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).

This chart shows the total general purpose revenue Brisbane Elementary expects to receive in the coming year from all sources.

The total revenue projected for Brisbane Elementary is $9,770,330.00, of which $7,993,289.00 is Local Control Funding Formula (LCFF), $485,408.00 is other state funds, $1,155,546.00 is local funds, and $136,087.00 is federal funds. Of the $7,993,289.00 in LCFF Funds, $234,537.00 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.

<table>
<thead>
<tr>
<th>Budgeted Expenditures in the LCAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>$12,000,000</td>
</tr>
<tr>
<td>$10,000,000</td>
</tr>
<tr>
<td>$8,000,000</td>
</tr>
<tr>
<td>$6,000,000</td>
</tr>
<tr>
<td>$4,000,000</td>
</tr>
<tr>
<td>$2,000,000</td>
</tr>
<tr>
<td>$0</td>
</tr>
</tbody>
</table>

Total Budgeted General Fund Expenditures, $10,062,904

Total Budgeted Expenditures in the LCAP $6,805,421

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

Brisbane Elementary plans to spend $10,062,904.00 for the 2021 – 22 school year. Of that amount, $6,805,421.00 is tied to actions/services in the LCAP and $3,257,483.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The majority of the excluded expenditures relate to instructional supervision/administration (school & general); retiree costs; utilities; pass-through costs; transportation costs; general fund nutrition service costs; special education non-public agency costs; and STRS On-Behalf costs.

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

In 2021 – 22, Brisbane Elementary is projecting it will receive $234,537.00 based on the enrollment of foster youth, English learner, and low-income students. Brisbane Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Brisbane Elementary plans to spend $257,250.00 towards meeting this requirement, as described in the LCAP.
This chart compares what Brisbane Elementary budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Brisbane Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Brisbane Elementary's Learning Continuity Plan budgeted $2,000.00 for planned actions to increase or improve services for high needs students. Brisbane Elementary actually spent $2,000.00 for actions to increase or improve services for high needs students in 2020 – 21.
Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brisbane School District</td>
<td>Ronan Collver, Superintendent</td>
<td><a href="mailto:rcollver@brisbanesd.org">rcollver@brisbanesd.org</a>; 415-467-0550</td>
</tr>
</tbody>
</table>

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

**Goal 1**

Students in the Brisbane School District will have equitable access to a rigorous, well-rounded and enriched curriculum aligned with Common Core State Standards that promotes academic and behavioral skills mastery, fosters achievement, and prepares them to be competitive in a 21st Century global economy.

State and/or Local Priorities addressed by this goal:

- State Priorities: 1-Basic Services (Conditions of Learning), 2-Implementation of State Standards (Conditions of Learning), 4-Student Achievement (Pupil Outcomes), 7-Course Access (Conditions of Learning)
- Local Priorities: 1-Basic Conditions at School, 2-Implementation of State Standards, 7-Access to a Broad Course of Study

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target: 100% appropriately assigned and credentialed in subject areas.</td>
<td>NOT MET: 86% of teachers were appropriately assigned and credentialed in subject areas as reported in the CALSAAS Credentials Audit.</td>
</tr>
<tr>
<td>Target: 100% of students will have access to materials aligned to Common Core State Standards, as evidenced by a Board Resolution to be adopted September 2019.</td>
<td>MET: 100% of students had access to materials aligned to Common Core State Standards, as evidenced by a Board Resolution adopted September 2019.</td>
</tr>
<tr>
<td>Target</td>
<td>MET</td>
</tr>
<tr>
<td>--------</td>
<td>-----</td>
</tr>
<tr>
<td>100% of teachers will receive at least two days of PD in content areas.</td>
<td>100% of teachers received two days of professional development related to content areas</td>
</tr>
<tr>
<td>46% of unduplicated students will have demonstrated increased proficiency in ELA on the SBAC.</td>
<td>MET for 2019 SBAC: 86% unduplicated students demonstrated increased proficiency in ELA on the SBAC. (NO RESULTS for 2020 SBAC.)</td>
</tr>
<tr>
<td>49% of unduplicated students will have demonstrated increased proficiency in Math on the SBAC.</td>
<td>MET for 2019 SBAC: 82% unduplicated students demonstrated increased proficiency in MATH on the SBAC. (NO RESULTS for 2020 SBAC.)</td>
</tr>
<tr>
<td>24% or more of EL students will be reclassified during the 2019--20 school year.</td>
<td>NOT MET: 6% of EL students were reclassified during the 2019-20 school year.</td>
</tr>
<tr>
<td>Maintain baseline.</td>
<td>Actual: Baseline established as 40% of English Learners made progress in English language proficiency as demonstrated on the 2018-19 ELPAC.</td>
</tr>
<tr>
<td>86% or more of students use District-supported software/technology</td>
<td>MET: 100% of students used District-supported software/technology.</td>
</tr>
</tbody>
</table>

### Actions / Services

<table>
<thead>
<tr>
<th>Planned Action/Service</th>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 District-wide Base Instructional Program:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Highly Qualified Certificated Staff provides instruction and support to all students, including EL students</td>
<td>(a) $2,738,459</td>
<td>(a) $2,674,867</td>
</tr>
<tr>
<td>(b) All students will be provided standards-aligned curriculum</td>
<td>(b) $24,000</td>
<td>(b) $9,019</td>
</tr>
<tr>
<td>(c) Certificated staff provided Professional Development in the areas of Balanced Literacy, the CCSS Math Standards, Technology Implementation, and ELD Standards</td>
<td>(c) $81,981</td>
<td>(c) $78,434</td>
</tr>
<tr>
<td>(d) Every student has sufficient access to technology-enhanced learning environments</td>
<td>(d) $193,027</td>
<td>(d) $218,897</td>
</tr>
<tr>
<td>(e) Students provided counseling support at all three sites under the direction of a school psychologist</td>
<td>(e) $179,067</td>
<td>(e) $279,039</td>
</tr>
<tr>
<td>(f) Students provided a safe learning environment through the Community Matters Safe School Ambassadors Program, Toolbox, Playworks, and Olweus anti-bullying program</td>
<td>LCFF Base: Salaries/benefits: 1000, 3000</td>
<td>LCFF Base: Salaries/benefits: 1000, 3000</td>
</tr>
<tr>
<td>(g) Special Education students provided with mainstreaming opportunities throughout the school day, supporting instruction in the least restrictive environment</td>
<td>LCFF Base: Curricular materials: 4000</td>
<td>LCFF Base: Curricular materials: 4000</td>
</tr>
<tr>
<td>(h) All students provided access to after-school programs (enrichment/academic support), including low-income students</td>
<td>LCFF Base: Teacher stipends, consultants: 1000, 3000, 5000</td>
<td>LCFF Base: Teacher stipends, consultants: 1000, 3000, 5000</td>
</tr>
<tr>
<td>(i) Teachers and principals are provided with the opportunity to attend professional development and training opportunities</td>
<td>LCFF Base: Technology, Supplies, Contracted services: 4000, 5000</td>
<td>LCFF Base: Technology, Supplies, Contracted services: 4000, 5000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>
| **1.2 Replace consumable CCSS-aligned ELA and Math instructional materials, kits and classroom library materials** | **1.2**  
Replace consumable CCSS-aligned ELA and Math instructional materials, kits and classroom library materials.

- **$31,000**  
  LCFF Base ($7,000) &  
  Lottery ($24,000)  
  Curriculum Materials: 4000

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **1.3 Provide CCSS-aligned ELA and Math professional development opportunities** | **1.3**  
Provide CCSS-aligned ELA and Math professional development opportunities.

- **$10,931**  
  LCFF Base: Salaries/benefits, consultants: 1000, 3000, 5000

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **1.4 Provide services to English learners:** | **1.4**  
Provide services to English learners:

(a) **$8,031**  
  LCFF Supplemental:  
  Salaries/benefits: 1000, 3000; Reimbursements: 5000

(b) **$137,478**  
  LCFF Supplemental:  
  Salaries/benefits: 1000, 3000

(c) **$6,794**  
  LCFF Supplemental:  
  Salaries/benefits: 1000, 3000

(d) **$26,735**  
  LCFF Supplemental:  
  Salaries/benefits: 1000, 3000

(e) **$8,967**  
  LCFF Supplemental:  
  Salaries/benefits: 1000, 3000; Reimbursements: 5000

(f) **$153,498**  
  LCFF Supplemental:  
  Salaries/benefits: 1000, 3000

(g) **$7,586**  
  LCFF Supplemental:  
  Salaries/benefits: 1000, 3000

(h) **$29,850**  
  LCFF Supplemental:  
  Salaries/benefits: 1000, 3000

(i) **$19,537**  
  Lottery ($19,537)  
  Curriculum Materials: 4000

(j) **$10,931**  
  LCFF Base: Salaries/benefits, consultants: 1000, 3000, 5000

(k) **$8,031**  
  LCFF Supplemental:  
  Salaries/benefits: 1000, 3000; Reimbursements: 5000

(l) **$137,478**  
  LCFF Supplemental:  
  Salaries/benefits: 1000, 3000

(m) **$6,794**  
  LCFF Supplemental:  
  Salaries/benefits: 1000, 3000

(n) **$26,735**  
  LCFF Supplemental:  
  Salaries/benefits: 1000, 3000
<table>
<thead>
<tr>
<th>1.5 Provide services to students with disabilities by means of highly qualified teachers, in the least restrictive environment, using grade-level curriculum with appropriate accommodations according to their IEPs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Students with IEPs will have academic goals aligned with state standards</td>
</tr>
<tr>
<td>(b) Students' IEPs will be reviewed no less than annually, with goals and services updated as reflected by revised IEPs</td>
</tr>
<tr>
<td>(c) General education teachers and special education teachers will collaborate to plan and develop instructional strategies in order to meet the needs of diverse learners, including students with IEPs, within the least restrictive environment</td>
</tr>
<tr>
<td>(d) Qualified, trained instructional aides will be assigned to each site, assisting in both the push-in and pull-out instructional model</td>
</tr>
<tr>
<td>(e) Special education students with unique needs that cannot be met by District services will be provided instruction through placements in other school districts, the San Mateo County Office of Education special education program, or through local non-public schools.</td>
</tr>
</tbody>
</table>

| 1.6 Utilize district-wide CAASPP, MARS, and other assessment evaluations and assessment processes to determine Brisbane School District proficiency |

| 1.7 All 5th Grade students have the opportunity to attend Outdoor Education |

| 1.8 Implement and update Technology Plan as needed in accordance with the District's approach to learning |

| 1.9 Increase student and teacher engagement through appropriate technologies for instruction and assessment, including new library computers |

| Salaries/benefits: 1000, 3000 |
| $1,528,398 |
| Resource 6500 and 3310: Salaries/benefits: 1000, 2000, 3000 |
| Consultant (Speech, Occupational Therapy, Adaptive PE, non-public-schools): 5000 |

| Salaries/benefits: 1000, 3000 |
| $64,581 |
| LCFF Base: Salaries/benefits, consultants: 2000, 3000, 5000 |

| Salaries/benefits: 1000, 3000 |
| $13,909 |
| LCFF Base: Salaries/benefits, outside services: 1000, 3000, 5000 |

| Salaries/benefits: 1000, 3000 |
| $5,575 |
| LCFF Base: Salaries/benefits: 1000, 3000, 5000 |

| Salaries/benefits: 1000, 3000 |
| $35,000 |
| LCFF Base: Technology: 4312 |

| Salaries/benefits: 1000, 3000 |
| $33,532 |
| LCFF Base: Technology: 4312 |
Professional development focused on increasing student achievement. Increasing the number of district-based coaches and trainers. Procurement of evidence-based instructional materials aligned with the common core standards and chosen to target low-performing students. Release time for teachers to collaborate with one another surrounding student academic issues as well as to develop teaching strategies.

<table>
<thead>
<tr>
<th>Goal Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.</td>
</tr>
</tbody>
</table>

| 1.6 In April of 2020, all students were put on Distance Learning due to the Pandemic, and as a result, all of the State Assessments (CAASPP) were cancelled. Administrator/teacher time and resources were restructured to find ways to educate our students on Distance Learning. One example of this is the increased attention to technology and how best to shift instruction to a remote platform. |
| 1.10 The District did not receive a planned grant through Silicon Valley Community Foundation and thus did not implement district-based coaches in the 19-20 school year. The District still provided numerous professional development opportunities for the staff that aligned with our goal to assist teachers with student achievement, specifically those low-performing students. |

As mentioned above, state assessments were not completed due to the closure of schools and the District was not able to secure coaches when funding fell through.

Misassigned teachers: Teacher data was collected on the first Wednesday in October (known as “CBEDS day” or “census day”). At the time the data was collected, the District had one Special Education teacher without the proper credential and 3 other teachers that had not received their EL certification as part of their credential. All misassigned teacher assignments were resolved shortly after the October CBEDS data was collected.

The District allocated a proper amount of funds to assist with reaching the reclassification of EL students, however, we fell short of meeting our target and began to research the type of assistance we are offering these students to determine the root cause of not meeting this goal.

Goal 2

Brisbane School District will strive to constantly improve all aspects of its facilities in order to improve the overall educational environment.

State and/or Local Priorities addressed by this goal:

- State Priorities: 1-Basic Services (Conditions of Learning)
- Local Priorities: 1-Basic Conditions at School
### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target: 100% of schools will receive an overall rating of “Good” on FIT and “Good” for cleanliness.</td>
<td>Actual: 100% of schools received an overall rating of “Good” on the FIT for cleanliness.</td>
</tr>
<tr>
<td>Target: 100% of facilities staff will be provided with safety training and PD opportunities, such as advanced skills training.</td>
<td>Actual: 100% of facilities staff were provided with safety training and training on advanced cleaning methods.</td>
</tr>
<tr>
<td>Target: 100% of short term projects will be completed and 20% of long term projects will be completed from the Facilities Master Plan.</td>
<td>NOT MET: only 60% of short term projects were completed and no long term projects were completed from the Facilities Master Plan.</td>
</tr>
</tbody>
</table>

### Actions / Services

<table>
<thead>
<tr>
<th>Planned Action/Service</th>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Use Facilities Inspection Tool to identify areas of facility improvement, once in the fall and again in the spring</td>
<td>$4,372 LCFF Base: Salaries/benefits: 1000, 3000</td>
<td>$2,186 LCFF Base: Salaries/benefits: 1000, 3000</td>
</tr>
<tr>
<td>2.2 Provide maintenance/operations staff with safety training and other professional development opportunities or skills training</td>
<td>$4,403 LCFF Base: Salaries/benefits: 2000, 3000</td>
<td>$4,403 LCFF Base: Salaries/benefits: 2000, 3000</td>
</tr>
<tr>
<td>2.3 Update facilities master plan focusing on deferred maintenance and upgrades</td>
<td>$2,186 LCFF Base: Salaries/benefits: 1000, 3000</td>
<td>$2,186 LCFF Base: Salaries/benefits: 1000, 3000</td>
</tr>
<tr>
<td>2.4 District will begin to improve playgrounds at Brisbane School.</td>
<td>$100,000 Local Grants: Site improvements: 6200</td>
<td>$0</td>
</tr>
</tbody>
</table>

### Goal Analysis

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

2.4 The District had planned to rebuild the play structure at Brisbane Elementary School with a grant from Playworks which we received; however, the project was cancelled due to the Pandemic. The District contribution for this project was not used elsewhere.

A description of the successes and challenges in implementing the actions/services to achieve the goal.
With the closure of the schools in March 2020, a second FiT was not completed and maintenance/custodial staff shifted their focus to essential services such as cleaning and disinfection. Consequently, many of the smaller routine maintenance tasks and smaller projects were set aside for another time.

**Goal 3**

Brisbane School District will ensure that our schools are welcoming to all students and foster a sense of belonging by promoting student learning in emotionally, physically, and academically safe environments, and by ensuring access to after-school programs.

**State and/or Local Priorities addressed by this goal:**

State Priorities: 5-Pupil Engagement (Engagement); 6-School Climate (Engagement); 8-Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: 6-School Climate

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
</table>
| Target: Maintain or increase attendance rate of at least 95.33%. | MET: Attendance rate was 95.91%  
*(NOTE: Attendance for state reporting was Aug. 22, 2019 - Feb. 28, 2020).* |
| Target: Decrease chronic absentee rate from 7% to 6% as reflected on the California School Dashboard on the CDE website. | MET: Chronic absence rate fell to 5.5%  
*(NOTE: Attendance for state reporting was Aug. 22, 2019 - Feb. 28, 2020).* |
| Target: Decrease truancy rate from 7% to 6%. | MET: Truancy rate was 6%.  
*(NOTE: Attendance for state reporting was Aug. 22, 2019 - Feb. 28, 2020).* |
| Target: Increase number of unduplicated students in after-school programs to at least 19% or higher. | UNKNOWN: Due to shortened in person school year, the data collected does not accurately reflect the school year. |
| Target:  
-- 95% of parents/guardians report that child feels safe at school  
-- 67% of students report feeling safe at school  
-- 86% of parents feel that school is welcoming and friendly  
-- 48% of students report being happy at school  
-- 69% of students feel that adults at school care about them. | UNKNOWN: No data was collected due to the pandemic closure of schools. |
| Target: Maintain or decrease percentage of students with out-of-school suspensions at 3.9% or less as reflected on the California School Dashboard on the CDE website. | MET: 1% of students had out-of-school suspensions during 2019-2020. |
Target: Maintain 0% expulsion rate as reflected on the California School Dashboard on the CDE website.

MET: Maintained 0% expulsion rate.

Target: Maintain 0% dropout rate as reflected on the California School Dashboard on the CDE website.

MET: Maintained 0% dropout rate.

### Actions / Services

<table>
<thead>
<tr>
<th>Planned Action/Service</th>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.a Evaluate District attendance rates</td>
<td>$3,607</td>
<td>$3,607</td>
</tr>
<tr>
<td>3.2 Continue to communicate with parents regarding student absences and truancies</td>
<td>$9,838</td>
<td>$9,838</td>
</tr>
<tr>
<td>3.2.a Evaluate District truancy rate</td>
<td>LCFF Base: Salaries/benefits, contractors: 1000, 2000, 3000</td>
<td>LCFF Base: Salaries/benefits, contractors: 1000, 2000, 3000</td>
</tr>
<tr>
<td>3.2.b Communicate District expectations around absences, tardies, truancies, and independent study using same procedures as developed for chronic absences (see Action 3.1)</td>
<td>$3,279</td>
<td>$3,279</td>
</tr>
<tr>
<td>3.3 Engage in promotional campaigns for after-school programs and seek community partnerships to expand session offerings.</td>
<td>Budgeted: $24,048</td>
<td>Actual: $25,630</td>
</tr>
<tr>
<td>3.4 Increase access to and participation of unduplicated students in after-school programs by analyzing results of parent survey to remove barriers</td>
<td>LCFF Supplemental: Salaries/benefits: 1000, 3000</td>
<td>$25,630</td>
</tr>
<tr>
<td>3.5.a Increase awareness of bullying intervention program and increase intervention effectiveness</td>
<td>$5,465</td>
<td>$5,465</td>
</tr>
<tr>
<td>3.5.b Evaluate school climate data using District-created school climate survey</td>
<td>LCFF Base: Salaries/benefits: 1000, 3000</td>
<td>LCFF Base: Salaries/benefits: 1000, 3000</td>
</tr>
<tr>
<td>3.6 Evaluate students suspension/expulsion/ dropout rates</td>
<td>$2,186</td>
<td>$2,186</td>
</tr>
<tr>
<td>3.7 Continue to fund Safe School Ambassadors at Lipman Middle School</td>
<td>$16,396</td>
<td>$10,213</td>
</tr>
<tr>
<td>3.8 District Equity Team meets regularly to ensure the needs of all students are being met. Continue training of staff; expand to students and families if possible.</td>
<td>$18,856</td>
<td>$18,856</td>
</tr>
<tr>
<td><strong>Goal Analysis</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.7 The Safe Schools Ambassadors program at Lipman Middle School was put on hold in March of 2020 as the format the school used was not conducive to Zoom Meetings. Instead, attention was focused on students’ social and emotional well-being in the way of increased counselor hours and class meetings offered by every teacher to help the students cope with the struggles of learning from home.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A description of the successes and challenges in implementing the actions/services to achieve the goal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The District acted upon its proactive intervention plan to address absences and tardies. This included the identification of students who might potentially be chronically absent or truant and then sending letters home to those parents. Follow-up conversations were also held. Prior to the pandemic closure, attendance for students at risk showed some improvement from prior year.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Equity was a huge concern across the District as staff worked to ensure that all students would have equitable access to technology and materials. It was clear that family situations had a tremendous impact on students’ ability to access learning from home.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Goal 4

**Brisbane School District will involve parents and community members in the educational process by providing engagement opportunities and ensuring robust communication.**

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 3-Parent Involvement (Engagement); 5-Pupil Involvement (Engagement)
### Local Priorities: 3-Parent Involvement

#### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target:</strong> 100% of parents will receive regular email from schools. 35% of parent respondents to a survey will answer that they have attended one or more evening event at the school.</td>
<td><strong>MET:</strong> 100% of parents received regular email from schools. <strong>UNKNOWN:</strong> The parent survey was not administered.</td>
</tr>
<tr>
<td><strong>Target:</strong> Increase the percentage of parents who report attending one or more evening events at school sites.</td>
<td><strong>UNKNOWN:</strong> The parent survey was not administered.</td>
</tr>
<tr>
<td><strong>Target:</strong> 64% of parents will be active volunteers.</td>
<td><strong>MET:</strong> Prior to the pandemic, 64% of parents were active volunteers.</td>
</tr>
<tr>
<td><strong>Target:</strong> 24% of targeted students will participate in after-school learning extensions and homework assistance.</td>
<td><strong>UNKNOWN:</strong> Due to the shortened in-person school year, this data was not collected.</td>
</tr>
</tbody>
</table>

#### Actions / Services

<table>
<thead>
<tr>
<th>Planned Action/Service</th>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
</table>
| **4.1** Train teachers in School Messenger for enhanced communication with parents | **$6,558**  
LCFF Base: Salaries/benefits, contractors: 1000, 3000, 5000 | **$6,558**  
LCFF Base: Salaries/benefits, contractors: 1000, 3000, 5000 |
| **4.2** Data will be collected from end-of-year Parent Involvement Survey and will be shared with stakeholders. | **$6,558**  
LCFF Base: Salaries/benefits: 1000, 3000 | **$0** |
| **4.3** Hold open house and back-to-school events at each school site | **$6,558**  
LCFF Base: Salaries/benefits: 1000, 3000 | **$6,558**  
LCFF Base: Salaries/benefits: 1000, 3000 |
| **4.4** Hold at least two principal-led open meetings per school to inform parents and get suggestions | **$3,279**  
LCFF Base: Salaries/benefits: 1000, 2000, 3000 | **$3,279**  
LCFF Base: Salaries/benefits: 1000, 2000, 3000 |
| **4.5** Increase the numbers of volunteers at school events and activities by promoting them more through school communication. | **$3,279**  
LCFF Base: Salaries/benefits, contracted services: 1000, 2000, 3000 | **$3,279**  
LCFF Base: Salaries/benefits, contracted services: 1000, 2000, 3000 |
Goal Analysis

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

All projected expenses were met throughout the school year and continued when the District went into Distance Learning.

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

4.2 End of year parent involvement survey was not completed. Alternate surveys were conducted pertaining to Distance Learning and interest in returning to in-person instruction. This information was deemed as more valuable at the time.

4.5 Volunteers were sought out and utilized while schools were open for in-person instruction and few were used during Distance Learning as an attempt to limit the student's screen time.
Annual Update for the 2020–21 Learning Continuity and Attendance Plan

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Budgeted Funds</th>
<th>Estimated Actual Expenditures</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of Personal Protective Equipment (masks, face shields), floor signs and visual cues, plexiglass shields, and health screening tools (thermometers)</td>
<td>$5,000</td>
<td>$5,000</td>
<td>N</td>
</tr>
<tr>
<td>Purchase of sanitation tools and cleaning supplies, including but not limited to: hand soap and hand sanitizing gel in greater quantities than normal, disinfectant, disinfectant sprayers, spray bottles, paper towels, gloves, goggles, additional HVAC filters</td>
<td>$3,000</td>
<td>$18,209</td>
<td>N</td>
</tr>
<tr>
<td>Purchase of “hydration stations” (bottled water) due to closure of drinking fountains</td>
<td>$2,000</td>
<td>$0</td>
<td>N</td>
</tr>
</tbody>
</table>

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

The PPE and signage were readily available and purchased in quantity. The District was fortunate to receive a large supply of PPE and hand sanitizer from the State of California in two separate shipments that were delivered through the San Mateo County Office of Education. This allowed some flexibility with some of the funds the District received throughout the year.

The changes in physical distancing regulations from 6’ apart to 3’ apart required the district to spend more than planned. The District purchased air purification units for all common areas and classrooms at a much greater cost than anticipated. The reason for this was that state guidelines and recommendations continually changed.

The District discovered it would be a larger expense in altering plumbing and electrical upgrades in installing hydration stations. Furthermore, the uncertainty of when students would return made it difficult to plan for this work. Instead, the District required students to bring their own water bottles from home.

Analysis of In-Person Instructional Offerings

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

The Return to School Plan that was approved by the San Mateo County Health Department as well as the San Mateo County Office of Education (https://drive.google.com/file/d/1NBMCO3T3fdrPyjhSL6PTDKA3v48L/view) was extremely detailed and widely shared with all stakeholders during its development. The knowledge and familiarity of this plan made the return to school a smooth transition.
The District first began to return students in Learning Hubs via the [Small Group Setting with Strict Cohort Guidance](https://files.covid19.ca.gov/pdf/guidance-schools-cohort-FAQ.pdf). Under the guidance from the State, we were able to form small cohorts (“learning hubs”) for students with urgent, higher needs for in-person assistance. All three schools developed a plan and began servicing these students’ needs on October 26, 2020 through December 17, 2020, and then again from February 15, 2021 until the start of our hybrid plan on April 12th.

The Board of Trustees passed a motion on January 27, 2021 to begin our hybrid educational plan after Spring Break (which was March 29-April 9) provided that San Mateo County’s health metrics fell under the guidelines to reopen schools set by the State of California and the California Department of Public Health AND our staff had begun the COVID-19 vaccination process. BSD promptly began bringing students back incrementally on April 12, 2021 with the exception of some of our Special Education programs which are listed below.

We developed and implemented a hybrid plan to return approximately half the students for a hybrid program while the other half of the students remained in the Distance Learning model. Parents elected to send their children back to school or keep them in Distance Learning. Teachers and administrators also identified students who would most benefit from in-person instruction and recommended them for the hybrid program. The Hybrid Model included in-person instruction for half-day sessions 4 times a week, with asynchronous lessons the remainder of the time. The Distance Learning Model had students meeting on Zoom for their synchronous time with their asynchronous work identical to the Hybrid Model. Approximately 60% of our students participated in the in-person portion of the Hybrid Model.

The work for our staff to run two types of programs at the same time was very challenging and time-consuming, especially due to the large amount of planning time that was required. Students were happy to be in-person and this significantly helped their motivation to complete school work and engage in their learning. Those who remained on Distance Learning also enjoyed the smaller zoom class sizes and we saw an overall improvement in student engagement.

### Actions Related to the Distance Learning Program

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Budgeted Funds</th>
<th>Estimated Actual Expenditures</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chromebooks and hotspots for students</td>
<td>$90,000</td>
<td>$77,000</td>
<td>N</td>
</tr>
<tr>
<td>Learning Kits with school supplies for all students</td>
<td>$10,000</td>
<td>$15,500</td>
<td>N</td>
</tr>
<tr>
<td>Upgraded computers, microphones, webcams, documentcams, video recorders for teachers, including all cables and adapters</td>
<td>$90,000</td>
<td>$91,000</td>
<td>N</td>
</tr>
<tr>
<td>New digital applications and systems to support virtual learning including: Zoom Professional, Clever, Seesaw</td>
<td>$5,000</td>
<td>$5,000</td>
<td>N</td>
</tr>
</tbody>
</table>

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

Art kits for each student were more costly than anticipated.
Additional chromebooks needed to be purchased to replace those that were damaged from continual student use as well as limiting the amount of travel that the chromebooks had to do between home and school for the in-person students.

Analysis of the Distance Learning Program

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

Continuity of Instruction: The District planned to start the year in Distance Learning to maintain continuity of instruction for the first trimester. When health conditions dictated that schools remain closed, the District was able to remain in DL until April when students were able to return in a hybrid model. The transition to hybrid, occurring after spring break, was seamless.

Access to Devices and Connectivity: Upon returning to hybrid, additional devices were purchased so that students would not need to transport them back and forth. Hot spots were readily available through a variety of sources when needed.

Pupil Participation and Progress: Local assessments throughout the year demonstrated that many students accelerated at a normal pace. The inequities in personal circumstances had a greater impact on student participation and progress than the District’s distance learning plan.

Distance Learning Professional Development: Our local county office of education was very responsive to the needs of our staff as they embarked on Distance Learning. Vendors such as Zoom were also very instrumental in assisting our staff to become familiar with their product. CTA offered extensive programs to assist all teachers. Seesaw and other digital platforms offered extensive training opportunities to staff members to enable them to expand their digital teaching skills.

Staff Roles and Responsibilities: One of the gifts of being in a small school district is the connectedness that staff feel to the students and families in the District. All staff members demonstrated flexibility and resourcefulness to respond to the needs of our students.

Support for Pupils with Unique Needs: This was our biggest challenge as some of our more learning disabled students struggled in the virtual platform. We turned a great deal of our attention on assisting the families with the skills needed to assist this population get as much as possible out of their time on Distance Learning. For the majority of the students with disabilities or English Language learners, we were able to provide additional support and guidance through our paraprofessionals.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Budgeted Funds</th>
<th>Estimated Actual Expenditures</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development and Teacher Training (not for Distance Learning)</td>
<td>$10,000</td>
<td>$19,030</td>
<td>N</td>
</tr>
</tbody>
</table>
A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Professional development surrounding learning loss throughout this school year was vital for our teachers. Our teachers were very eager to develop their skills and find ways to maintain student learning throughout Distance Learning.

**Analysis of Pupil Learning Loss**

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

Due to parent and staff health concerns, and in an effort to provide some stability, the Board decided to start the 20-21 school year in the Distance Learning model. Just prior to our planned return to school, health conditions deteriorated to the point that we were only allowed to bring back students in small cohorts (Learning Hubs).

We found that our attendance policy and our way of measuring student engagement was successful in re-engaging those students who were not motivated or engaged in school, even throughout Distance Learning. When we were allowed to bring students back in the Learning Hub model, we did so for students who were at high risk of falling significantly behind, and this proved to be very successful at mitigating the loss of learning for this small population of our students.

A significant amount of communication with parents to create a partnership between the teachers and families worked well; however, it was difficult at times to reach this partnership with all families. Understanding the difficulties that many families had during the pandemic -- supporting a family financially and also supporting them educationally -- was a significant challenge for some families. Focusing on reading and mathematics and getting to the core of what each student needed was a priority. Distance Learning was not optimal for some students while others thrived in this model.

**Analysis of Mental Health and Social and Emotional Well-Being**

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

Our school counselor increased her caseload during the pandemic and expanded her services to parents and guardians. We also contracted with a private company, Care Solace, to offer counseling services to students, families and staff members. Through this continuing experience of distance learning, some students have thrived while others have struggled. Recognizing this, our principals, teachers and staff have incorporated social and emotional learning into the distance learning curriculum with the goal of providing support to all students.

Toolbox, a research-based social-emotional curriculum which is very much in line with our Growth Mindset philosophy, has continued to be utilized during distance learning. Some examples being integrated into the curriculum of our K-5 students include tools for Empathy, Please and Thank You, Patience, and Courage. In weekly video assemblies, our elementary school principals share stories of kindness, respect and inclusion. Once introduced to a life skill, students are encouraged to put it into practice and are recognized for doing so.

The Playworks program which restructures and re-imagined recess was implemented at Panorama Elementary prior to the pandemic. Playworks was utilized with the earliest returning students in our Learning Hubs: the program helps all students feel included in play, teaches them how to be empowered to find engagement, and provides them with the skills to work through conflicts.
At Lipman, our middle schoolers met each week in virtual groups of three with an adult advisor to socialize, do academic planning, find support, and begin career exploration. Once a week they gathered with their teachers in Community Circles, which provided an opportunity to explore topical issues such as systemic racism, gender stereotypes, digital safety, cyberbullying, and stress management.

Analysis of Pupil and Family Engagement and Outreach

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

Student engagement was monitored via engagement logs which were completed daily by teachers and reviewed daily/weekly by principals. The families of students absent for synchronous sessions and/or not participating in asynchronous sessions were contacted daily. Teachers, paraprofessionals, school secretaries, principals, IT staff and district office staff were all involved in identifying and resolving barriers to engagement. Teachers and principals held regular office hours for students and their families. These office hours were usually participant-led, and were a means to provide additional academic assistance, wellness checks, and reengagement strategies.

In addition to the weekly communications from the school sites, the Superintendent sent weekly emails to the community that described current health conditions, the District’s response to then-current regulations and all related topics. There were several town hall meetings (held virtually) to communicate information and receive feedback.

Analysis of School Nutrition

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

The BSD offered school lunches to all families who were interested. Lunches were not only delivered to their school of attendance, we also delivered them to the nearest school to the students house if requested. Lunches were provided thorough Revolution foods and families could pick them up 2-3 times a week for convenience. Overall, there was very limited interest in many students wanting to order these lunches and the feedback that we received was that the students preferred eating the food from their own house daily. Even Though, there was a low demand, the district continued to purchase extra lunches in case any student requested one at the last minute. The BSD reached out to those families who had traditionally ordered these school lunches to determine if there were any barriers preventing htm from ordering these lunches during distance learning.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Budgeted Funds</th>
<th>Estimated Actual Expenditures</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Nutrition</td>
<td>To Go Meals and supplies</td>
<td>$2,000</td>
<td>$2,000</td>
<td>Y</td>
</tr>
</tbody>
</table>
A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Due to approved waivers and other flexibilities in the National School Lunch Program, the District was able to offer bulk school meals that family members could pick up from school and serve at home. The District contributed additional funds (beyond what is normally expended and budgeted for food service) for the purchase of supplies such as paper bags.

Overall Analysis

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

Our staff learned some very valuable skills surrounding technology that will be incorporated into our future LCAPs. Many programs and organizational strategies that were previously managed, even in the younger grades, through paper and physical files will be used educationally in the future. The most important lesson that our educators learned is the incredible need and importance to finding a variety of ways to connect with our students. More than ever, we learned that each student needs and wants a connection with the adults at school. Many of our students have also expressed how much they missed the structure and motivation that the school gives them while attending classes in-person. The BSD will strive to increase the emotional aspect of each student through enhanced programs and staff training.

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

Students will be identified through the Student Study Team process to identify intervention needs, possible special education assessments and counseling needs. Each site will also explore the needs of all of our Special Education students through the IEP process.

Summer School: Teachers were asked to identify those students who have struggled the most this past school year and those students will be invited to participate in our District’s summer school program with priority given to those students with learning disabilities, English language learners and those who struggled due to circumstances out of the child’s control.

Learning Center Students: Special education students for whom Distance Learning was particularly difficult due to the nature of their disability will all participate in Extended School Year (ESY) as identified by the local SELPA metrics used to identify those students who fall behind due to being away from school for longer periods of time.

Classes with potential combination grades: While assigning teachers and students to classes, careful attention was given to those classes who under normal circumstances would be assigned to a combination class or a class that could have been larger than 24 students. All of these students will greatly benefit from the elimination of combination classes with funds provided by this grant.

Counseling needs: Throughout the school year, teachers, parents and administrators had the opportunity to identify those students who were particularly struggling with social-emotional needs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.
Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

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

The Brisbane School District found that the majority of students learn best in a classroom environment when comparing 19-20 to 20-21. Although at the time this document was written, the District did not have CAASPP scores to compare to previous years and there was no State testing in the 19-20 school year, the District will perform an extensive data driven study of previous years and compare them with the assessments given in the 20-21 school year. When the students embarked on the Distance Learning Plan in April of 2020, the District had a strong focus on the social-emotional well being of our students. This became a theme moving into the 20-21 school year as well as an understanding that the student’s academic needs needed to take a front seat to the development of the 20-21 Distance Learning Model. Having said that, the SEL of the students continued to be an underlying theme throughout the year as the District understood the incredible hardship that a pandemic was causing with the youth.

This extra attention and concern for the student’s emotional well being was the foremost concern of stakeholders and the basis for the development of the 21-22 LCAP goals. Parental involvement and solid communication will also need to be increased as we found a renewed view of the importance of families involved in the educational process. Our hope is that we put plans in place to extend this relationship more than before as we fear that once students return to full time, in-person instruction, the families will have a sense of relief and discontent with the schools.
Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.
Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

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

Actions Related to In-Person Instructional Offerings
- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

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

Actions Related to the Distance Learning Program
- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness
To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

**Actions Related to Pupil Learning Loss**

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

**Analysis of Pupil Learning Loss**

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

**Analysis of Mental Health and Social and Emotional Well-Being**

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

**Analysis of Pupil and Family Engagement and Outreach**

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

**Analysis of School Nutrition**

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

**Analysis of Additional Actions to Implement the Learning Continuity Plan**

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

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

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

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

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

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

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

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

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

California Department of Education
January 2021
Local Control and Accountability Plan

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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brisbane School District</td>
<td>Ronan Collver, Superintendent</td>
<td><a href="mailto:rcollver@brisanesd.org">rcollver@brisanesd.org</a>; (415) 467-0550</td>
</tr>
</tbody>
</table>

Plan Summary 2021-2022

General Information

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

The Brisbane School District is comprised of 3 schools encompassing parts of Brisbane, Daly City and South San Francisco. In 2020-21, we served 495 total students in two K-5 schools and one 6-8 campus. Our student body is diverse: 34% of our students have a first language that is not English (14.8% total English Learners, i.e., not English- proficient), and 7% were not born in the USA. Our unduplicated pupils comprise one- third (30%) of our student body, including 24% socioeconomically disadvantaged students, the 14.8% English learners already referenced, and less than 1% foster youth.

The Brisbane School District graduates students who are thoughtful, prepared, and engaged citizens. Our program emphasizes conceptual understanding, teaching the Common Core State Standards through year-long themes. With an emphasis on higher-order thinking skills, we focus on understanding, evaluating, and creating. We thread Lifeskills throughout our curriculum with the goal of providing our children the tools for citizenship and life. We further believe that children learn best by constructing meaning from their experiences, so strive to give them ample opportunities to explore both in and outside of their classrooms.

The Brisbane School District enjoys an active PTO (BEST-PTO) and a core volunteer base of over 275 individuals. Our reciprocal partnerships with the City of Daly City, the City of Brisbane, the Brisbane Chamber of Commerce, and the Brisbane Lions Club allow us to provide programs and facilities to our students and families beyond the classroom.

Reflections: Successes

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

Brisbane School District is enormously proud of all of our students, families, and the community of caring adults who came together during this unprecedented time to continue the important work of learning and growing and teaching. Flexibility and perseverance was the key to getting through each school day. Throughout the year, the District expanded its social and emotional learning and engagement strategies to help students feel connected and supported even when in Distance Learning. Toolbox, a researched-based social-emotional curriculum which we had already been using, was integrated into our virtual
elementary classrooms. Online Community Circles were created at the middle school to provide students with an opportunity to explore topical issues such as systemic racism, gender stereotypes, digital safety, cyberbullying and stress management. These are just two of many examples of programs imbedded in our schools that are not reflected in the California School Dashboard.

The District added FTE to our school counselor and added two school psychology interns that will continue to provide mental health and social-emotional services to our students. We are going to continue to monitor student progress and student wellness by using the metrics in the LCAP to guide decisions and determine if additional action is necessary.

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.

While it is certainly true that some students thrived in the Distance Learning environment, we expect to find that almost all students suffered some learning loss. Plans to assist students (particularly our English-language learners, special education students, and socioeconomically disadvantaged students) with learning recovery are outlined in the Expanded Learning Opportunities Grant Plan (https://drive.google.com/file/d/1A1zJhaKHusxggq3-hX9j4fp3yVBppQ7d/view). At the time of this writing, the District has not received the results of 2021 District-wide student academic performance. When the scores become available, administrators will be analyzing them to identify individual students and student groups that may need additional academic intervention. Particular attention will be paid to student groups that scored two or more performance levels below “all students” on the CAASPP ELA and Math tests during the 2018-2019 school year. This includes the math performance of socio-economically disadvantaged and Hispanic/Latina students and both the ELA and math performance of English learners. Students with disabilities were also 36 points below standard on the ELA performance measure and will warrant further review.

In 2018-19, the District had an overall “Red” performance indicator on the California School Dashboard for Chronic Absenteeism. This corresponds to a 12.78% chronic absenteeism rate for that school year. In 2019-20, only 4.26% of students were considered chronically absent. However, it should be noted that due to the pandemic, absentee rates were only calculated through the end of February 2020. For the 2020-21 school year, 9.07% of students were considered chronically absent (including students who were not engaged in through distance learning). With the return to full-time, in-person classes in 2021-22, District administration will once again be identifying students at risk for absenteeism and will be working with families to increase attendance and reduce tardies.

In 2018-19, 3.29% of students were suspended at least once, leading to an overall “Orange” performance indicator on the California School Dashboard for Suspensions. In 2019-20, only 1.62% of students were suspended at least once. Again, discipline was only reported through the end of February 2020. In 2020-21, the suspension rate decreased significantly to only 0.41%. Being that students were not together for most of the school year, and that special efforts were made to keep students engaged throughout Distance Learning, it is hard to use the 19-20 and 20-21 data as valid measures. The District will be monitoring our suspension rates and will continue to increase our use of alternative discipline strategies.

In addition to focusing on our students’ academic needs, the District sees a need and an opportunity to further our work on the social and emotional needs of our students and staff. Our Local Control and Accountability Plan is thus focused on maintaining our high quality programs and facilities with an expanded emphasis on the social emotional needs of our students.
LCAP Highlights

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

The Brisbane School District is not going back to normal ... we are moving forward to better. While we expect to maintain the high-quality programs that we offered prior to the COVID-19 pandemic, there have been and continue to be many modifications to our instructional and enrichment programs that we hope will not only aid our students in learning loss recovery, but will also springboard them into their future academic successes. Most of these modifications are not contained in the LCAP as they are the thoughtful practices of our dedicated educators and paraprofessionals. The skills and flexibilities learned during Distance Learning will not be set aside, but will further enhance the quality and variety of our instructional practices, allowing students to be active, thoughtful and engaged in their own learning. Of particular note is an increased focus on the social and emotional well-being of our pupils. While Social Emotional Learning (SEL) has been imbedded in our school programs and culture for many years, we have added a goal and metrics to inform our efforts in this area.

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.

No schools in the Brisbane School District are eligible for comprehensive support and improvement.

Support for Identified Schools

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

Not applicable to BSD.

Monitoring and Evaluating Effectiveness

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

Not applicable to BSD.
Stakeholder Engagement

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

Stakeholders in the Brisbane School District include board members, administrators, certificated and classified staff, students, parents from each school, and parents representing students from various subgroups, including English-language learners, students with exceptional needs, and low income families.

BSD stakeholders were offered a multitude of formal and informal opportunities to provide meaningful feedback and inform decisions throughout the year. The District held several public meetings at which progress toward meeting LCAP goals was discussed. The District incorporated 4 Town Hall meetings throughout the year to elicit feedback from the community.

In addition to formal meetings, the superintendent and board members participated in almost every virtual assembly, special presentation, and special online event for each school site, during/after which they received stakeholder feedback on District actions and services. The superintendent and board members also took turns writing articles about school programs, actions and services that were published in the Luminary, a publication of the Brisbane Chamber of Commerce, and widely circulated throughout the community.

The superintendent emailed weekly newsletters throughout the year and encouraged communication between the community and the District. The email messenger service utilized by the District translated these messages into seven languages: Spanish, simplified Chinese, Korean, Vietnamese, Portuguese, Russian, and Tagalog. This communication was much heavier than in past years due to the need to give the community information during the Pandemic as well as receive feedback to help improve the programs in the District.

Our administrative team served as liaison between the Teachers and classified staff to the Superintendent. Meetings were held bi-monthly with all staff as a way to engage ideas and thoughts on the current actions as well as the need for future actions by the District.

District Goals, Actions and Services were also discussed at various staff meetings, Town Hall meetings and School Board meetings. The superintendent and principals took advantage of Student Study Team meetings, IEPs, and spontaneous informal conversations with stakeholders to receive input and discuss District outcomes. Furthermore, District board meetings were broadcast live on Facebook and WebEx. Stakeholders and other interested community members were encouraged to offer feedback later if they could not be present at meetings when LCAP progress, goals, actions or services were discussed. A special LCAP email was created ([lcapfeedback@brisbanesd.org](mailto:lcapfeedback@brisbanesd.org)) for community use.

The District met with the DELAC team in the late spring to discuss LCAP actions pertaining to EL students. DELAC members strongly supported the addition of two teachers in the district to reduce the number of combination classes.

The San Mateo County SELPA provided consultation at the initial LCAP Team meeting on March 22, 2021 and also on June 16, 2021.

All stakeholders were given opportunities to provide input on the LCAP prior to the final draft. Certificated and classified unions were provided with PDFs of the written draft.
A summary of the feedback provided by specific stakeholder groups.

Because of the uncertainty of the potential learning loss in 20-21, a repeated feedback from staff and parents was the need to have small class sizes and as few combination classes as possible in 21-22. Oftentimes this is hard to do in a small district when numbers in some grades are unpredictably large or unpredictably small.

Parents and School Board members voiced strong opinions on holding in-person summer school to the greatest extent possible. Many parents were concerned with missing out on so much education during the school year that a summer program would be extremely beneficial for their children.

All stakeholders spoke about the social and emotional well being of the students during the pandemic and a desire to improve upon the services offered by the District for the upcoming school year. Parents of special education students and English language learners were particularly concerned about the emotional state of their children as these groups were some of the most difficult to keep engaged during Distance Learning.

Staff felt that the District needed to continue with quality professional development, especially as it pertains to using technology in the classroom.

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

All of the stakeholder feedback influenced both the LCAP as well as best practices for using both State and Federal new funds such as the Extended Learning Opportunity Grant and the ESSER Funds. The District listened strongly to the parents of the students who had a difficult time engaging in Distance Learning in 20-21 and paid careful attention to our services for Special Education, EL and socio-economic disadvantaged students. Increased Counselor services were added in response to the stakeholders concerns about the emotional well being of our student body. The community had great interest in the District maintaining and improving its facilities on a regular basis (Goal 1, Action 11). Due to the pandemic, the community stressed the importance of social-emotional learning for students (Goal 2, Actions 1-3). Due to the level of anti-Asian sentiment in the greater Bay Area, parents requested a deeper focus on these issues in classrooms. This will be addressed by the District’s Equity Team (Goal 2, Action 4).

Goals and Actions

**GOAL 1**

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students in the Brisbane School District will have equitable access to a rigorous, well-rounded and enriched curriculum aligned with Common Core State Standards that promotes academic and behavioral skills mastery, fosters achievement, and prepares them to be competitive in a 21st Century global economy.</td>
</tr>
</tbody>
</table>
An explanation of why the LEA has developed this goal.

The learning opportunities students have in grades K–12 provide a vital foundation for success in college and career. Course access benefits schools and communities by leveling the playing field and addressing equity and entrance for all students, including low-income, minority and rural students (U.S. Dept of Education). Successful implementation of the Common Core Standards necessitates professional development, planning and instructional materials. While embracing the ideal of continuous improvement, the District intends to, at the very least, maintain its core academic program for our students.

<table>
<thead>
<tr>
<th>Measuring and Reporting Results</th>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers in the Brisbane School District are appropriately assigned an</td>
<td>86% of teachers are appropriately assigned per the 2019-20 CalSAAS</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td></td>
<td>credential in subject areas.</td>
<td>Credentials Audit</td>
<td></td>
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<tr>
<td></td>
<td>Percent of students with Access to CCSS-aligned ELA and Math materials.</td>
<td>100% of students have access to materials aligned to Common Core State</td>
<td></td>
<td></td>
<td>100% of students will have access to materials aligned to the Common Core State Standards in ELA and Math.</td>
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<td></td>
<td></td>
<td>Standards per the public hearing and Board-adopted Resolution of</td>
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<td></td>
<td></td>
<td>September 9, 2020 (Ensuring the Adequacy and Sufficiency of Textbooks</td>
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<tr>
<td></td>
<td></td>
<td>and Instructional Materials Correlated to the State Standards)</td>
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<td></td>
<td>Teachers receive at least twenty hours of Professional Development in</td>
<td>100% of teachers received at least twenty hours of District-</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td></td>
<td>content standards, meeting the social-emotional needs of students, or</td>
<td>provided professional development in content areas during the 2020-21</td>
<td></td>
<td></td>
<td>100% of teachers will have received at least twenty hours of District-provided professional development each year.</td>
<td></td>
</tr>
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<td></td>
<td>equity issues.</td>
<td>school year.</td>
<td></td>
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<tr>
<td></td>
<td>Percentage of unduplicated students showing proficiency in English</td>
<td>61% of unduplicated students demonstrated increased proficiency in ELA</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td></td>
<td>Language Arts on state test scores (SBAC).</td>
<td>on the 2019 SBAC.</td>
<td></td>
<td></td>
<td>65% of unduplicated students will demonstrate increased proficiency in ELA on the SBAC.</td>
<td></td>
</tr>
<tr>
<td>Percentage of unduplicated students show proficiency in Math on state test scores (SBAC).</td>
<td>60.5% of unduplicated students demonstrated increased proficiency in Math on the 2019 SBAC.</td>
<td>65% of unduplicated students will demonstrate increased proficiency in Math on the SBAC.</td>
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<tr>
<td>Percentage of English Learners who are reclassified English proficient annually.</td>
<td>6% of English learners were reclassified English proficient in 2020-21.</td>
<td>20% of English learners will be reclassified English proficient by the end of the 23-24 school year.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Percentage of students with disabilities who meet their goals as measured by May 1st of each school year.</td>
<td>0% of students with disabilities met their goals as measured by May 1, 2021. (Note: baseline is zero as this data has not yet been collected.)</td>
<td>75% of students with disabilities will meet at least 75% of their annual goals as measured on May 1, 2024.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Percentage of unduplicated students who participate in enrichment activities.</td>
<td>18% of unduplicated students participated in enrichment activities during the 2019-20 school year.</td>
<td>35% of unduplicated students will participate in enrichment activities by the end of the 23-24 school year.</td>
<td></td>
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</tr>
<tr>
<td>Percentage of facilities that receive a rating of “Good” using the Facilities Inspection Tool.</td>
<td>76% of facilities received a rating of “Good” on Facilities Inspection Tool during the 2020-21 school year.</td>
<td>100% of facilities will receive a rating of “Good” on the Facilities Inspection Tool</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.01</td>
<td>District-wide Base Instructional Program</td>
<td>(a) Highly Qualified Certificated Staff provide instruction and support to all students, including EL students. (b) Qualified, trained instructional aides will be assigned to each site, assisting in both the push-in and pullout instructional model.</td>
<td>$3,739,083 (98.94% personnel; 1.06% nonpersonnel)</td>
<td>N</td>
</tr>
<tr>
<td>1.02</td>
<td>Instructional Materials and Curriculum</td>
<td>Replace consumable CCSS-aligned ELA and Math instructional materials, kits and classroom library materials.</td>
<td>$135,472 (92.62% personnel; 7.38 % nonpersonnel)</td>
<td>N</td>
</tr>
<tr>
<td>1.03</td>
<td>Professional Development</td>
<td>Staff are provided with the opportunity to attend professional development and curriculum training opportunities.</td>
<td>$32,000 (100% nonpersonnel)</td>
<td>N</td>
</tr>
</tbody>
</table>
| 1.04 | Provide services to English Learners | (a) Provide professional development on state standards and services to EL students;  
(b) Ensure academic ELD support during regular school hours by maintaining 0.2 FTE ELD teacher at each school;  
(c) Monitor District EL Reclassification rate;  
(d) Utilize District ELPAC criterion evaluation tool to assess language target pass rates;  
(e) Assign 1-2 paraprofessionals to administer the ELPAC test; freeing ELD teacher time to provide direct instruction to students. | $207,043  
(97.60% personnel;  
2.40% nonpersonnel) | Y |
| 1.05 | Provide services to Students with Disabilities | Provide services to students with disabilities by means of highly qualified teachers, in the least restrictive environment, using grade-level curriculum with appropriate accommodations according to their IEPs:  
(a) Students with IEPs will have academic goals aligned with state standards;  
(b) Students’ IEPs will be reviewed no less than annually, with goals and services updated as reflected by revised IEPs;  
(c) General education teachers and special education teachers will collaborate to plan and develop instructional strategies in order to meet the needs of diverse learners, including students with IEPs, within the least restrictive environment;  
(d) Qualified, trained instructional aides will be assigned to each site, assisting in both the push-in and pullout instructional model;  
(e) Students placed in Learning Center classrooms will be provided with mainstreaming opportunities throughout the school day, supporting instruction in the least restrictive environment;  
(f) Students with unique needs that cannot be met by District services will be provided instruction through placements in other school districts, the San Mateo County Office of Education special education program, or through local non public schools. | $1,493,612  
(100% personnel) | N |
| 1.06 | Utilize Standardized Assessments | Utilize district-wide CAASPP, MARS, and other assessment evaluations and assessment processes to determine Brisbane School District proficiency. | $3,650  
(100% nonpersonnel) | N |
| 1.07 | Provide Enrichment Activities | (a) Provide alternatives to regular classroom instruction through field trips and other “being-there” experiences;  
(b) All 5th Grade students have the opportunity to attend Outdoor Education;  
(c) Seek community partnerships to expand after-school offerings. | $96,628  
(83.44% personnel;  
16.56% nonpersonnel) | N |
| 1.08 | Increase participation of underserved student populations in enrichment programs | Increase access to and participation of English learners, Foster Youth and Low Income students in after-school programs. | $22,748  
(100% personnel) | Y |
| 1.09 | Continue Strong use of Technology | Continue to utilize up-to-date technology in District classrooms. | $89,142 (37.72% personnel; 62.28% nonpersonnel) | N |
| 1.10 | Digital Citizenship | Implement Common Sense Media lessons in Digital Citizenship for students in Grades K-5. | $500 (100% nonpersonnel) | N |
| 1.11 | Implement Facilities Plan | Continue to maintain high-quality educational settings by implementing facilities master plan, including upgrades and modernization (not related to Measure K Bond Projects). | $555,393 (72.99% personnel; 27.01% nonpersonnel) | N |

**Goal 1 Analysis 2021-2022**

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.

This section will be completed during the 2021-2022 school year to reflect actions listed above. For actions taken in the 2019-2020 and 2020-2021 school year, please see the Annual Update section.

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

This section will be completed during the 2021-2022 school year to reflect actions listed above. For actions taken in the 2019-2020 and 2020-2021 school year, please see the Annual Update section.

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

This section will be completed during the 2021-2022 school year to reflect actions listed above. For actions taken in the 2019-2020 and 2020-2021 school year, please see the Annual Update section.

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.

This section will be completed during the 2021-2022 school year to reflect actions listed above. For actions taken in the 2019-2020 and 2020-2021 school year, please see the Annual Update section.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.
GOAL 2

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Brisbane School District will support the physical, mental, emotional, and social well-being of all students by promoting pro-social behavior, teaching coping and decision-making skills, and modeling positive relationships.</td>
</tr>
</tbody>
</table>

**State Priorities:** 5-Student Engagement, 6-School Climate  
**Local Priorities:** 5-Student Engagement, 6-School Climate

An explanation of why the LEA has developed this goal.

The Brisbane School District has long held the belief that when children feel supported, are happy and enjoy coming to school, the greater the chance that our educational practices will be effective. Furthermore, the District hopes to aid in the mental and emotional recovery of students who have spent the better part of a year in social isolation, and whom may have suffered traumatic experiences during the pandemic. Research into the body-brain connection and its impact on learning has been the backbone of BSD's instructional model for 25 years. This research shows that programs that help children with healthy social-emotional skills are more likely to succeed in school, work, and life.

**Measuring and Reporting Results**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
</table>
| Student sense of connectedness as measured by California Healthy Kids Survey. | 53% of students surveyed in 2021 feel they have strong peer relationships.  
66% of students surveyed in 2021 feel supported by their peers. |                                                                                |                                                                                |                                                                                | 75% of students will report having strong peer relationships.  
75% of students will report feeling supported by their peers. |
| Student sense of safety as measured by California Healthy Kids Survey. | 66% of students reported being safe at school in 2021 survey.  
43% of students surveyed in 2021 felt the school had an anti-bullying climate. |                                                                                |                                                                                |                                                                                | 75% of students will report being safe at school.  
75% of students will report feeling that the school has an anti-bullying climate. |
| Students feeling happy at school as measured by survey.               | 47% of students reported being happy at school in 2021 survey.                                      |                                                                                |                                                                                |                                                                                | 60% of students will report being happy at school.                  |
| Students feeling that an adult at school cares about them as           | 68.5% of students reported the sense that an adult at school                                         |                                                                                |                                                                                |                                                                                | 75% of students will report that an adult at school cares          |
measured by survey/  cared about them in 2021 survey.  

Staff sense of physical and emotional safety as measured by survey.  

60% (assumed baseline; not measured in 2021)  

100% of staff will feel physically and emotionally safe.
This section will be completed during the 2021-2022 school year to reflect actions listed above. For actions taken in the 2019-2020 and 2020-2021 school year, please see the Annual Update section.

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

This section will be completed during the 2021-2022 school year to reflect actions listed above. For actions taken in the 2019-2020 and 2020-2021 school year, please see the Annual Update section.

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.

This section will be completed during the 2021-2022 school year to reflect actions listed above. For actions taken in the 2019-2020 and 2020-2021 school year, please see the Annual Update section.

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

**GOAL 3**

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Brisbane School District will ensure that our schools feel safe and will promote student learning and achievement by decreasing student absenteeism and discipline.</td>
</tr>
</tbody>
</table>

State Priorities: 5-Student Engagement, 6-School Climate
Local Priorities: 6-School Climate

An explanation of why the LEA has developed this goal.

The U.S. Department of Education, Centers for Disease Control and Prevention, Institute for Educational Sciences, a growing number of State Departments of Education, foreign educational ministries, and UNICEF are focusing on school climate reform as an evidence-based school improvement strategy that supports students, parents/guardians, and school personnel learning and working together to create even safer, more supportive and engaging K–12 schools. The Brisbane School District has a need to improve attendance and absenteeism rates.

**Measuring and Reporting Results**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students attending school on a daily</td>
<td>95% district-wide attendance rate during the 20-21 school</td>
<td></td>
<td></td>
<td></td>
<td>96.5% district-wide attendance rate</td>
</tr>
<tr>
<td>Percentage of students considered chronically absent.</td>
<td>9% of all pupils considered chronically absent during the 20-21 school year.</td>
<td>4% of all pupils will be chronically absent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of “unduplicated” students considered chronically absent.</td>
<td>14% of “unduplicated” pupils chronically absent during the 20-21 school year.</td>
<td>10% of unduplicated pupils will be chronically absent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of students suspended at least once during the school year.</td>
<td>3.29% of students were suspended at least once during the 18-19 school year.</td>
<td>2% of students will be suspended at least once</td>
<td></td>
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</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.01</td>
<td>Chronic Absenteeism &amp; Truancies</td>
<td>(a) Evaluate District attendance rates; (b) Evaluate District truancy rates; (c) Monitor and intervene in chronic absenteeism; (d) Communicate District expectations around absences, tardies, truancies, and independent study with parents/guardians; (e) Monitor drop-out rate.</td>
<td>$17,151 (100% personnel)</td>
<td>N</td>
</tr>
<tr>
<td>3.02</td>
<td>Student Discipline</td>
<td>(a) Monitor suspension/expulsion rates; (b) Continue to explore alternatives to suspension including a positive behavior support plan.</td>
<td>$17,151 (100% personnel)</td>
<td>N</td>
</tr>
</tbody>
</table>

**Goal 3 Analysis 2021-2022**

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.

This section will be completed during the 2021-2022 school year to reflect actions listed above. For actions taken in the 2019-2020 and 2020-2021 school year, please see the Annual Update section.

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

This section will be completed during the 2021-2022 school year to reflect actions listed above. For actions taken in the 2019-2020 and 2020-2021 school year, please see the Annual Update section.
An explanation of how effective the specific actions were in making progress toward the goal.

This section will be completed during the 2021-2022 school year to reflect actions listed above. For actions taken in the 2019-2020 and 2020-2021 school year, please see the Annual Update section.

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.

This section will be completed during the 2021-2022 school year to reflect actions listed above. For actions taken in the 2019-2020 and 2020-2021 school year, please see the Annual Update section.

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

**GOAL 4**

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Brisbane School District will involve parents and community members in the educational process by providing engagement opportunities and ensuring robust communication.</td>
</tr>
</tbody>
</table>

State Priorities: 3-Parent and Family Engagement, 6-School Climate
Local Priorities: 3-Parent Engagement, 6-School Climate

An explanation of why the LEA has developed this goal.

Over time, the more involved parents are in children’s learning, the more motivated children are to do well in school for parent-oriented reasons, which contribute to children’s enhanced self-regulated learning and thereby grades (Cheung, C. Pomerantz, E. “Why does parents’ involvement enhance children’s achievement? The role of parent-oriented motivation.” Journal of Educational Psychology, Vol 104, Aug 2012: pages 820-832). Brisbane School District also needs a more effective way to reach out to the parents of our low-income and English-language learners.

**Measuring and Reporting Results**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/guardian participation in parent-teacher conferences</td>
<td>75% of students had at least one parent/guardian participate in parent-teacher</td>
<td></td>
<td></td>
<td></td>
<td>95% of students will have at least one parent/guardian participate in parent-teacher</td>
</tr>
<tr>
<td><strong>Parent/guardian participation in school-related activities (other than parent-teacher conferences) as self-reported on end of year survey.</strong></td>
<td><strong>64% of parents actively participate in school-related activities during 2019-20.</strong></td>
<td><strong>70% of parents will actively participate in school-related activities.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Parent/guardian sense of connectedness as reported on California Healthy Kids survey.</strong></td>
<td><strong>50% of parents feel connected to their child’s school per 2019-20 survey.</strong></td>
<td><strong>75% of parents will feel connected to their child’s school.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.01</td>
<td>Parent Communication Methods</td>
<td>(a) Train teachers in methods of parent communication; (b) Administrators communicate to the community through weekly newsletters and assemblies; (c) Encourage participation in parent-teacher conferences; (d) Allow parent access to Google Classroom.</td>
<td>$36,988 (100% personnel)</td>
<td>N</td>
</tr>
<tr>
<td>4.02</td>
<td>Parent Involvement</td>
<td>Data will be collected from end-of-year Parent Involvement Survey and will be shared with staff and parent community.</td>
<td>$17,151 (100% personnel)</td>
<td>N</td>
</tr>
<tr>
<td>4.03</td>
<td>Welcoming Events</td>
<td>(a) Hold open house and back-to-school night events at all schools; (b) Hold tours for families of incoming students.</td>
<td>$11,194 (100% personnel)</td>
<td>N</td>
</tr>
<tr>
<td>4.04</td>
<td>Increase volunteerism</td>
<td>Increase the numbers of volunteers at school events and activities by promoting them more through school communication.</td>
<td>$17,151 (100% personnel)</td>
<td>N</td>
</tr>
<tr>
<td>4.05</td>
<td>Parent translations</td>
<td>Provide written and oral translations to parents of English learners.</td>
<td>$1,500 (100% nonpersonnel)</td>
<td>Y</td>
</tr>
</tbody>
</table>

### Goal 4 Analysis 2021-2022

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.

This section will be completed during the 2021-2022 school year to reflect actions listed above. For actions taken in the 2019-2020 and 2020-2021 school year, please see the Annual Update section.
An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This section will be completed during the 2021-2022 school year to reflect actions listed above. For actions taken in the 2019-2020 and 2020-2021 school year, please see the Annual Update section.

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

This section will be completed during the 2021-2022 school year to reflect actions listed above. For actions taken in the 2019-2020 and 2020-2021 school year, please see the Annual Update section.

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.

This section will be completed during the 2021-2022 school year to reflect actions listed above. For actions taken in the 2019-2020 and 2020-2021 school year, please see the Annual Update section.

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

### Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-2022 LCAP]

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.05%</td>
<td>$234,537</td>
</tr>
</tbody>
</table>

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

**Required Descriptions**

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.
**Action 1.04** - Services for EL Students includes a 0.2 FTE credentialed teacher at each school site to provide English language instruction and support to EL students. This will help English learners by increasing opportunities for them to learn English from a dedicated teacher, qualified to support and teach English learners. Also included is professional development for all teachers on how to better serve the needs of these students as well as administrative time to fully evaluate and analyze our students’ needs, their progress in English language development and what additional actions might be needed. Positive returns on the data led us to believe this was the most effective use of funds. This action was carried forward from the 2017-20 LCAP because we believe it is the most effective way to provide direct services to these students.

**Action 1.08** - Increase participation of underserved student populations in enrichment programs. Enrichment programs are offered after-school to give our students a broader range of experiences than what we can provide in the classroom (examples include construction skills, cooking, guitar lessons, chess, mountain-biking and more). Students from low-income families and EL students traditionally have less access to after-school enrichment programs, partially due to cost and partially due to parents who don’t read English, not understanding program offerings. Students who participate in these programs not only receive an enriched educational experience, they have a greater opportunity to make friends and feel more connected to the school. Data shows that students who feel more connected, do better academically. The District hopes to meet two objectives with this one action: Participation in the after-school enrichment programs will help students feel more connected and thereby improve student wellness, and we hope to improve student outcomes in the classroom by increasing participation in programs outside of the classroom. Prior to the pandemic, it was noted that a smaller percentage of EL students and low-income students were participating in enrichment programs as compared to the general school population. Staff will share improved messaging and will also contacting parents directly to understand the impediments to student participation in these programs and implement measures to remove these barriers to allow increased participation.

**Action 2.02** - Provide additional counseling services to high-need student groups. Counseling services are part of BSD’s holistic approach to wellness and meeting the needs of the “whole child.” Counselors will not only reach out to unduplicated pupils, but also help identify the social-emotional resources that they and their parents need. Additional adult-to-student connections are critical for low-income students, English learners, and foster youth. These students' sense of belonging in school has historically been lower than their peers and affected their academic performance. The emphasis on increasing adult-to-student connections principally benefits unduplicated pupils, who are experiencing a sense of belonging at lower rates than their peers. The overall hours of counseling service will be increased by approximately 40% from what was included in the 2017-20 LCAP. Furthermore, we moved these services in-house instead of having contracted counseling that did not provide any continuity for our students.

**Action 2.04** - District Equity Team. The District determined that it needed a cultural shift that included all staff at all schools in order to ensure that the needs of all student groups are being met throughout their school experience. While all student groups will benefit from the efforts of the Equity Team, foster youth, EL students, and students from low-income families will principally benefit. The work of the District Equity Team will directly impact students from diverse cultures who might not feel welcome or accepted as part of our learning community. Additionally, all students will benefit from the increased sensitivity to cultural differences and the consequent support of teachers and staff in this area. The District has a multi-year Equity Master Plan and continues to implement and expand the yearly goals and actions of the plan.

**Action 4.05** - Parent translations. BSD parents, staff and community members often make the comment that the Brisbane School District is like a large family. We take tremendous pride in fostering this sense of community and connectedness within our schools and within the district. In order to accomplish this, however, we need to ensure that we are reaching all families, that they feel welcome, and that they have a voice in school and district decisions. In order to reach the greatest number of families possible, the District needs to provide translation services for some district families. Providing parent translations will help parents feel more connected and give them access to resources within the school. Translations will also give parents a way to reach out when their student needs additional assistance. This will in turn help school staff better meet the academic and social needs of our students. This is an ongoing need.
A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The focus of the District’s Equity Team is the identification and removal of barriers of discrimination and oppression and to support the well-being of ALL learners. However, the students who will most visibly benefit from these efforts are the English learners and low-income students. The removal of barriers includes student access to counseling and enrichment programs, and parent/family access to resources and through parent translations.

The Brisbane School District has committed $257,250 on the above actions, which is more that the $234,537 in LCFF funds indicated above. Additional actions (with the accompanying funding) will be provided under BSD’s Expanded Learning Opportunities Grant (https://bit.ly/2TJcJNg).
Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA’s programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1)&(2)).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.
The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

**LCAP Highlights** – Identify and briefly summarize the key features of this year’s LCAP.
Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

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

### Stakeholder Engagement

**Purpose**

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees.

School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

### Requirements and Instructions

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

**Local Control and Accountability Plan:**

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

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

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

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

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

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

**Focus Goal(s)**

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

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

**Broad Goal**

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

**Maintenance of Progress Goal**

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

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

**Measuring and Reporting Results:**

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

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

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

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

Complete the table as follows:

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

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023-24) |
The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

*Required Descriptions:*

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

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

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

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

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

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:
After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

**For School Districts Only:**

**Actions Provided on an LEA-Wide Basis:**

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

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

**Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action’s number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved**: Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.
- **If “Yes” is entered into the Contributing column, then complete the following columns:**
  - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
### Total Expenditures Table

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Action #</th>
<th>Action Title</th>
<th>Student Group(s)</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
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<td>$135,472</td>
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<td>1.03</td>
<td>Professional Development</td>
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<td>$-</td>
<td>$9,500</td>
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<td>1</td>
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<td>Provide services to English Learners</td>
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<td>$-</td>
<td>$-</td>
<td>$22,713</td>
<td>$207,043</td>
<td>$</td>
<td></td>
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<td>Increase participation of underserved students</td>
<td>Homeless, Foster, L</td>
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<td>$</td>
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<tr>
<td>2</td>
<td>2.02</td>
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<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$12,200</td>
<td>$</td>
<td></td>
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<tr>
<td>2</td>
<td>2.03</td>
<td>Provide safe learning environment</td>
<td>All</td>
<td>$23,681</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$23,681</td>
<td>$</td>
<td></td>
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<tr>
<td>2</td>
<td>2.04</td>
<td>District Equity Team</td>
<td>All</td>
<td>$13,759</td>
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<td>$-</td>
<td>$-</td>
<td>$13,759</td>
<td>$</td>
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<tr>
<td>3</td>
<td>3.01</td>
<td>Chronic Absenteeism &amp; Truancies</td>
<td>All</td>
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<td>$-</td>
<td>$-</td>
<td>$17,151</td>
<td>$</td>
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<tr>
<td>3</td>
<td>3.02</td>
<td>Student Discipline</td>
<td>All</td>
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<td>$</td>
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<tr>
<td>4</td>
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<td>Parent Communication Methods</td>
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<td>$36,988</td>
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<tr>
<td>4</td>
<td>4.02</td>
<td>Parent Involvement</td>
<td>All</td>
<td>$17,151</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$17,151</td>
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<td>4.03</td>
<td>Welcoming Events</td>
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<td>$11,194</td>
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<td>4.04</td>
<td>Increase Volunteerism</td>
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<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$17,151</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.05</td>
<td>Parent Translations</td>
<td>English learners</td>
<td>$1,500</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$1,500</td>
<td>$</td>
<td></td>
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## Contributing Expenditure Table

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Action #</th>
<th>Action Title</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>LCFF Funds</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.04</td>
<td>Provide services to English Learners</td>
<td>LEA-wide</td>
<td>English Learners</td>
<td>All</td>
<td>$184,330</td>
<td>$207,043</td>
</tr>
<tr>
<td>1</td>
<td>1.08</td>
<td>Increase participation of underserved students</td>
<td>LEA-wide</td>
<td>Foster Youth, Low income, English learners</td>
<td>All</td>
<td>$22,748</td>
<td>$22,748</td>
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<td>2</td>
<td>2.02</td>
<td>Provide additional counseling services to high school students</td>
<td>LEA-wide</td>
<td>Homeless, Foster, Low-income, English learners, Students with Disabilities</td>
<td>All</td>
<td>$12,200</td>
<td>$12,200</td>
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<tr>
<td>2</td>
<td>2.04</td>
<td>District Equity Team</td>
<td>LEA-wide</td>
<td>English Learners, low income</td>
<td>All</td>
<td>$13,759</td>
<td>$13,759</td>
</tr>
<tr>
<td>4</td>
<td>4.05</td>
<td>Parent Translations</td>
<td>LEA-wide</td>
<td>English Learners</td>
<td>All</td>
<td>$1,500</td>
<td>$1,500</td>
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</table>

<table>
<thead>
<tr>
<th>Totals by Type</th>
<th>Total LCFF Funds</th>
<th>Total Funds</th>
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</thead>
<tbody>
<tr>
<td>Total:</td>
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<td>$257,250</td>
</tr>
<tr>
<td>LEA-wide Total:</td>
<td>$234,537</td>
<td>$257,250</td>
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<tr>
<td>Limited Total:</td>
<td>- $</td>
<td>- $</td>
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<tr>
<td>Schoolwide Total:</td>
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</table>