Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cambrian School District	Debbie Stein Principal	steind@cambriansd.com 408-264-4380

Plan Summary [2021-22]

General Information

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

Mission: Empowering children to be advocates of their own learning and healthy, well-rounded collaborators toward the global community.

During the global pandemic, Sartorette Elementary School became home to our traditional student population, as well as students participating in the Cambrian School District's Virtual School Program (VSP) for transitional kindergarten through fifth grade. Both Sartorette and VSP students participated in Distance Learning. While Sartorette students would return to in person instruction on campus in a hybrid schedule (realized the week of March 15, 2021), parents enrolled children in VSP with the knowledge that these students would remain in Distance Learning throughout the duration of the school year. Enrollment varied over the course of the year, with approximately 270 students in Sartorette and 328 students in VSP.

Sartorette's Equity Statement
Sartorette students will be critical thinkers who are confident, resilient, and persevering problem solvers who demonstrate empathy and equity toward others as they take risks navigating life's challenges. They are ready to reach for the stars!

VSP's Equity Statement

VSP honors diversity, challenges racism, and actively reflects on inherent privileges and circumstances to create a safe and inclusive learning environment for our school community. We have a passion and love for children and are driven to help them succeed in life by promoting the academic and social-emotional health and well-being of the whole child, and empowering them to take responsibility for their education.

Sartorette serves a diverse group of students within general education classes and three Special Day Classes service students in mild to moderate Special Education. Our student population is: 30.6% Hispanic or Latino, 28.6% White, 20.4% Asian, and 16.3% Two or More Races. Within the population, we have 18.6% English Learners representing over 32 languages, 22.4% of the students qualify for the free and reduced-price school lunch, XX% of the students receive special education services. Currently there are XX Foster Youth students and XX students who are considered homeless.

Due to the Impact of COVID-19 our operations were dramatically transformed. On March 16th, 2020 it became necessary to move solely to an online educational platform. This shift to distance learning greatly impacted our families who rely on the school for more than an education. The site leadership & community organizations worked together to ensure that all students had a device to participate in synchronous and asynchronous instruction. Our school and district staff were instrumental in reaching out to families whose students were not accessing virtual classes to investigate how to best support participation. We discovered that over 50 families struggled with wi-fi access. Additionally, many of our families struggled with food insecurity. School and District Staff across the district coordinated efforts to organize meals, hot spots and chrome book distribution. On March 8, 2021, we reopened for hybrid learning and students began in-person learning on campus for a limited portion of their instructional day. On May 3, 2021 we further reopened to four full instructional days of in-person learning and one day of online asynchronous learning for the remainder of the school year.

Reflections: Successes

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

Prior to the pandemic, four goals were identified for focus during the 2020-2021 school year: Goal 1: High Academic Achievement; Goal 2: Effective Leadership, Teaching, and Learning; Goal 3: Positive School Environment, Climate, and Culture; and Goal 4: Strong Parent and Community Engagement.

Goal 1: High Academic Achievement. Prior to the pandemic, chronic absenteeism declined 0.9%, the suspension rate declined 1%, state testing scores in math slightly increased (3.4 points), and English Language Arts scores remained the same as the prior-year with 59.% of English Learners making progress toward English language proficiency.

Counseling and Support Services for Youth (CASSY) (2019-2020) was provided to students in whole class, small group, and one-on-one settings. Some additional successes were in the application of Frames for Fluency before school for English Learners, the Imagine Learning online literacy program for all students that adapt instruction based on each student's needs, and phonics intervention instruction to support struggling learners in kindergarten and first grade. Sartorette School will provide highly qualified staff through recruitment, retention, and professional development so every student thrives. All teachers are properly credentialed and properly assigned professional development

opportunities for teachers, such as Next Generation Science Standards (NGSS) and/or Full Option Science System (FOSS), achievement teams, instructional rounds, data studies (with student work), Guided Language Acquisition Design (GLAD), Guided Reading, Benchmark Advanced Curriculum, and Reader's and Writer's Workshop variety of leadership opportunities provided. One success for this area was Guided Reading professional development that was provided to every teacher throughout the school year. Sartorette Elementary School will provide a supportive, orderly, and purposeful environment so that students can reach their full academic potential. Second Step social-emotional curriculum continued school-wide implementation.

Standardized assessments show decreases in all academic areas; however, given that Sartorette & VSP students learned via distance learning for at least a year, the decrease was minimal. Math shows a 5% decrease in meeting or exceeding grade-level standards from fall 85% to winter 80%. Standardized assessments in English Language Arts show a 1% decrease in meeting or exceeding grade-level standards from fall 80% to winter 79%. SAEBRS (social-emotional) assessments determined a 2% decrease of students at no risk, from fall 89% to winter 87%, according to teachers. Beginning November 2020, a Distance Learning Center provided support on campus for students who needed supervision to participate and engage in distance learning more successfully. LLI provided ELA supports for students throughout the school year. Imagine Learning and Imagine Math provided adaptive learning online for all students. Interventions for students in English Language Development were established in March 2021 and math supports began in April 2021. Instructional aides provided additional support for students in kindergarten when Sartorette students returned for in-person instruction in March 2021. In February 2021, one of our fourth-grade students earned first place for the whole state of California by completing 1,244 lessons in Imagine Math. He donated his winnings to the Juvenile Diabetes Research Foundation charity. During that same month, a fourth-grade class won Imagine Math's national "Students Love Math" contest for the week by averaging four or more passed math lessons per active student that week. 100% of the class voted to accept a $50 Amazon gift card which they will donate to local food shelter Second Harvest Food Bank in San Jose. In April, Sartorette & VSP were selected as a 2020-2021 School of Excellence for our use of Imagine Math TK-2. This award represents rigorous usage standards and is the highest distinction in Imagine Learning across the country.

Nugent Family Counseling Services (2020-2021) was provided to students in whole class, small group, and one-on-one settings.

Students participated in separate School Climate Surveys [one for Sartorette, one for Cambrian's Elementary Virtual School Program (VSP)] at the end of March 2021 with Sartorette results of a 22% (66% to 88%) improvement in "Students treat each other well" compared to last year, at 10% (77% to 87%) improvement in students' response that "I get along with other students", a 9% (from 86% to 95%) improvement in students' response that "My school has clear rules for behavior," and an 8% increase (from 86% to 94%) in students' response that "Teachers treat me with respect".

Goal 2: Effective Leadership. Teachers participated in professional learning targeted toward refining and economize school systems/protocols, introducing and calibrating the purpose of equity work in schools, creating an equity-focused vision statement, creating data protocols, and establishing routines around looking at data and determining at-risk students. SMART goals and Cycles of Inquiry were introduced to reflect, plan, act and assess student success toward promoting equity. Additionally, VSP teachers collectively read the book, Culturally Responsive Teaching and the Brain in the form of a book group.
In response to observed challenges, our school counselor created and presented "Self Care for Teachers" to equip staff with tools for maintaining overall health in managing professional and personal commitments.

Goal 3: Positive School Environment, Climate, and Culture. Positive Behavioral Interventions and Supports (PBIS) have been implemented throughout the school year, including school-wide recognition of students demonstrating positive life skills and behavior in targeted areas in TK - 2 and 3rd - 5th grades on a weekly basis in the schools' two weekly news videos (one weekly news video for Sartorette and another weekly news video for VSP), as well as in the school weekly newsletters. These students also received certificates acknowledging their achievements. Monthly Student Materials Pick Up Days have also promoted a positive sense of community as parents brought their children to a drive through process to pick up materials students needed for the coming weeks of school as well as had an opportunity to visit with their teacher in person, all while remaining in their vehicle. Classes began every Monday morning with a weekly news video for each of two respective school programs, bringing students and staff up to date with the latest events affecting the school. Staff and students contributed news items and students led the Pledge of Allegiance every week. These weekly videos were viewed by parents/guardians as they were emailed to them each week. Videos are archived on the schools' websites. In March 2021, the installation of a new mural was announced and the process of gathering input from all stakeholders was launched. Students and families participated in live in-person (and Zoom) meetings with the artist to interact with him throughout the painting process.

Parent volunteers continued Project Cornerstone lessons and created an art program in lieu of Art Vistas, both of which continued throughout the school year.

VSP students created a logo and a theme song for the school program to help promote a sense of identity and community in this new school program.

Goal 4: Strong Parent and Community Engagement. In addition to strong communications with teachers, school-wide communications with parents, guardians, and the school community were maintained via weekly news videos (separate videos for the two school programs), weekly newsletters, and communication blasts as needed. Monthly Home & School Club meetings were held, as well as regularly scheduled School Site Council & ELAC meetings. Principal Coffees provided up-to-date information about timely events of interest to parents and guardians, especially related to the expectations of students returning to school. Parent/guardian Education Nights included Noche Latina to inform members of our Spanish-speaking community and "Self Care for Families" to equip families with tools for navigating the challenges of life and education during the pandemic. The school's website was updated and maintained to become a valuable source of information. Parents/guardians also participated in an LCAP survey to prioritize their interests in school matters. Families also organized the provision of weekly snacks for staff throughout the year as a gesture of the extraordinary reciprocal teamwork required to educate students during the pandemic.

Parents participated in separate Parent Engagement Surveys [one for Sartorette with 148 responses, one for Cambrian's Elementary Virtual School Program (VSP) with 131 responses] in April 2021 with 99% (Sartorette) & 100% (VSP) of parents agreeing or sometimes agreeing that they "feel welcomed and valued when visiting the school", 98% & 100% parents agreeing or sometimes agreeing that "each family's ethnicity and culture is recognized and respected by school staff", 100% & 100% of agreeing or sometimes agreeing that "parents receive timely school communication and in many different ways and in a consistent manner", and 97% & 98% of parents agree or sometimes agree that "parents are encouraged to communicate to school staff any concerns they may have related to their child's grade/program placement and academic progress."

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.

Based on CA Dashboard data, our students were in the blue category for chronic absenteeism, but our English Learner (EL) students were yellow overall. Our focus is to increase their attendance rates through improved communications, meetings, and written information and calls about the importance of coming to school.

Based on CA Dashboard data, our students were in the yellow category for English Language Arts, but our students with disabilities were in the red category. An area of focus is to look at the curriculum used and instructional practices implemented to meet their learning needs to be successful in school. We also work hard on monitoring our students' Individual Education Program (IEP) goals to ensure they are aligning with the needs of students with disabilities.

Based on CA Dashboard data, our overall students are in the green category; however, our Hispanic students are in the orange category. Our focus is to increase Tier II & III interventions, monitor student progress through formative and summative assessments, and use that data to differentiate instruction, especially at tier I, to meet the needs of Hispanic students.

LCAP Highlights

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

The goals and actions for the 2020-2021 school year were created via collaboration with staff, parent leadership, students, and the greater school community of both Sartorette Elementary School and the Cambrian Virtual School Program (TK-5), which operates through Sartorette. The goals and actions for the 2021-2022 LCAP were prioritized based on qualitative and quantitative data from experiences before and during the COVID 19 pandemic. Quantitative data was based on results from District LCAP Survey Parent Engagement Survey, School Climate Survey (taken by 3rd, 4th, & 5th graders), Fastbridge Local Assessment ELA & Math Assessments, and prior SBAC State Assessments. Based on the data, staff collaborated on root, cause analyses to understand the why behind the data, realistic goals for improvement, and actions that will promote improvement. Together, we identified data based goals and actions centered around improving academic achievement, social emotional well-being; equity and inclusion for all, especially for our Hispanic students and families who represent the school's largest population; parent involvement and engagement; and school climate.

To achieve these goals we will continue utilizing the services of the educational consultant who this year helped each site establish a vision equity statement and instill Cycle of Inquiry practices that promote equity of instruction and inclusion for all students. We will build on the progress already made to continue to identify at risk/at promise students, determine ways to help those students improve, and better understand the cultural significance of students and how that plays out with needs for differentiation in the classroom that supports their academic and social emotional needs. In the process, we will measure parent/guardian participation and engagement in classes and school-wide to determine areas to improvement parent involvement. We will also utilize Project Based Learning, MakerSpace, organized sports and art instruction, student leadership opportunities, and activities during the school day that empower student choice and voice to foster their

desire for learning, help children understand how they can make a positive difference in their own life, in the lives of others, and in their community.

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.

Sartorette was not identified for CSI in 2021-2022.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

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

Staff was presented with results from the District LCAP Parent Survey (Sartorette), Site Parent Engagement Surveys for Sartorette and Cambrian's Virtual School Program (VSP) for TK-5, and the School Climate Survey taken by 3rd-5th grade students at Sartorette and VSP (TK-5). Staff then collaborated in the process of root cause analysis and actions to identify LCAP goals and actions. School Site Council members were presented with the same survey results and the work of the staff in developing LCAP goals and actions. Survey results and the LCAP goals and actions were presented to the greater school community at a Principal Coffee.

Site:
a. School Site Council (SSC) was directly involved in the development of the Local Control Accountability Plan, including feedback and suggestions. Reviewed School Plan and LCAP goals with both our School Site Council and ELAC over a series of meetings during the year. Also reviewed parent survey results with both teams and discussed their feedback. Full agendas and minutes are available.
b. Newsletters published to update actions pertinent to LCAP goals.
c. HSC reviewed LCAP goal areas (student achievement, EL language Learners, School Climate and Community Engagement). Parents asked for feedback and input at the session.
d. Staff reviewed LCAP goals and provided feedback via an online survey for each goal at scheduled staff meetings.
e. Positive Behavior Intervention Support (PBIS) SWIS data will be reviewed with staff on May 2021 at our year-end PBIS team meeting. We will review target areas for support on campus and student referrals to date, and use this data to plan our focus next year.
f. Parent survey developed and issued to parents in January 2021. Multiple emails and written reminders were sent out. A total of 126 families responded. The results were disseminated to HSC, SSC, ELAC, at parent coffees, and at our staff meeting during April.

In general, the review of SPSA/LCAP goals occurred in 5 steps with stakeholder groups including Home and School Club, ELAC, and SSC:

Step 1. Inform and educate all stakeholder groups of the SPSA/LCAP process. During this step in the process, informational sessions on LCFF/LCAP in various venues across the school community were held. The goal of these sessions was to ensure that our community, staff, including teachers and support staff, and students were informed about the law and its impact on our school and the district. All stakeholders were invited to attend these meetings including parents, students, school faculty and staff, and teacher representatives. These engagements included Site Leadership Meetings, School Staff Meetings, School Site Council Meetings, English Learner Advisory Committee Meetings, Home & School Club Meetings, and Principal Coffees. All meetings were facilitated and presented by the Principal and staff leadership when appropriate. In addition to hosting the informational sessions, information about the LCAP was posted on the district website. Having an informed community is essential to ensuring that they are able to provide relevant feedback on how the district should develop its LCAP.

Step 2: Review current goals and progress/status to date. We initiated this process by participating in the District LCAP team, comprised of teachers, staff, parents, principals, and district administration. As a member of the District LCAP team, we provided feedback on the current School and District LCAP goals, actions, and services. Following the District LCAP meetings, we held a series of community meetings to collect feedback on strategies to address the eight priority areas. We met with staff, the Home and School Club, School Site Council, and our English Learner Advisory Committee (ELAC). During the meetings, participants were asked to provide feedback regarding our current LCAP

goals and the plans about how to address them. Participants were asked to give feedback on the ideas as well as to suggest new ideas to consider. In addition, a school-wide survey covering the areas connected to the 8 state priority areas was sent to the Price community. The results of this survey were summarized and shared with our community and stakeholders in forums such as Home and School Club, SSC, ELAC, and Principals Coffees. These sessions provided the site with some clear areas of identified need and suggested strategies to address that need. We used the information gained during the listening phase to inform our goal-setting and strategy development for the LCAP.

Step 3. Drafting an LCAP plan was the third step in the LCAP process. During this phase, we developed draft goals and actions, and services. Goals were developed to correspond with the district's strategic plan and the feedback gathered from the community. Data was reviewed related to the eight state priority areas and identified which data sources were relevant and most significant to focus on for each strategic plan area. The data reviewed included:
1. Proficiency Rates in District Illuminate CCSS Benchmarks for ELA & Math
2. Proficiency Rates on the State ELA and Math assessments
3. English Learner Re-designation rates
4. Results from the Community LCAP Survey
5. PBIS Self Evaluation Tool

Step 4. Review the draft LCAP for 2020-2021 with stakeholders and gather feedback. The site leadership reviewed the draft LCAP with the staff to gather feedback. The staff then shared the draft LCAP with the School Site Council and English Learner Parent Advisory Committee representatives in order to gather further feedback on community priorities and needs. The information developed during this phase led directly to the goals, progress indicators, and actions that appear in this LCAP

Step 5: Revision of the LCAP based on final review. Finally, the site leadership shared the draft LCAP with the school district Board of Trustees. The staff took careful notes of the comments collected and adjusted the LCAP to align with that feedback. The final LCAP and budget were adopted in a regular board meeting on TBD.

A summary of the feedback provided by specific stakeholder groups.

All stakeholder groups were interested in the variety of quantitative data resources, including surveys, state testing, the CA Dashboard, and local assessments (Fastrbridge ELA and Math testing) were used to identifiy areas of need. Qualitative data of individual experiences supported the data. Sartorette parents, guardians, and staff determined that support for parent focus groups and parent organizations (Home & School Club support, newcomer support, English Learner parent support) were among the highest priorities to promote parent involvement and engagement in the school and more academic supports that meet individual student needs were among Sartorette parents and staff's highest priorities for student engagement and achievement in the District LCAP Survey (March 2021).

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

The challenges of communicating with non-English speaking families were identified as detrimental to educating their children. Conversations also centered around the need to better understand the cultures of populations that make up the school, especially the Hispanic population, which makes up the largest percentage of Sartorette students, but whose local assessment scores are lower than other student populations.

Moreover, with our ongoing professional development with staff around better understanding the need for equity in education at the site and classroom level, it became clear that we want to focus on developing skills for providing differentiation to meet the varied learning needs of students.

Goals and Actions

Goal

Goal #	Description
1	LCAP Goal 1: High Academic Achievement It is our goal for the next school year to prioritize educational opportunities for our students to accelerate their progress toward grade level standards evidenced by raising the percentage of students to meet or exceed grade level standard and reducing the percentage of students at some risk or high risk (below level standard) in ELA and Math using local Fastbridge assessment data by at least 5% over the next year.

An explanation of why the LEA has developed this goal.

In meetings and surveys, our stakeholders determined that if we understand and serve the differentiated learning needs of individual students in ELA, engage students in using academic language, and limit variables affecting assessment authenticity, then we impact students' academic skills and preparedness to take assessments, resulting in improved and more authentic scores because accelerating students to grade level standards has been a challenge during the pandemic with Winter 2021 Fastbridge data showing 17% of our first through fifth grade students scoring below grade level standard (at some risk or high risk) in ELA and 15% in Math, and more academic supports that meet individual student needs were among Sartorette parents and staff's highest priorities for student engagement and achievement in the District LCAP Survey (March 2021).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Fastbridge Benchmark Assessment for ELA & Math by All Students & Significant Student Groups	17% below grade level standard in ELA 15% below grade level standard in Math (Need to disaggregate by groups)				7% below grade level standard
Smarter Balanced Assessment for ELA & Math for All Stduents & Significant Student Groups	(Put SBAC 2019 Results Here)				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA DashBoard - English Learner Progress Indicator (ELPI)	(Put CA Dashboard ELPI 2019 Results here)				
English Learner Reclassification Rate	2019-20 RFEP Rate of 20% (15)				
Annual SARC - All students have access to intructional materials and resources, including technology devices & internet.	100% of students have access				

Actions

Action #	Title	Description	Total Funds	Contributing
1	ELA Interventions	Provide professional development and supports to help teachers provide tier 1 interventions for students; Provide tier 2 & 3 support to individual and small groups of at risk students within and outside of the General Education classroom. (LLI Staff & Classroom Aides)	$80,902.00	Yes
2	Math Interventions	Provide professional development and supports to help teachers provide tier 1 interventions for students; Provide tier 2 & 3 support to individual and small groups of EL students within and outside of the General Education classroom.	$5,356.00	Yes
3	Guided Reading Protocols	Refresh Guided Reading protocols learned in professional development in 2019-2020 and apply them. (Educational Consultant)	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	GLAD Refresher Training	District GLAD trainers provide professional development refreshers for teaching staff in ELA	$250.00	Yes
5	Project Based Learning	Hold a PBL refresher to teachers and expect teachers to conduct two PBL's during the 2021-2022 school year. Provide PBL support to teachers throughout the year.	$250.00	No
6	MakerSpace	Enhance MakerSpace program to complement classroom lessons.	$5,000.00	No
7	Educational Consultant	Continue to work with consultant as she supports: the creation and routines of data protocols and looking at data; determining at-risk students; creating, monitoring and assessing goals related to the Cycles of Inquiry (reflecting, planning, acting and assessing for student success); monitoring student progress towards equitable outcomes for all by reflecting on comparison data from each benchmark assessments. (See goal one, action #3)	$5,000.00	Yes
8	Professional Learning Community	Form a Professional Learning Community of staff whose focus will be to lead staff in developing and monitoring strategies toward this goal.		Yes
9	Software Licensing	AR, Learning A-Z, Explore Learning, Imagine Learning	$19,847.00	No
10	TK Instructional Aide	TK Instructional Aide Support	$4,000.00	No
11	Library	The librarian utilizes library software to run our school library.	$9,500.00	

Action #	Title	Description	Total Funds	Contributing
12	Illuminate	District-wide software that collects data to drive instructional and intervention decisions.	$200.00	No
13	Normal School Operations	Copier, office supplies, tech supplies, BofA charge, etc. to support normal school operations)	$1,982.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	LCAP Goal 2: Effective Leadership, Teaching, and Learning Sartorette will improve the overall literacy capabilities of Hispanic students as evidenced by SBAC scores in English Language Arts as it becomes available or as measured by local assessment data.

An explanation of why the LEA has developed this goal.

In meetings and surveys, our stakeholders determined that if we demonstrate a better understanding of Hispanic culture by providing more opportunities for parent engagement to our Hispanic families, utilize curriculum resources for Hispanic students who are English Learners, establish more English Learner interventions, and communicate to non-English speaking Hispanic families using their native language, then we will improve academic English Language Arts (ELA) SBAC scores because the District's LCAP Survey (March 2021) shows Sartorette parents and staff believe targeting under-represented groups is a high priority for promoting student engagement, and although Hispanics make up the largest percentage of the student population at Sartorette (30.6%), Hispanic students on average scored 42.9 points below standard on ELA SBAC testing (based on 2019 CA Dashboard data), a performance that is categorized lower than every other student population on campus.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All teachers appropriately assigned and credentialed in subject areas - Annual SARC/Local Indicator	100% teachers are appropriately assigned and credentialed in subject area per the annual School Accountability Report Card (SARC) report.				100% teachers are appropriately assigned and credentialed in subject area per the annual School Accountability Report Card (SARC) report.
Staff Professional Learning/Collaboration Evaluation Tool	___ % of teachers/staff indicated that the professional development, training & staff collaboration				___ % of teachers/staff indicated that the professional development, training & staff collaboration

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	was an effective use of their time. (Baseline established in 2021-22)				was an effective use of their time.
Principal Walkthrough Tool to monitor classroom implementation of best Tier 1 instructional practices consistently, including GLAD, Number Talks, Designated/Integrated ELD, Guided Reading, etc.	___% of teachers implementing best Tier 1 instructional practices consistently. (Baseline established in 2021-22)				___% of teachers implementing best Tier 1 instructional practices consistently.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum Resources	Use current curriculum resources available in Benchmark Advanced and additional as needed.	$500.00	Yes
2	English Learner Interventions	Provide tier 2 & 3 support to individual and small groups of EL students	$5,355.00	Yes
3	Translate Communications	Communicate to non-English speaking Hispanic families using their native language; Investigate current available resources: SMORES		Yes
4	Hispanic Parent/Guardian Engagement Opportunities	Work with ELAC to better understand Hispanic community needs at class and school-wide levels through focus groups, meetings, and surveys. Determine priorities and follow through with ideas (such as Latino Night), which may require a translator.	$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Educational Consultant	Continue to work with consultant as she supports: the creation and routines of data protocols and looking at data; determining at-risk students; creating, monitoring and assessing goals related to the Cycles of Inquiry (reflecting, planning, acting and assessing for student success); monitoring student progress towards equitable outcomes for all by reflecting on comparison data from each benchmark assessment.	$5,000.00	No
6	GLAD Refresher Training	District GLAD trainers provide professional development refreshers for teaching staff (See goal #1, action #4)	$250.00	Yes
7	Professional Learning Community	Form a Professional Learning Community of staff whose focus will be to lead staff in developing and monitoring strategies toward this goal		Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	LCAP Goal 3: Positive School Environment, Climate, & Culture It is our goal for the next school year to prioritize opportunities for students to take leadership roles to benefit the student body and increase opportunities for positive student recognition. This will result in an increase of at least 5% when students respond that they always or often like school, feel like I do well in school, and that good behavior is noticed at school in the School Climate Survey taken by 3rd through 5th graders in 2021-2022.

An explanation of why the LEA has developed this goal.

In meetings and surveys, our stakeholders determined that if we empower students with leadership experiences and increase opportunities for student recognition then we impact the way students experience school that will result in students who are more confident, feel a sense of belonging, and want to include others because in the School Climate Survey (April 2021) taken by third, fourth, and fifth graders, 75% responded that they always or often like school, 71% reported that they feel like they do well in school, and 72% indicated that good behavior is noticed at school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey	75% responded that they always or often like school, 71% reported that they feel like they do well in school, and 72% indicated that good behavior is noticed at school.				85% or higher respond that they always or often like school, that they feel like they do well in school, and indicate that good behavior is noticed at school.
SWIS Major Office Referrals	(Latest SWIS Report)				
Suspension Rate	2019-20 Suspension Rate of 1.7%				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	2018-19 Chronic Absenteeism Rate of 2.5%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Social Emotional Learning (SEL)	Continue Second Step social emotional curriculum school-wide, hold PD that promotes mental health for students, have school counselor create and present regularly scheduled lessons.	$1,000.00	No
2	Positive Behavior Interventions and Supports (PBIS)	Continue previous and add new school-wide Positive Behavior Interventions and Supports		No
3	Student Leadership	Renew and expand students leadership opportunities throughout grade levels		No
4	School-wide Events	Organize fun community building events and contests at grade level, grade level clusters, and school-wide	$250.00	No
5	School Website	The website keeps the school community updated with important information that impacts students, families, and staff.	$2,000.00	No
6	Weekly News Videos	The news show utilized an online platform to keep students, staff, and families updated about school events and student recognitions	$3,000.00	No
7	Organized Sports	Hold organized sports activities twice a week during lunches for anyone who wants to play. (Valley Sports)	$3,964.00	No

Action #	Title	Description	Total Funds	Contributing
8	Art Vistas	Trained volunteers bring multifaceted curriculum to classrooms exposing students to art history, technique, and hands-on projects.	$11,700.00	No
9	MakerSpace	Open MakerSpace to students during lunch as an outlet for creativity and expression. (see goal #1, action #6)	$5,000.00	No
10	Professional Learning Community	Form a Professional Learning Community of staff whose focus will be to lead staff in developing and monitoring strategies toward this goal		No
11	Yard/Noon Duty	Supervisors for recess and lunch	$39,400.00	No
12	SWIS/CICO	School-Wide Information System (Software) for tracking discipline and behavior throughout the school year	$584.00	No
13	Project Cornerstone	Programs for achieving positive social and academic outcomes in alignment with Mult-Tiered System of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS), and schoolwide efforts to improve climate by changing student behavior.	$1,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	LCAP Goal 4: Strong Parent & Community Engagement Create a system for identifying and tracking parent involvement for the purpose of measuring parent participation and engagement. This will result in parents increasing the prioritization of support for parent focus groups and parent organizations by 10% (from 58% - 68%) in next year's Parent LCAP survey 2021-2022.

An explanation of why the LEA has developed this goal.

In meetings and surveys, our stakeholders determined that if we record all the parents/guardians who volunteer or attend class or school-wide activities then we learn how many parents are involved in the school, the ways they are participating, and the population and demographics they represent, which will allow us to identify opportunities for growing parent involvement because although studies show that students with parents who participate and are engaged in their school have higher academic achievement and improved attendance, self-esteem, and higher graduation rates, and the District LCAP Survey (March 2021) showed that Sartorette parents, guardians, and staff determined that support for parent focus groups and parent organizations (Home & School Club support, newcomer support, English Learner parent support) were among the highest priorities to promote parent involvement and engagement in the school, Sartorette has not utilized tools to measure parent participation and engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District's Parent LCAP Survey (Sartorette)	Parents' prioritization of support for parent focus groups and parent organizations is 58% in District's Parent LCAP Survey (Sartorette)				Increase the prioritization of support for parent focus groups and parent organizations by over 68% in the District's Parent LCAP survey 2023-2024 (Sartorette).
Parent Engagement Survey	Area(s) of Focus				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent participation in school events, such as Parent Conferences, Principal's Coffees, Parent Workshops, etc.	(Need latest information)				
Parent Participation in School Committees, such as School Site Council, ELAC, Home & School Club Meetings, etc.	(Need latest Information)				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Classroom Volunteers	Encourage parents to volunteer in classrooms to help teachers and provide supports for students.		No
2	Home & School Club (HSC)	Fill all open HSC executive board positions. Increase number of parent volunteers parents/guardians in HSC, especially those who represent the student populations within the school. Renew programs and activities that occurred prior to the pandemic and create new ones that support the academic, social emotional needs and cultural understanding of students and families throughout the school. Create fundraising events to support the cost of these programs.		No
3	Parent Groups	Create opportunities for parents to meet regularly toward accomplishing common goals of interest that serve the school community.		No

Action #	Title	Description	Total Funds	Contributing
4	School Committees	Increase parent representation on school committees so the groups reflect the demographic populations of students enrolled at the school.		No
5	Parent Education Events	Organize events that educate parents about areas that interest them related to academic and social emotional well being of students and families.	$1,000.00	No
6	Translation Services	Use translation services to communicate with parents who do not speak English so they're informed and encouraged to participate in school programs and activities to support their child.		Yes
7	Professional Learning Community	Form a Professional Learning Community of staff whose focus will be to lead staff in developing and monitoring strategies toward this goal.		No
8	School Website	The website keeps the school community updated with important information that impacts students, families, and staff. (see goal #3, action #5)	$2,000.00	No
9	Weekly News Videos	The news show utilized an online platform to keep students, staff, and families updated about school events and student recognitions. (see goal #3, action #6)	$3,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.13%	88,707

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

Required Descriptions

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

The funding calculation employed by the district for Sartorette Elementary School, in response to LCFF guidelines for the 2021-22 school year is: $88,707 full supplemental allocation

The amounts listed in the LCAP are estimates and include a combination of both district and site services and programs. Actual costs may vary depending on the number of teachers in professional development, the number of new teachers at the site, and if the district moves ahead with materials adoption, to cite some examples.

Targeted, differentiated instruction and learning for selected students per data review as well as extended learning time. Student progress is monitored with formative and summative assessments on a regular basis and instruction adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes. The supplemental funds are targeted to support EL, SED, Foster Youth, and SWD students. Supplemental funds not being used in a school-wide manner. Focused targeted, differentiated instruction and learning for selected students per data review as well as an extended learning time. Student progress is monitored with formative and summative assessments on a regular basis and instruction adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes. The supplemental funds are targeted to support EL, SED, Foster Youth, and SWD students. These additional and extended programs and services include instructional coaching/mentoring and professional development for teachers and staff working specifically with unduplicated students, Tier II interventions, EL services including designated English Language Development (ELD) instruction, counseling services, and parent engagement.

Services provided in the LCAP and SPSA that are focused on SWD, EL, Foster Youth, and SED, EL students are designed to meet their instructional and social/emotional needs within the school day and in supportive services that include targeted, differentiated instruction, mental health services, and both before and after school extended day options.

Services and monitoring by site TOSA are designed to target unduplicated pupils. Available supports include academic support classes, counseling, access to technology, specially designed instructional strategies to support varied learning needs, PBIS incentives and CICO, outreach to ensure maintained support, extended day support programs.

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

Using the calculation tool provided by the state, our LEA has calculated that it will receive $1,217,095 in Supplemental and/or 0 Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 22.35%. Our LEA has demonstrated that it has met the 22.35% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

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

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

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

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

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

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$180,757.00			$42,033.00	$222,790.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$193,477.00	$29,313.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Low Income	ELA Interventions	$55,902.00			$25,000.00	$80,902.00
1	2	English Learners Low Income	Math Interventions	$2,678.00			$2,678.00	$5,356.00
1	3	English Learners Low Income	Guided Reading Protocols	$2,500.00			$2,500.00	$5,000.00
1	4	English Learners	GLAD Refresher Training				$250.00	$250.00
1	5	All Students with Disabilities	Project Based Learning	$250.00				$250.00
1	6	All Students with Disabilities	MakerSpace	$5,000.00				$5,000.00
1	7	English Learners Low Income	Educational Consultant	$2,500.00			$2,500.00	$5,000.00
1	8	English Learners Low Income	Professional Learning Community					
1	9	All	Software Licensing	$19,847.00				$19,847.00
1	10	All TK/K	TK Instructional Aide	$4,000.00				$4,000.00
1	11		Library	$9,500.00				$9,500.00
1	12	All	Illuminate	$200.00				$200.00
1	13	All	Normal School Operations	$1,982.00				$1,982.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	English Learners Low Income	Curriculum Resources				$500.00	$500.00
2	2	English Learners Low Income	English Learner Interventions				$5,355.00	$5,355.00
2	3	English Learners Low Income	Translate Communications					
2	4	English Learners Low Income	Hispanic Parent/Guardian Engagement Opportunities				$500.00	$500.00
2	5	All Students with Disabilities	Educational Consultant	$2,500.00			$2,500.00	$5,000.00
2	6	English Learners Low Income	GLAD Refresher Training				$250.00	$250.00
2	7	English Learners Low Income	Professional Learning Community					
3	1	All	Social Emotional Learning (SEL)	$1,000.00				$1,000.00
3	2	All	Positive Behavior Interventions and Supports (PBIS)					
3	3	All	Student Leadership					
3	4	All	School-wide Events	$250.00				$250.00
3	5	All	School Website	$2,000.00				$2,000.00
3	6	All	Weekly News Videos	$3,000.00				$3,000.00
3	7	All	Organized Sports	$3,964.00				$3,964.00
3	8	All	Art Vistas	$11,700.00				$11,700.00
3	9	All	MakerSpace	$5,000.00				$5,000.00
3	10	All	Professional Learning Community					
3	11	All	Yard/Noon Duty	$39,400.00				$39,400.00
3	12	All	SWIS/CICO	$584.00				$584.00
3	13	All	Project Cornerstone	$1,000.00				$1,000.00
4	1	All	Parent Classroom Volunteers					
4	2	All	Home & School Club (HSC)					
4	3	All	Parent Groups					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4	All Students with Disabilities	School Committees					
4	5	All	Parent Education Events	$1,000.00				$1,000.00
4	6	English Learners Low Income	Translation Services					
4	7	All Students with Disabilities	Professional Learning Community					
4	8	All	School Website	$2,000.00				$2,000.00
4	9	All	Weekly News Videos	$3,000.00				$3,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$63,580.00	$103,113.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$63,580.00	$103,113.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	ELA Interventions	Schoolwide	English Learners Low Income	Specific Schools: Sartorette	$55,902.00	$80,902.00
1	2	Math Interventions	Schoolwide	English Learners Low Income	Specific Schools: Sartorette	$2,678.00	$5,356.00
1	3	Guided Reading Protocols	Schoolwide	English Learners Low Income	Specific Schools: Sartorette	$2,500.00	$5,000.00
1	4	GLAD Refresher Training	Schoolwide	English Learners	Specific Schools: Sartorette		$250.00
1	6	MakerSpace			Specific Schools: Sartorette	$5,000.00	$5,000.00
1	7	Educational Consultant	Schoolwide	English Learners Low Income	Specific Schools: Sartorette	$2,500.00	$5,000.00
1	8	Professional Learning Community	Schoolwide	English Learners Low Income	Specific Schools: Sartorette		
2	1	Curriculum Resources	Schoolwide	English Learners Low Income	Specific Schools: Sartorette		$500.00
2	2	English Learner Interventions	Schoolwide	English Learners Low Income	Specific Schools: Sartorette		$5,355.00
2	3	Translate Communications	Schoolwide	English Learners Low Income	Specific Schools: Sartorette		
2	4	Hispanic Parent/Guardian	Schoolwide	English Learners Low Income			$500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Engagement Opportunities					
2	6	GLAD Refresher Training	Schoolwide	English Learners Low Income	Specific Schools: Sartorette		$250.00
2	7	Professional Learning Community	Schoolwide	English Learners Low Income	Specific Schools: Sartorette		
3	2	Positive Behavior Interventions and Supports (PBIS)			Specific Schools: Sartorette		
4	6	Translation Services	Schoolwide	English Learners Low Income	Specific Schools: Sartorette		

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		