair • Priority 7 Course Access: broad course of study, programs & services for unduplicated pupils, services for individuals with exceptional needs • Priority 8 Pupil Outcomes: College & Career Readiness |

An explanation of why the LEA has developed this goal.

All of the information culled from the educational partner engagement sessions and surveys was included in the development of the new LCAP. Priorities for all groups included: Social-emotional learning for all, intervention: social & behavior; communication & family engagement, professional learning, and technology. The priority areas that are specific to this goal are:

- Intervention: Math
- Curriculum & Materials
- Professional Learning
- Communication & Family Engagement
- Academic success for all
- Equity & Opportunity

This goal is significant because while it focuses on ensuring that all students experience success in essential mathematical concepts and practices, it promotes other critical content areas using math applications that naturally integrate into that subject to support student success. In creating this goal, the participants discussed how to ensure that math concepts and practices are not learned and practiced in isolation, but that their relevance is understood by supplementing those practices in the STEAM content areas. Embedded in this goal are the priorities of all educational partners to provide robust intervention and opportunities for challenge in mathematics.

Communication, professional learning, and family engagement strategies are clustered in goals 1, 2, and 4; however, they support the needs

in all four goals. This clustering was done to add efficiency and organization to the LCAP document.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|-------------------|-------------------------|----------------|----------------|-----------------------------|
| Priority 1: Teachers appropriately assigned (HR) | 99% (2019) | 100% | | | 100% |
| Priority 1: Williams Audit-Facilities in good repair & instructional materials (Williams Report) | 100% (2019) | 96.4% | | | 100% |
| Priority 4: Student Achievement on Math SBAC | 54% (2019-green) | 49.1% *NWEA Spring 2022 | | | 64% |
| Priority 4: Student Achievement on Math SBAC-English Learners | 19% (2019-orange) | 11% *NWEA Spring 2022 | | | 35% |
| Priority 4: Student Achievement on Math SBAC-Students with Disabilities | 19% (2019-orange) | 18.75 *NWEA Spring 2022 | | | 35% |
| Priority 4: Student Achievement on Math SBAC-African American | 26% (2019-yellow) | 26.9% *NWEA Spring 2022 | | | 40% |
| Priority 4: Student Achievement on Math SBAC-Hispanic | 37% (2019-yellow) | 37.1% *NWEA Spring 2022 | | | 50% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|-------------------|--------------------------|----------------|----------------|-----------------------------|
| Priority 4: Student Achievement on Math SBAC-Economically Disadvantaged | 26% (2019-yellow) | 30.9% *NWEA Spring 2022 | | | 40% |
| Priority 4: Student Achievement on Math SBAC-Homeless | 18% (2019-yellow) | 13.3% *NWEA Spring 2022 | | | 35% |
| Priority 4: Student Achievement of ELA SBAC including EAP | 58% (2019-blue) | 45.6% *NWEA Spring 2022 | | | 73% |
| Priority 4: Student Achievement on ELA SBAC-Students with Disabilities | 19% (2019-orange) | 20.2% *NWEA Spring 2022 | | | 40% |
| Priority 4: Student Achievement on ELA SBAC-Socio-economically Disadvantaged | 31% (2019-yellow) | 33.3 % *NWEA Spring 2022 | | | 46% |
| Priority 4: Student Achievement on ELA SBAC-English Learners | 15% (2019-orange) | 12% *NWEA Spring 2022 | | | 25% |
| Priority 7: Course Access (i.e. Core Classes, CTE, Honors, AP) for English Learners, Socio-economically Disadvantaged, Foster & Homeless Youth & Students with | 50% (2019) | 45% (2022) | | | 53% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|-------------------|-------------------------|----------------|----------------|-----------------------------|
| Disabilities (PowerSchool) | | | | | |
| Priority 8: College and Career Readiness (CA Dashboard) | 68% (2019-green) | 68.7% (2020) | | | 75% |
| Priority 8: College and Career Readiness-Students with Disabilities (CA Dashboard) | 29% (2019-yellow) | 24.6 % (2020) | | | 55% |
| Priority 8: College and Career Readiness-Number of Students participating in AP classes | 533 (2019) | 604 (2022) | | | 625 |
| Priority 8: College and Career Readiness-Number of AP tests taken | 397 (2019) | TBD (May 2022) | | | 415 |
| Priority 4: Student Achievement on ELA SBAC-African American | 28% (2019-yellow) | 28.8% *NWEA Spring 2022 | | | 46% |
| Priority 4: Student Achievement on ELA SBAC-Homeless | 41% (2019-yellow) | 37.5% *NWEA Spring 2022 | | | 55% |
| Priority 4: Student Achievement on ELA SBAC-Hispanic | 46% (2019-yellow) | 28.6% *NWEA Spring 2022 | | | 65% |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------------|--|--------------|--------------|
| 3.1 | Career Technical Education | Support College and Career Technical Education opportunities by offering a variety of CTE classes including Construction Trades, Robotics/Engineering, and Medical Careers. | \$225,000.00 | No |
| 3.2 | Math Support | Provide math support by providing 5 total sections for BMS math intervention and Math 1A/1B at BHS. These services are principally directed to increase and improve services for our students who are English learners, socio-economically disadvantaged and foster youth. | \$75,000.00 | Yes |
| 3.4 | IT technicians | Funding for 3 IT technicians to support all sites and the District Office. The technicians support the increase of technology due to distance learning and the need for tech use in small groups. | \$372,000.00 | No |
| 3.5 | Elementary STEAM Wheel | Continue to support the elementary STEAM Wheel with support and partnership from Valero. | \$60,000.00 | No |
| 3.7 | Additional IT Tech | Funding for 1 additional IT technician to support all sites. The technicians support the increase of technology due to distance learning and the need for tech use in small groups. | \$80,359.00 | No |
| 3.8 | Consumables for Adopted Curriculum | Fund purchase of consumable materials to support the adopted curriculum. This action supports goals 2 & 3. | \$25,000.00 | No |
| 3.9 | Data Analytics Platform | Fund a data analytics platform, Educlimber, for the District. This platform will support staff in monitoring student progress and adjusting instruction and supports in response to student need. | \$57,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|---|---|-------------|--------------|
| 3.10 | Independent Study/Credit Recovery Program Materials | Increase Independent/Credit Recovery Study Program Materials (i.e. Egenuity) due to the potential need for additional credit recovery seats. | \$35,000.00 | No |
| 3.12 | Instrumental Music Program | Provide funding to support the instrumental music programs at all levels. | \$52,000.00 | No |
| 3.13 | STEAM Programs | Provide funding to support and enhance STEAM programming at LHS that will be principally directed toward supporting the growth of our students who are English Learners, Socio-economically disadvantaged, Homeless or foster youth. | \$10,000.00 | No |
| 3.14 | Technology Program | Provide funds to expand or refresh devices for student use, including devices for checkout for students with Disabilities and socio-economically disadvantaged students, and for staff use. This will also allow for instruction in small groups. | \$48,000.00 | No |
| 3.15 | Digital database and reporting systems | Fund digital databases and reporting systems to support the work of the District including Destiny Library Database, Document Tracking Reporting System, Google subscription, Zoom, and Adobe Suite licenses. This action will support goals 1-4. | \$60,500.00 | No |
| 3.22 | Elective Training | Provide staff training to expand electives based on student input for electives at BMS and to work on aligning them to BHS CTE pathways. | \$3,000.00 | No |
| 3.25 | Outdoor Education | Provide funds, which will be principally directed to serve our unduplicated and at-risk youth, to supplement Title I school students attending outdoor education. | \$20,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| | | | | |

Goal Analysis [2021-22]

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

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

More students than anticipated enrolled in independent study. Additionally, we were unable to fill the technology mentors this year. Some professional development opportunities were not taken due to lack of substitutes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were several actions and services that had material differences between budgeted expenditures and estimated actual expenditures. There were differences in tech stipends due to difficulty in filling those stipend positions. The actual cost for the IT positions and math support sections was higher than budgeted. In addition, the independent study program cost was increased due to the mandated expansion of the program. Expenditures for materials and supplies was increased due to increased need or cost for the items. Finally, outdoor education did not happen as planned due to COVID 19.

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

All actions supported progress toward the goal. This was evidenced by the performance and growth on the NWEA-MAP assessment.

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.

Instructional assistants (action found in Goal 2) to focus on mathematics will be added at the elementary level next year. The instructional assistants that focused on reading have been instrumental in Tier II support.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 4 | <p>Goal 4 (Equity): Historically underserved and underrepresented students will have access to and inclusion in all learning and activities in school. BUSD will advance equity practices by ensuring that the voices of our students are represented, they feel seen and their cultures and stories are valued with a particular focus on students who are black, socio-economically disadvantaged, English learners, LatinX, LBGQTQ, and students in special education.</p> <p>State and local priorities addressed by this goal:</p> <ul style="list-style-type: none"> • Priority 3 Parental Involvement: promote parent participation for unduplicated and pupils with exceptional needs • Priority 6: Pupil School Climate as measured by suspension rates, expulsion rates, Development Relationships survey • Priority 7: Course Access as measured by participation for unduplicated and pupils with exceptional needs taking Honors, AP, and CTE courses • Priority 8 Pupil Outcomes: College & Career Readiness |

An explanation of why the LEA has developed this goal.

All of the information culled from the educational partner engagement sessions, surveys, and priority voting was included in the development of the new LCAP. Priorities for all groups included: Social-emotional learning for all, intervention: social & behavior; communication & family engagement, professional learning, and technology. The priority areas that are specific to this goal are:

- Academic success for all
- Communication & Family Engagement
- Professional Learning
- Equity & Opportunity

This goal is significant and many of the actions and services listed in the previous three goals support equity as well. It is the intention of the District to use an equity lens when making decisions in all parts of the system. However, as we continue on our learning journey, it is important to have a stand-alone equity goal to signify the District's commitment to and the importance of this work. In creating this goal, the participants discussed two distinct components that needed to be present in the wording: 1) the removal of barriers and increased access and 2) creating an environment where all cultures, races, and ethnicities feel valued. Embedded in this goal are the priorities of all educational partners to provide educational experiences, materials, training, and policies that are grounded in equity. Communication, professional learning, and family engagement strategies are clustered in goals 1, 2, and 4; however, they support the needs in all four goals.

This clustering was done to add efficiency and organization to the LCAP document.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|-------------------------|-------------------------|----------------|----------------|-----------------------------|
| Priority 3: Parent Survey Results (BUSD LCAP Survey (average of satisfaction ratings 80% or greater) | 55% (2020) | 73% (2022) | | | 65% |
| Priority 3: Participation in Events-focus on unduplicated students and students with expectational needs (Sign in Sheets & STEAM Wheel) | 100% STEAM Wheel (2020) | 100% (2022) | | | 100% |
| Student Achievement on ELA SBAC including EAP | 58% (2019-blue) | 45.6% *NWEA Spring 2022 | | | 73% |
| Student Achievement on ELA SBAC- Students with Disabilities | 19% (2019-orange) | 20% *NWEA Spring 2022 | | | 40% |
| Student Achievement on ELA SBAC-Socio-economically disadvantaged | 31% (2019-yellow) | 33.3% *NWEA Spring 2022 | | | 46% |
| Student Achievement on ELA SBAC-English Learners | 15% (2019-orange) | 12% *NWEA Spring 2022 | | | 25% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|-------------------|-------------------------|----------------|----------------|-----------------------------|
| Student Achievement on ELA SBAC-African American | 28% (2019-yellow) | 28.8% *NWEA Spring 2022 | | | 46% |
| Student Achievement on ELA SBAC-Homeless | 41% (2019-yellow) | 37.5% *NWEA Spring 2022 | | | 55% |
| Student Achievement on ELA SBAC-Hispanic | 46% (2019-yellow) | 28.6% *NWEA Spring 2022 | | | 65% |
| Student Achievement on Math SBAC | 54% (2019-green) | 49.1% *NWEA Spring 2022 | | | 64% |
| Student Achievement on Math SBAC-English Learners | 19% (2019-orange) | 11% *NWEA Spring 2022 | | | 35% |
| Student Achievement on Math SBAC-Students with Disabilities | 19% (2019-orange) | 18.7% *NWEA Spring 2022 | | | 35% |
| Student Achievement on Math SBAC-African American | 26% (2019-yellow) | 26.9% *NWEA Spring 2022 | | | 40% |
| Student Achievement on Math SBAC-Hispanic | 37% (2019-yellow) | 37.1% *NWEA Spring 2022 | | | 50% |
| Student Achievement on Math SBAC-Economically Disadvantaged | 26% (2019-yellow) | 30.9% *NWEA Spring 2022 | | | 40% |
| Student Achievement on Math SBAC-Homeless | 18% (2019-yellow) | 13.3% *NWEA Spring 2022 | | | 35% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---------------------|-----------------------------|----------------|----------------|-----------------------------|
| Chronic Absenteeism (CA Dashboard) | 6.1% (2019-yellow) | 18.1% (Aeries as of 4.5.22) | | | 4.1% |
| Chronic Absenteeism-English Learners (CA Dashboard) | 10.9% (2019-red) | 26.4% (Aeries as of 4.5.22) | | | 6.9% |
| Chronic Absenteeism-Hispanic (CA Dashboard) | 7.2% (2019-orange) | 24.5% (Aeries as of 4.5.22) | | | 4.2% |
| Chronic Absenteeism-White (CA Dashboard) | 5.3% (2019-green) | 17.7% (Aeries as of 4.5.22) | | | 4.3% |
| Chronic Absenteeism-African American (CA Dashboard) | 6.9% (2019-green) | 18.4% (Aeries as of 4.5.22) | | | 4.9% |
| Chronic Absenteeism-Economically Disadvantaged (CA Dashboard) | 10.9% (2019-yellow) | 27.9% (Aeries as of 4.5.22) | | | 6.9% |
| Chronic Absenteeism-Homeless (CA Dashboard) | 14.3% (2019-yellow) | 66.7% (Aeries as of 4.5.22) | | | 11% |
| Chronic Absenteeism-Students with Disabilities (CA Dashboard) | 11.7% (2019-yellow) | 27% (Aeries as of 4.5.22) | | | 7.7% |
| Chronic Absenteeism-2+Races (CA Dashboard) | 8.2% (2019-orange) | 17.1% (Aeries as of 4.5.22) | | | 6.2% |
| Graduation Rates (CA Dashboard) | 96.2% (2019-blue) | 97% (2021) | | | 97.5% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---------------------|----------------------------|----------------|----------------|-----------------------------|
| Graduation Rates-Students with Disabilities (CA Dashboard) | 86.8% (2019-orange) | 87.9% (2021) | | | 90% |
| Priority 6: Suspension Rates (CA Dashboard) | 3.2% (2019-orange) | 2.1% (Aeries as of 4.5.22) | | | 2% |
| Priority 6: Suspension Rates-Economically Disadvantaged (CA Dashboard) | 5.8% (2019-orange) | 3.6% (Aeries as of 4.5.22) | | | 3% |
| Priority 6: Suspension Rates - African American (CA Dashboard) | 6.5% (2019-orange) | 7.6% (Aeries as of 4.5.22) | | | 3% |
| Priority 6: Suspension Rates-Hispanic (CA Dashboard) | 3.4% (2019-orange) | 1.7% (Aeries as of 4.5.22) | | | 1% |
| Priority 6: Suspension Rates-Homeless (CA Dashboard) | 7.8% (2019-orange) | 5.6% (Aeries as of 4.5.22) | | | 3% |
| Priority 6: Suspension Rates-2+ Races (CA Dashboard) | 4.6% (2019-orange) | 2.5% (Aeries as of 4.5.22) | | | 2% |
| Priority 6: Suspension Rates-Foster Youth (CA Dashboard) | 6.7% 2019-yellow) | 5.9% (Aeries as of 4.5.22) | | | 3% |
| Priority 6: Suspension Rates-Students with Disabilities (CA Dashboard) | 5.6% (2019-yellow) | 4% (Aeries as of 4.5.22) | | | 3% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|-------------------|-------------------------|----------------|----------------|-----------------------------|
| Priority 6: Expulsion (CALPADS) | 0.2% (2019) | 0.2% (as of April 2022) | | | 0.1% |
| Priority 6: REACH/Developmental Relationships Survey 4-12 Grade-Relationships | 52% (2019) | 55% (2021) | | | 65% |
| Priority 6: REACH/Developmental Relationships Survey 4-12 Grade-Culturally Affirming & Open Classrooms | 6% (2019) | 33% (2021) | | | 30% |
| Priority 7: Course Access (CTE, Honors, AP) for English Learners, Economically Disadvantaged, Foster & Homeless Youth & Students with Disabilities (SIS System) | 50% (2019) | 45% (2022) | | | 60% |
| Priority 8: College and Career Readiness (CA Dashboard) | 68% (2019-green) | 68.7% (2020) | | | 75% |
| Priority 8: College and Career Readiness-Students with Disabilities (CA Dashboard) | 29% (2019-yellow) | 24.6% (2020) | | | 55% |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|--------------|--------------|
| 4.2 | Diverse Staff | Conduct outreach and advertising to attract, retain and support a diverse staff in BUSD. | \$5,000.00 | No |
| 4.7 | Equity Professional Development | Partner with experts in the field to provide professional, robust learning opportunities to all parts of the system. | \$99,999.00 | No |
| 4.9 | Districtwide Professional Development Days | Funding to provide two Districtwide Professional learning days for all TK-12 teachers to focus on supporting the needs of our unduplicated students and other at-risk youth through practices such as UDL, social-emotional learning, cultural responsiveness, equity practices, building relationships with students, project-based learning, technology, etc. | \$250,000.00 | Yes |
| 4.11 | District Equity Advisory Team | Develop and train a District Equity Team that works in collaboration and alignment with other District Team's to oversee the equity work of the District. | \$3,000.00 | No |
| 4.12 | Willie B. Adkins | Funding to host a chapter of Willie B. Adkins for students 8-12 grade to participate in this program designed to support African American students attending college. | \$115,000.00 | No |

Goal Analysis [2021-22]

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

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

BUSD was unable to fill the 50% equity coordinator position. In addition, the District made a decision to not implement an equity audit this year. This decision was made because it was determined that staff must do collective professional learning in equity prior to making significant changes in the District. This professional learning allowed us to have a shared understanding and language which will support a

more comprehensive and sustainable approach to equity work. Finally, BUSD had planned to offer scholarships to students wishing to attend the Vallejo chapter of Willie B. Adkins. The decision was made to offer our own Benicia chapter instead.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were several actions and services that had material differences between budgeted expenditures and estimated actual expenditures. The equity coordinator position was not filled due to lack of applicants. The Willie B. Adkins program expenditures were higher than planned due to the fact that BUSD hosted its own chapter of the program instead of providing scholarships as originally planned. Finally the other differences between budgeted expenditures and estimated actuals had to do with increase costs of materials.

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

Feedback from educational partners regarding the equity work and Willie B. Adkins has been positive. In addition, the ability to purchase PPE and equipment for the food service program has been instrumental in feeding many more students with free lunch this year.

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.

Many of the actions and services to support this goal can be found in the other three LCAP goals. The budget for Willie B. Adkins has been increased in the 2022-23 LCAP to continue the Benicia chapter. The equity coordinator position has been removed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

| | |
|---|--|
| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
| \$2,168,821 | 0 |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 5.14% | 0.00% | \$0.00 | 5.14% |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

The following actions and services in Goal 1 are principally directed towards supporting the growth and performance of our English Learners, Foster and Homeless Youth, and Socio-economically Disadvantaged students. These unduplicated student groups were considered first when creating these goals to support their growth and performance.

1.2: Second Step & Special Friends: Increase Special Friends/Second Step programming by one hour per day to do specific outreach and support for students who are homeless, foster youth, English learners and/or low-income. This action is effective as it provides students unconditional one-on-one attention with a guidance assistant in a carefully arranged and lovingly maintained playroom. Research that supports includes the following:

- Cognitive/Academic Gains: creativity, abstract thinking, imagination, problem-solving, mastering new concepts
- Emotional Gains: Self-confidence, self-esteem, anxiety/stress reduction, working problems out through play, connection to a trusted adult
- Social Gains: Cooperation, perspective-taking, sharing, empathy, turn-taking
- Behavioral Gains: Impulse control, focus, persistence

Special Friends Program Goals:

- To foster resiliency and positive self-concept
- To develop a sense of belonging at school
- To help increase academic participation/progress

1.4: School Psychologists: Restructure responsibilities of the equivalent of 1.5 school psychologists and psychologist interns to provide intentional outreach, monitoring, and services (i.e. individual or small groups) for students who are homeless, foster youth, English learners and/or low-income. School psychologists have sound training and experiences needed to play a critical role in delivering quality school-based mental health and counseling services to children. School psychologists have extensive training in assessment, progress monitoring, instruction, child development and psychology, consultation, counseling, crisis response, program evaluation, and data collection and analysis. (NASP 2010a, 2010b). The effectiveness of this action will be measured by the District's Development Relationships (REACH) data.

1.6: Counseling Services: Restructure responsibilities of the equivalent of 3.0 school counselors to provide intentional outreach, monitoring, and services (i.e. individual or small groups) for students who are homeless, foster youth, English learners and/or low-income. Counselors have the responsibility to ensure that students are well served in their course selection and other opportunities available to them. Students who have greater access to school counselors and comprehensive school counseling programs are more likely to succeed academically and behaviorally in school; this is particularly true for students in high-poverty schools. (Lapan, R. T., Gysbers, N. C., Bragg, S., & Pierce, M. E., 2012). The effectiveness of this action will be measured by student performance in classes (grades) as well as attendance and behavior.

1.22: Communication and Outreach: Staff will have the responsibility to conduct intentional outreach to families of homeless, foster youth, English learners, and/or low-income throughout the school year. This outreach can be targeted to soliciting feedback, increasing participation, monitoring student performance, or any other need the school sites determine. This targeted outreach will be effective in building positive relationships and trust amongst families and the school site. This home-school partnership will strengthen student performance. "Schools alone cannot address all of a child's developmental needs: The meaningful involvement of parents and support from the community are essential." (The Home-School Team: An Emphasis on Parent Involvement. Students thrive when their parents become part of the classroom. James P. Comer, Norris Haynes. July 1, 1997)

1.24: Family Workshops: Staff will host a family workshop series to provide information and solicit feedback on topics such as: equity and sense of belonging, trauma-informed support, college preparedness, and readiness. This parent series will be effective in building positive relationships and trust amongst families and the school site. This home-school partnership will strengthen student performance. "Schools alone cannot address all of a child's developmental needs: The meaningful involvement of parents and support from the community are essential." (The Home-School Team: An Emphasis on Parent Involvement. Students thrive when their parents become part of the classroom. James P. Comer, Norris Haynes. July 1, 1997).

1.26: Parent Advisory Committees: Staff will facilitate a variety of parent forums and advisory committees to solicit input on our progress as a

school district in supporting all students' social-emotional and educational needs. Specific focus will be given to increasing effectiveness in removing barriers and providing opportunities to our students and families who are English Learners, Socio-economically Disadvantaged, and Foster or Homeless. The meaningful involvement of parents and support from the community are essential." (The Home-School Team: An Emphasis on Parent Involvement. Students thrive when their parents become part of the classroom. James P. Comer, Norris Haynes. July 1, 1997).

1.35: Support Services Office Staff: Provide 0.5 FTE to support programs that are principally directed and effective in supporting students who are in our unduplicated or at-risk groups in their academic and social-emotional success.

The following actions and services in Goal 2 are principally directed towards supporting the growth and performance of our English Learners, Foster and Homeless Youth, and Socio-economically Disadvantaged students.

2.4: Elementary Intervention Teachers: Intervention teachers will provide additional support in academics and English learner development at the primary grades. Our Title I Elementary Schools have three intervention teachers (one of which is listed here as being paid by Title I funds.) This is above and beyond the base of 0.5 intervention teachers at our non-Title I schools. The effectiveness of this action will be measured by student performance on the ELPAC (for English learners) and the District's local reading assessments (NWEA MAP).

2.5: English Learner Development Support: Benicia High and Benicia Middle School will offer one period a day of Designated English Learner support. This class is offered to all English learners and a variety of materials are used to help students become English language proficient. The effectiveness of this action will be measured by student performance on the ELPAC.

2.7: District Office Administrative Support: District Office leadership will have the responsibility to monitor the success of English Learners, Foster and Homeless Youth, and Socio-economically Disadvantaged students across the District. In addition, the District Office leadership will ensure that high-quality professional learning opportunities are provided and that those strategies are being implemented in classrooms. The staff will work closely with families through Districtwide committees such as DELAC and the African American Parent Advisory Committee to solicit input and feedback on the successes and areas of need of current programming.

2.8: Site-based Administrative Support: Site-based leadership will have the responsibility to monitor the success of English Learners, Foster and Homeless Youth, and Socio-economically Disadvantaged students at their sites. In addition, site-based leadership will ensure that teachers participate in high-quality professional learning opportunities and that those strategies are being implemented in classrooms. The staff will work closely with families and students through school-based committees such as ELAC and the Black Student Union to solicit input and feedback on the successes and areas of need of current programming.

2.9: Literacy intervention support (BMS): Intervention teachers will provide additional support in reading and English learner development at the middle school. Priority will be given to students who are English Learners, Foster and Homeless Youth, and Socio-economically

Disadvantaged. The effectiveness of this action will be measured by student performance on the ELPAC (for English learners) and the District's local reading assessments (NWEA MAP).

2.10: Alternative Education: Liberty High School is the District's continuation high school. This program is being reimagined and redesigned to better meet the needs of the students who attend LHS. Each student will have the opportunity to participate in learning through interest programs where they can learn about careers after high school, visit businesses, apprentice and shadow professionals in their interest areas and potentially participate in internships during the school day. This school supports the District's most "at-risk" students and has taken on the challenge of ensuring that all students graduate from high school and have a plan, and in many cases experiences, for after high school. The effectiveness of this action will be measured by student graduation rates, attendance rates, and Developmental Relationships (REACH) survey data.

2.11: Community Day School: The District provides its own Community Day School. This school serves students who have been expelled from another Benicia School, or have been sent there for other extenuating circumstances. The students who attend this school are predominately low-income. By providing these services in Benicia, students do not need to travel to a neighboring District or to the county program. The effectiveness of this action will be measured by student graduation rates, attendance rates, and rates that students are able to return to their home school.

2.31: Translation Services: Parent participation is an effective tool for supporting student success. The District will provide translation services through an app or in-person to support families in home-to-school communication.

2.41: College and Career Counselor: 50% of our College and Career counseling will be used to conduct intentional outreach and programming for our unduplicated and at-risk students. If students begin to identify and access relevant support systems, and if adults begin to advocate in their favor, students of color can show a high degree of resiliency against these barriers (Rickwood, Roberts, Batten, Marshall, & Massie, 2004). Youth of color have expressed that both parent and teacher involvement positively influences their exploration of career options. Promoting Career Development with Low-Income Students additionally bolsters their outcome expectations (Gushue & Whitson, 2006.)

The following actions and services in Goal 3 are principally directed towards supporting the growth and performance of our English Learners, Foster and Homeless Youth, and Socio-economically Disadvantaged students:

3.2: Math Support: Intervention will provide additional support in math. Teams are investigating the most effective way to offer intervention support. For instance, at BHS students can take math 1 (required for graduation) as a two-year course. From studying our data, we have determined that a traditional math pull-out support class is not effective. Students are not transferring math skills into their regular math classes. The middle school and the two Title I elementary schools will continue to investigate how to use staff (intervention staff) differently to meet the math needs of the students, with priority given to students who are English Learners, Foster and Homeless Youth, and Socio-economically Disadvantaged. The effectiveness of this action will be measured by student performance on the SBAC the District's local

reading assessments (NWEA MAP).

3.25: Outdoor Education: Funding for support for outdoor education at the two Title 1 elementary schools will be effective in offering our students who are English Learners, Foster and Homeless Youth, and Socio-economically Disadvantaged access to opportunities in these areas they may not have had.

The following actions and services in Goal 4 are principally directed toward supporting the growth and performance of our English Learners, Foster and Homeless Youth, and Socio-economically Disadvantaged students:

4.9: BUSD Professional Learning Days: Every certificated staff member participates in two Districtwide Professional Learning days each year. The focus of these days will be on supporting the needs of our unduplicated students and other at-risk youth through practices such as UDL, social-emotional learning, cultural responsiveness, equity practices, and building relationships with students, project-based learning, technology, etc. Every aspect of school reform depends on highly skilled teachers, says Stanford researcher Linda Darling-Hammond. “To build a useful policy system that encourages excellent instruction and strong student learning, it is important to consider both teacher quality—so that the system recruits the right people and prepares them effectively—and teaching quality so that the most effective practices are encouraged and the most supportive conditions are provided.” (From the foreword to Linda Darling-Hammond, et al., *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad*. National Staff Development Council, February 2009.) The effectiveness of this action will be measured by the professional learning survey and by the District’s REACH data.

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

The following actions and services were continued from the 2021-22 LCAP because they have proven effective in supporting the academic and Social-Emotional growth of our unduplicated students. The actions and services listed above will provide robust opportunities and support principally directed towards our students who are English Learners, Foster and Homeless Youth, and Socio-economically Disadvantaged students. These actions and services will result in the 5.18% required proportional increase or improvement for these students in several areas and will be measured by SBAC scores, local academic and survey data, and attendance.

Actions in this 2022-23 LCAP that are principally directed towards our students who are English Learners, Foster and Homeless Youth, and Socio-economically Disadvantaged students and will result in the 5.18% required proportional increase or improvement are:

- Increase in Special Friends/Second Step programming
- Direct outreach and service by school counselors and psychologist

- Site and District Administration support, progress monitoring, and outreach
- Alternative High School and Community Day School programs to support high school graduation, career planning, and services for students who have been expelled
- Literacy and ELD support
- Restructuring of math support across the District
- Professional Development focused on equity, differentiation, and instructional practices that support students' academic and social-emotional growth
- Family Outreach to historically underserved or underrepresented families to help them navigate the systems within a school
- Intervention support across the District to provide additional instruction and opportunities in math and ELA for students
- STEAM enrichment programs provide enhanced opportunities to students who may not otherwise be able to participate

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

NA

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of classified staff providing direct services to students | NA | NA |
| Staff-to-student ratio of certificated staff providing direct services to students | NA | NA |

2022-23 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|--------------|----------------|----------------|-----------------|---------------------|
| Totals | \$3,072,500.00 | \$1,749,159.00 | \$192,000.00 | \$1,669,827.00 | \$6,683,486.00 | \$5,849,486.00 | \$834,000.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---|--|--------------|-------------------|-------------|---------------|--------------|
| 1 | 1.1 | Elementary School Counselor | All | | | | \$110,761.00 | \$110,761.00 |
| 1 | 1.2 | Second Step & Special Friends | English Learners Foster Youth Low Income | \$36,000.00 | | \$64,000.00 | | \$100,000.00 |
| 1 | 1.3 | Wellness Center | All | | | | \$192,469.00 | \$192,469.00 |
| 1 | 1.4 | School Psychologists | English Learners Foster Youth Low Income | \$227,000.00 | | | | \$227,000.00 |
| 1 | 1.6 | Counseling Services | English Learners Foster Youth Low Income | \$360,000.00 | | | | \$360,000.00 |
| 1 | 1.7 | Positive Behavior Intervention Supports (PBIS) Stipends | All | | | \$15,000.00 | | \$15,000.00 |
| 1 | 1.8 | REACH Survey | All | | | \$15,000.00 | | \$15,000.00 |
| 1 | 1.9 | Positive Behavior Intervention Supports (PBIS) Database | All | | | \$3,000.00 | | \$3,000.00 |
| 1 | 1.10 | Positive Behavior Intervention & Supports Incentives | All | | | \$4,000.00 | | \$4,000.00 |
| 1 | 1.11 | Non-crisis Intervention (NCI) Materials | Students with Disabilities | | \$2,000.00 | | | \$2,000.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|--|--------------|-------------------|-------------|---------------|--------------|
| 1 | 1.12 | Social-emotional learning curriculum & materials | All | | \$7,000.00 | | | \$7,000.00 |
| 1 | 1.15 | Sources of Strength Training | All | | | \$20,000.00 | | \$20,000.00 |
| 1 | 1.16 | Additional Professional Learning Opportunities | All | | \$60,000.00 | | | \$60,000.00 |
| 1 | 1.17 | PBIS & NCI Train the Trainer | All | | | \$1,000.00 | | \$1,000.00 |
| 1 | 1.19 | Noon Duty Supervisors | All | | | | \$112,151.00 | \$112,151.00 |
| 1 | 1.22 | Communication & Outreach | English Learners Foster Youth Low Income | \$2,000.00 | | | | \$2,000.00 |
| 1 | 1.24 | Family workshops | English Learners Foster Youth Low Income | \$5,000.00 | | | | \$5,000.00 |
| 1 | 1.26 | Parent Advisory Committees | English Learners Foster Youth Low Income | \$1,000.00 | | | | \$1,000.00 |
| 1 | 1.30 | Care Solace | All | | | | \$15,000.00 | \$15,000.00 |
| 1 | 1.31 | Director of Student Services | All | | \$176,925.00 | | | \$176,925.00 |
| 1 | 1.34 | Mental Health Clinician | All | | \$157,354.00 | | | \$157,354.00 |
| 1 | 1.35 | Support Services Office Specialist | Foster Youth Low Income | \$30,000.00 | | | | \$30,000.00 |
| 2 | 2.1 | Elementary Intervention Teacher | All | \$137,000.00 | | | | \$137,000.00 |
| 2 | 2.2 | TK-5 Academic Instructional Assistants | All | | \$146,291.00 | | | \$146,291.00 |
| 2 | 2.3 | Elementary Intervention Teacher | Low income, foster youth, English | | | | \$152,427.00 | \$152,427.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---|--|--------------|-------------------|-------------|---------------|--------------|
| | | | learners All | | | | | |
| 2 | 2.4 | Elementary Intervention Teachers | English Learners Foster Youth Low Income | \$275,000.00 | | | | \$275,000.00 |
| 2 | 2.5 | English Learner Development Support | English Learners | \$30,000.00 | | | | \$30,000.00 |
| 2 | 2.7 | District Office Administrative Support | English Learners Foster Youth Low Income | \$185,000.00 | | | | \$185,000.00 |
| 2 | 2.8 | Site-based Administrative Support | English Learners Foster Youth Low Income | \$342,000.00 | | | | \$342,000.00 |
| 2 | 2.9 | Literacy intervention support (BMS) | English Learners Foster Youth Low Income | \$30,000.00 | | | | \$30,000.00 |
| 2 | 2.10 | Alternative Education | English Learners Foster Youth Low Income | \$210,000.00 | | | | \$210,000.00 |
| 2 | 2.11 | Community Day School | Low Income | \$150,000.00 | | | | \$150,000.00 |
| 2 | 2.12 | Elimination of Combination Classes/Lower Class Size | All | | | | \$634,020.00 | \$634,020.00 |
| 2 | 2.13 | Supplementary & Intervention Curriculum | All | | \$290,000.00 | | | \$290,000.00 |
| 2 | 2.14 | Common Core & Diverse Supplementary Instructional Materials | All | | \$120,000.00 | | | \$120,000.00 |
| 2 | 2.18 | Benicia Reads Campaign | All | | | \$10,000.00 | | \$10,000.00 |
| 2 | 2.19 | SBAC Incentives | All | | | | \$3,000.00 | \$3,000.00 |
| 2 | 2.21 | ELD & Literacy Support Teacher | English learners All | | \$105,574.00 | | | \$105,574.00 |
| 2 | 2.22 | Universal Screener & Benchmark | All | | | | \$75,000.00 | \$75,000.00 |
| 2 | 2.23 | Library Collections | All | | \$26,000.00 | | | \$26,000.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---|--|--------------|-------------------|-------------|---------------|--------------|
| 2 | 2.25 | Content Collaboration Days | All | | \$47,000.00 | | | \$47,000.00 |
| 2 | 2.26 | Summer Professional Learning | All | | \$35,000.00 | | | \$35,000.00 |
| 2 | 2.28 | Professional Learning for AP course work | All | | \$10,000.00 | | | \$10,000.00 |
| 2 | 2.29 | Professional Learning for Teachers on Evaluation | All | | \$5,000.00 | | | \$5,000.00 |
| 2 | 2.31 | Translation Services | English Learners | \$2,000.00 | | | | \$2,000.00 |
| 2 | 2.34 | Contract with Benicia Public Library for Service | All | | \$30,000.00 | | | \$30,000.00 |
| 2 | 2.36 | BUSD After Hours-ELOP | English learners, foster youth, low income | | \$377,656.00 | | | \$377,656.00 |
| 2 | 2.39 | Assessment Team | All | | | | \$3,000.00 | \$3,000.00 |
| 2 | 2.40 | College and Career Counselor | All | \$20,000.00 | | | | \$20,000.00 |
| 2 | 2.41 | College and Career Counselor | English Learners Foster Youth Low Income | \$20,000.00 | | | | \$20,000.00 |
| 3 | 3.1 | Career Technical Education | All | \$225,000.00 | | | | \$225,000.00 |
| 3 | 3.2 | Math Support | English Learners Foster Youth Low Income | \$75,000.00 | | | | \$75,000.00 |
| 3 | 3.4 | IT technicians | All | \$372,000.00 | | | | \$372,000.00 |
| 3 | 3.5 | Elementary STEAM Wheel | All | | | \$60,000.00 | | \$60,000.00 |
| 3 | 3.7 | Additional IT Tech | All | | \$80,359.00 | | | \$80,359.00 |
| 3 | 3.8 | Consumables for Adopted Curriculum | All | | \$25,000.00 | | | \$25,000.00 |
| 3 | 3.9 | Data Analytics Platform | All | | | | \$57,000.00 | \$57,000.00 |
| 3 | 3.10 | Independent Study/Credit Recovery Program Materials | All | | \$35,000.00 | | | \$35,000.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|--|--------------|-------------------|-------------|---------------|--------------|
| 3 | 3.12 | Instrumental Music Program | All | | | | \$52,000.00 | \$52,000.00 |
| 3 | 3.13 | STEAM Programs | All | | \$10,000.00 | | | \$10,000.00 |
| 3 | 3.14 | Technology Program | All | | | | \$48,000.00 | \$48,000.00 |
| 3 | 3.15 | Digital database and reporting systems | All | \$60,500.00 | | | | \$60,500.00 |
| 3 | 3.22 | Elective Training | All | | \$3,000.00 | | | \$3,000.00 |
| 3 | 3.25 | Outdoor Education | English Learners Foster Youth Low Income | \$20,000.00 | | | | \$20,000.00 |
| 4 | 4.2 | Diverse Staff | All | \$5,000.00 | | | | \$5,000.00 |
| 4 | 4.7 | Equity Professional Development | All | | | | \$99,999.00 | \$99,999.00 |
| 4 | 4.9 | Districtwide Professional Development Days | English Learners Foster Youth Low Income | \$250,000.00 | | | | \$250,000.00 |
| 4 | 4.11 | District Equity Advisory Team | All | \$3,000.00 | | | | \$3,000.00 |
| 4 | 4.12 | Willie B. Adkins | African American Students All | | | | \$115,000.00 | \$115,000.00 |

2022-23 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$42,154,123 | \$2,168,821 | 5.14% | 0.00% | 5.14% | \$2,250,000.00 | 0.00% | 5.34 % | Total: | \$2,250,000.00 |
| | | | | | | | | LEA-wide Total: | \$475,000.00 |
| | | | | | | | | Limited Total: | \$617,000.00 |
| | | | | | | | | Schoolwide Total: | \$1,158,000.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|-------------------------------|---|--|--|---|--|---|
| 1 | 1.2 | Second Step & Special Friends | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Farmer, Semple, Henderson and Turner | \$36,000.00 | NA |
| 1 | 1.4 | School Psychologists | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | \$227,000.00 | NA |
| 1 | 1.6 | Counseling Services | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | Specific Schools: BHS, BMS, LHS | \$360,000.00 | NA |
| 1 | 1.22 | Communication & Outreach | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$2,000.00 | NA |
| 1 | 1.24 | Family workshops | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$5,000.00 | NA |
| 1 | 1.26 | Parent Advisory Committees | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,000.00 | NA |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|--|--|--|---|
| 1 | 1.35 | Support Services Office Specialist | Yes | LEA-wide | Foster Youth Low Income | All Schools | \$30,000.00 | NA |
| 2 | 2.4 | Elementary Intervention Teachers | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: RSE, MTE, JHE, MFE | \$275,000.00 | NA |
| 2 | 2.5 | English Learner Development Support | Yes | Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: BHS & BMS | \$30,000.00 | NA |
| 2 | 2.7 | District Office Administrative Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$185,000.00 | NA |
| 2 | 2.8 | Site-based Administrative Support | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: BHS, BMS, RSE, MFE | \$342,000.00 | NA |
| 2 | 2.9 | Literacy intervention support (BMS) | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: BMS | \$30,000.00 | NA |
| 2 | 2.10 | Alternative Education | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: LHS | \$210,000.00 | NA |
| 2 | 2.11 | Community Day School | Yes | Schoolwide | Low Income | Specific Schools: Community Day School | \$150,000.00 | NA |
| 2 | 2.31 | Translation Services | Yes | LEA-wide | English Learners | All Schools | \$2,000.00 | NA |
| 2 | 2.41 | College and Career Counselor | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: LHS, BMS, BHS | \$20,000.00 | NA |
| 3 | 3.2 | Math Support | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: BMS, BHS | \$75,000.00 | NA |
| 3 | 3.25 | Outdoor Education | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: MFE & RSE | \$20,000.00 | NA |
| 4 | 4.9 | Districtwide Professional Development Days | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$250,000.00 | NA |

2021-22 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| Totals | \$7,079,468.00 | \$6,670,856.56 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 1 | 1.1 | Elementary School Counselors | No | \$101,333.00 | 63,283.37 |
| 1 | 1.2 | Second Step & Special Friends | Yes | \$40,000.00 | 45,655.00 |
| 1 | 1.3 | Wellness Center | No | \$120,000.00 | 103,040.00 |
| 1 | 1.4 | School Psychologists | Yes | \$225,000.00 | 229,700.64 |
| 1 | 1.6 | Counseling Services | Yes | \$360,000.00 | 346,895.13 |
| 1 | 1.7 | Positive Behavior Intervention Supports (PBIS) Stipends | No | \$30,000.00 | 10,743.93 |
| 1 | 1.8 | Developmental Relationships Survey | No | \$7,000.00 | 15,237.50 |
| 1 | 1.9 | Positive Behavior Intervention Supports (PBIS) Database | No | \$3,000.00 | 2,430.00 |
| 1 | 1.10 | Positive Behavior Intervention & Supports Incentives | No | \$4,000.00 | 2,578.36 |
| 1 | 1.11 | Non-crisis Intervention (NCI) Materials | No | \$2,000.00 | 0.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| | | | | | |
| 1 | 1.12 | Social-emotional learning curriculum & materials | No | \$7,000.00 | 2,378.84 |
| 1 | 1.13 | Specialty Equipment for BMS electives | No | \$30,000.00 | 33,000.00 |
| 1 | 1.14 | Specialty Equipment for BHS electives & CTE classes | No | \$50,000.00 | 45,039.83 |
| 1 | 1.15 | Sources of Strength Training | No | \$20,000.00 | 10,000.00 |
| 1 | 1.16 | Additional Professional Learning Opportunities | No | \$40,000.00 | 99.00 |
| 1 | 1.17 | PBIS & NCI Train the Trainer | No | \$1,000.00 | 0.00 |
| 1 | 1.18 | Professional Learning Training and Materials | No | \$20,000.00 | 24,926.33 |
| 1 | 1.19 | Noon Duty Supervisors | No | \$56,667.00 | 137,614.42 |
| 1 | 1.20 | Multi-tiered System of Support (MTSS) | No | \$0.00 | \$0.00 |
| 1 | 1.21 | Alternate transition systems and structures | No | \$1,000.00 | \$0.00 |
| 1 | 1.22 | Newsletters & Social Media Communication | No | \$0.00 | \$0.00 |
| 1 | 1.23 | Surveys | No | \$0.00 | \$0.00 |
| 1 | 1.24 | Family workshops | No | \$1,000.00 | 1,000.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---------------------------------------|--|--|---|
| | | | | | |
| 1 | 1.25 | Exhibitions | No | \$1,000.00 | \$0.00 |
| 1 | 1.26 | Parent Advisory Committees | No | \$1,000.00 | \$0.00 |
| 1 | 1.27 | Family Outreach | Yes | \$1,000.00 | \$0.00 |
| 1 | 1.29 | Staff Recognition | No | \$500.00 | \$0.00 |
| 1 | 1.30 | Care Solace | No | \$15,000.00 | 11,605.00 |
| 1 | 1.31 | Coordinator of Support Services | No | \$120,000.00 | 146,100.91 |
| 1 | 1.32 | Health Department Support | No | \$120,000.00 | 20,373.95 |
| 1 | 1.34 | Mental Health Clinicians | No | \$100,000.00 | 98,110.91 |
| 1 | 1.35 | Support Services Office Specialist | Yes | \$25,000.00 | 28,266.13 |
| 2 | 2.1 | College & Career Counselor | No | \$80,000.00 | 37,113.15 |
| 2 | 2.2 | K-8 Academic Instructional Assistants | No | \$321,794.00 | 94,513.47 |
| 2 | 2.3 | Elementary Intervention Teacher | | \$149,174.00 | 240,681.67 |
| 2 | 2.4 | Elementary Intervention Teachers | Yes | \$300,000.00 | 273,884.66 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 2 | 2.5 | English Learner Development Support | Yes | \$15,000.00 | 24,934.98 |
| 2 | 2.6 | TK-12 English Learner Coordinator Stipend | Yes | \$2,500.00 | 6,700.48 |
| 2 | 2.7 | District Office Administrative Support | Yes | \$150,000.00 | 198,645.20 |
| 2 | 2.8 | Site-based Administrative Support | Yes | \$260,000.00 | 330,877.41 |
| 2 | 2.9 | Literacy& ELD intervention support (BMS) | Yes | \$45,000.00 | 49,417.93 |
| 2 | 2.10 | Alternative Education | Yes | \$210,000.00 | 228,080.27 |
| 2 | 2.11 | Community Day School | Yes | \$150,000.00 | 146,669.10 |
| 2 | 2.12 | Elimination of Combination Classes | No | \$300,000.00 | 510,775.86 |
| 2 | 2.13 | Lexia | No | \$11,000.00 | 10,999.80 |
| 2 | 2.14 | Common Core Instructional Materials | No | \$20,000.00 | 24,884.12 |
| 2 | 2.16 | Literacy Intervention Materials | No | \$100,000.00 | 170,114.05 |
| 2 | 2.18 | Benicia Reads Campaign | No | \$10,000.00 | 2,612.07 |
| 2 | 2.19 | SBAC Incentives | No | \$3,000.00 | 3,065.13 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 2 | 2.20 | English Language Development Materials | Yes | \$15,000.00 | 13,204.31 |
| 2 | 2.21 | Diverse Supplementary Materials | No | \$50,000.00 | 42,712.67 |
| 2 | 2.22 | Universal Screener & Benchmark | No | \$75,000.00 | 78,833.00 |
| 2 | 2.23 | Books for Summer Reading & Library Collections | No | \$29,000.00 | 26,224.56 |
| 2 | 2.24 | PDSA Cycles of Inquiry for Student Support | No | \$5,000.00 | \$0.00 |
| 2 | 2.25 | Content Collaboration Days | No | \$47,000.00 | 500.00 |
| 2 | 2.26 | Summer Professional Learning | No | \$25,000.00 | 19,646.60 |
| 2 | 2.27 | Administrative and New Teacher Coaching (Induction) | No | \$110,000.00 | 41,350.00 |
| 2 | 2.28 | Professional Learning for AP course work | No | \$5,000.00 | 799.00 |
| 2 | 2.29 | Professional Learning for Teachers on Evaluation | No | \$5,000.00 | 1,179.31 |
| 2 | 2.30 | Staff Led Professional Development | No | \$2,000.00 | 300.00 |
| 2 | 2.31 | Translation Services | Yes | \$2,000.00 | 2,068.00 |
| 2 | 2.32 | DELAC | Yes | \$500.00 | \$0.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 2 | 2.33 | Parent Summer Series | No | \$1,000.00 | \$0.00 |
| 2 | 2.34 | Increase Library Hours | No | \$30,000.00 | 6,473.80 |
| 2 | 2.36 | Expanded Summer School | No | \$500,000.00 | 364,269.00 |
| 2 | 2.39 | Assessment Team | No | \$3,000.00 | \$0.00 |
| 2 | 2.40 | Imagine Learning: math, ELA & ELD license | No | \$0.00 | \$0.00 |
| 3 | 3.1 | Career Technical Education | No | \$225,000.00 | 241,587.00 |
| 3 | 3.2 | Math Support | Yes | \$75,000.00 | 111,485.90 |
| 3 | 3.3 | Technology Stipends | No | \$15,000.00 | 3,653.85 |
| 3 | 3.4 | IT technicians | No | \$193,000.00 | 286,447.64 |
| 3 | 3.5 | Elementary STEAM Wheel | No | \$50,000.00 | 48,395.17 |
| 3 | 3.6 | Math Tutors | No | \$0.00 | \$0.00 |
| 3 | 3.7 | Additional IT Tech | No | \$60,000.00 | 53,162.38 |
| 3 | 3.8 | Consumables for Adopted Curriculum | No | \$25,000.00 | 54,237.46 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 3 | 3.9 | Data Analytics Platform | No | \$57,000.00 | 34,653.96 |
| 3 | 3.10 | Independent Study/Credit Recovery Program Materials | No | \$30,000.00 | 139,360.75 |
| 3 | 3.11 | Math Supplementary Program or Materials | No | \$20,000.00 | 14,027.00 |
| 3 | 3.12 | Choral and Instrumental Music Program | No | \$52,000.00 | 39,289.44 |
| 3 | 3.13 | STEAM Programs | No | \$10,000.00 | 10,336.90 |
| 3 | 3.14 | Technology Program | No | \$400,000.00 | 189,598.98 |
| 3 | 3.15 | Digital database and reporting systems | No | \$29,500.00 | 7,986.09 |
| 3 | 3.17 | Zoom Video Conferencing | No | \$27,000.00 | 18,630.00 |
| 3 | 3.18 | Digital Programs | No | \$13,000.00 | 5,874.00 |
| 3 | 3.19 | Power Backup/Generator/Server | No | \$100,000.00 | 0.00 |
| 3 | 3.20 | Online Textbooks & Apps | No | \$100,000.00 | 43,761.87 |
| 3 | 3.21 | Professional Development | No | \$18,000.00 | 14,071.00 |
| 3 | 3.22 | Elective Training | No | \$3,000.00 | 950.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|-----------------------------------|--|--|---|
| 3 | 3.23 | Math Sections at BMS & BHS | | \$225,000.00 | 200,759.57 |
| 3 | 3.25 | Outdoor Education | Yes | \$20,000.00 | 1,638.91 |
| 3 | 3.29 | Family Technology Workshop | No | \$2,000.00 | \$0.00 |
| 3 | 3.30 | After School Extension Activities | | \$10,000.00 | \$0.00 |
| 3 | 3.31 | Elective and Arts Showcase | No | \$1,000.00 | \$0.00 |
| 3 | 3.32 | Parent Video Series | No | \$500.00 | \$0.00 |
| 4 | 4.1 | Affinity Groups | No | \$3,000.00 | 2,500.00 |
| 4 | 4.2 | Diverse Staff | No | \$2,000.00 | \$0.00 |
| 4 | 4.3 | Equity Coordinator | No | \$60,000.00 | \$0.00 |
| 4 | 4.4 | Curriculum Audit | No | \$1,000.00 | 142.23 |
| 4 | 4.5 | Food Service Program Support | No | \$50,000.00 | 13,523.95 |
| 4 | 4.6 | Personal Protective Equipment | No | \$250,000.00 | 268,497.14 |
| 4 | 4.7 | Equity Professional Development | No | \$200,000.00 | 172,409.98 |
| 4 | 4.8 | Grading for Equity | No | \$1,000.00 | 513.65 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 4 | 4.9 | Districtwide Professional Development Days | Yes | \$200,000.00 | 250,717.11 |
| 4 | 4.10 | Newsletters, Board Meetings, & Social Media Communication | No | \$0.00 | \$0.00 |
| 4 | 4.11 | District Equity Advisory Team | No | \$2,000.00 | \$0.00 |
| 4 | 4.12 | Willie B. Adkins | No | \$15,000.00 | 113,000.00 |
| 4 | 4.13 | Community Partnerships | No | \$0.00 | 35.78 |

2021-22 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| \$2,097,559 | \$2,096,000.00 | \$2,287,202.25 | (\$191,202.25) | 0.00% | 0.00% | 0.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 1 | 1.2 | Second Step & Special Friends | Yes | \$40,000.00 | 45,655 | NA | NA |
| 1 | 1.4 | School Psychologists | Yes | \$225,000.00 | 229,700.64 | NA | NA |
| 1 | 1.6 | Counseling Services | Yes | \$360,000.00 | 346,895.13 | NA | NA |
| 1 | 1.27 | Family Outreach | Yes | \$1,000.00 | 0.00 | NA | NA |
| 1 | 1.35 | Support Services Office Specialist | Yes | \$25,000.00 | 28,266.13 | NA | NA |
| 2 | 2.4 | Elementary Intervention Teachers | Yes | \$300,000.00 | 273,884.66 | NA | NA |
| 2 | 2.5 | English Learner Development Support | Yes | \$15,000.00 | 24,934.98 | NA | NA |
| 2 | 2.6 | TK-12 English Learner Coordinator Stipend | Yes | \$2,500.00 | 6,700.48 | NA | NA |
| 2 | 2.7 | District Office Administrative Support | Yes | \$150,000.00 | 198,645.20 | NA | NA |
| 2 | 2.8 | Site-based Administrative Support | Yes | \$260,000.00 | 330,877.41 | NA | NA |
| 2 | 2.9 | Literacy& ELD intervention support (BMS) | Yes | \$45,000.00 | 49,417.93 | NA | NA |
| 2 | 2.10 | Alternative Education | Yes | \$210,000.00 | 228,080.27 | NA | NA |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| 2 | 2.11 | Community Day School | Yes | \$150,000.00 | 146,669.10 | NA | NA |
| 2 | 2.20 | English Language Development Materials | Yes | \$15,000.00 | 13,204.31 | NA | NA |
| 2 | 2.31 | Translation Services | Yes | \$2,000.00 | 2,068.00 | NA | NA |
| 2 | 2.32 | DELAC | Yes | \$500.00 | 0.00 | NA | NA |
| 3 | 3.2 | Math Support | Yes | \$75,000.00 | 111,485.90 | NA | NA |
| 3 | 3.25 | Outdoor Education | Yes | \$20,000.00 | 0.00 | NA | NA |
| 4 | 4.9 | Districtwide Professional Development Days | Yes | \$200,000.00 | 250,717.11 | NA | NA |

2021-22 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$40,477,816 | \$2,097,559 | 0.00 | 5.18% | \$2,287,202.25 | 0.00% | 5.65% | \$0.00 | 0.00% |

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric. |

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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