

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gerber Union Elementary School District

CDS Code: 52-71548-6053532

School Year: 2021-22

LEA contact information:

Jenny Montoya

Superintendent/Principal

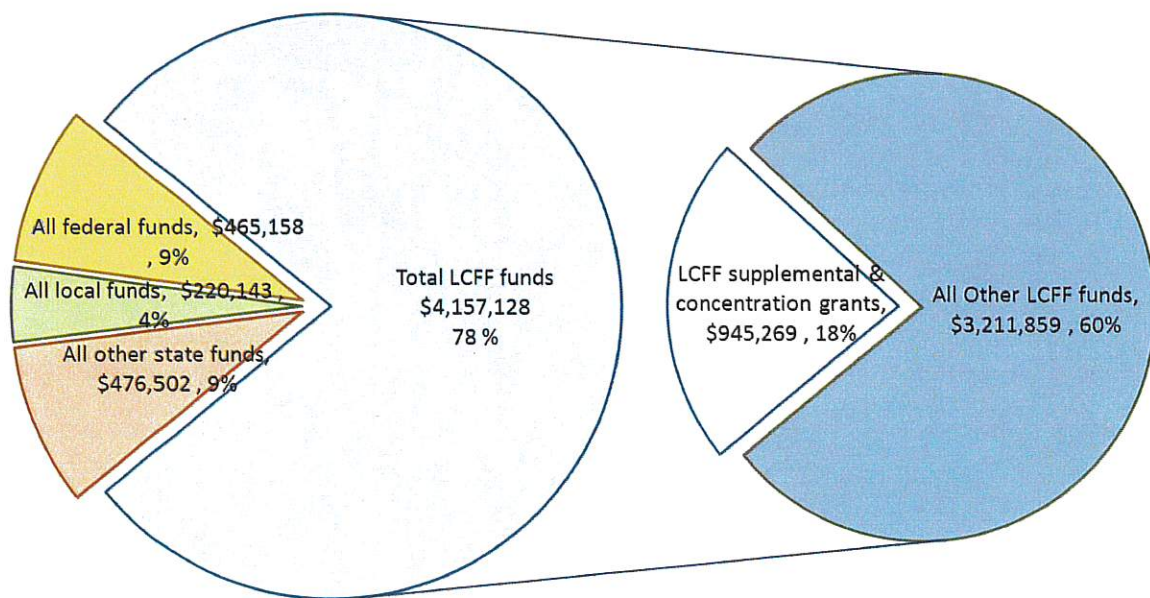
jmontoya@gerberschool.org

530-385-1041

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



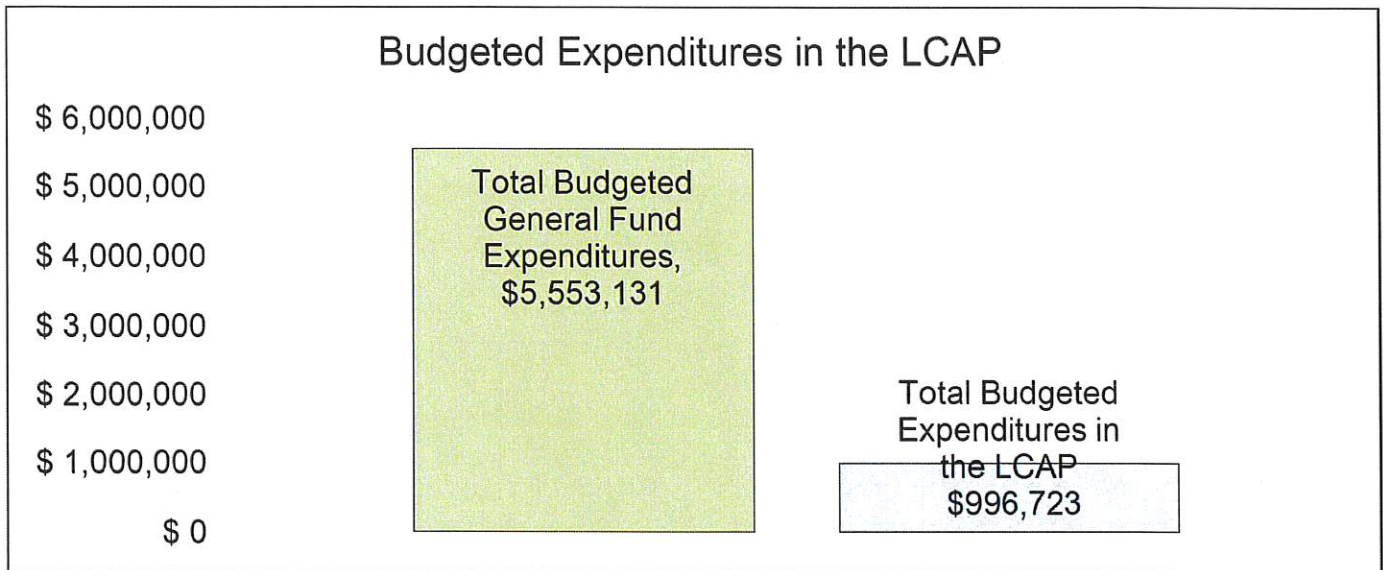
This chart shows the total general purpose revenue Gerber Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Gerber Union Elementary School District is \$5,318,931, of which \$4,157,128 is Local Control Funding Formula (LCFF), \$476,502 is other state funds, \$220,143 is local

funds, and \$465,158 is federal funds. Of the \$4,157,128 in LCFF Funds, \$945,269 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Gerber Union Elementary School District plans to spend \$5,553,131 for the 2021-22 school year. Of that amount, \$996,723 is tied to actions/services in the LCAP and \$4,556,408 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Cost excluded from the LCAP budget are approximately \$4.5 million and include but are not limited to Salaries and Benefits, Administrative Costs, Facilities Maintenance, Nutrition Program Costs, and Transportation Program Costs.

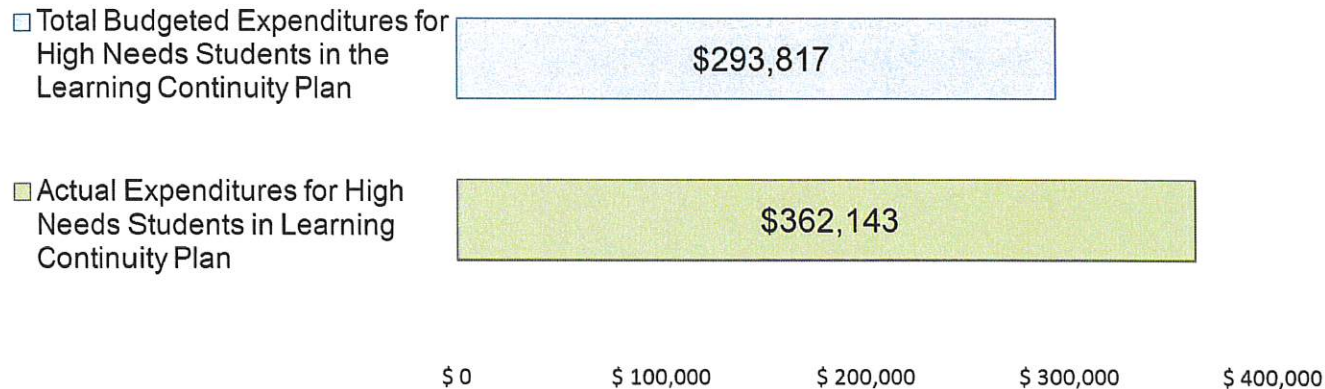
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Gerber Union Elementary School District is projecting it will receive \$945,269 based on the enrollment of foster youth, English learner, and low-income students. Gerber Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Gerber Union Elementary School District plans to spend \$996,723 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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

In 2020-21, Gerber Union Elementary School District's Learning Continuity Plan budgeted \$293,817 for planned actions to increase or improve services for high needs students. Gerber Union Elementary School District actually spent \$362,143.07 for actions to increase or improve services for high needs students in 2020-21.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

LEA Name	Contact Name and Title	Email and Phone
Gerber Union Elementary School District	Jenny Montoya Superintendent/Principal	jmontoya@gerberschool.org 530-385-1041

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

Goal 1

All students will be taught by highly qualified teachers and have access to standards aligned materials. Students will make growth towards distance to level 3 proficiency standards in ELA and math. A Multi-Tiered System of Supports (MTSS) will be implemented that offers a clear process for providing Tier 1-3 supports and services for the whole child. Emphasis on STEM related lessons and opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1) California Dashboard: LCFF Evaluation Rubrics/Distance to Level 3 and Color status 2) CAASPP (State assessment) 3) English Learner progress 4) STAR 360 -- (Local assessment) 5) Aimsweb (Learning Center Only)-- (Local assessment)	Due to the COVID-19 pandemic, we were unable to administer end-of-year benchmark assessments and do not have data to report.

Expected	Actual																		
<p>19-20</p> <p>Math Distance to Level 3 targets:</p> <p>Overall: 51</p> <p>EL: 55</p> <p>SED: 58</p> <p>Students w/disabilities: 80</p> <p>Hispanic: 58</p> <p>White: 50</p> <p>ELA Distance to Level 3 targets:</p> <p>Overall: 45</p> <p>EL: 48</p> <p>SED: 48</p> <p>Students w/disabilities: 91</p> <p>Hispanic: 46</p> <p>White: 26</p> <p>Color status and performance in each performance band will maintain or increase status.</p> <p>Eliminate this indicator, focus is on distance to level 3</p> <p>English Learner Progress will maintain or increase status at High/Green.</p> <p>Local assessment RenLearn: Percentage of students scoring proficient or higher will increase by 1% or more in ELA and math.</p> <p>Early Lit.</p> <table><tr><td>17-18</td><td>18-19</td></tr><tr><td>K</td><td>N/A 14%</td></tr><tr><td>1</td><td>N/A 7%</td></tr></table> <p>STAR Reading</p> <table><tr><td>17-18</td><td>18-19</td></tr><tr><td>2</td><td>21% 26%</td></tr><tr><td>3</td><td>22% 15%</td></tr><tr><td>4</td><td>20% 29%</td></tr><tr><td>5</td><td>25% 26%</td></tr><tr><td>6</td><td>21% 110%</td></tr></table>	17-18	18-19	K	N/A 14%	1	N/A 7%	17-18	18-19	2	21% 26%	3	22% 15%	4	20% 29%	5	25% 26%	6	21% 110%	
17-18	18-19																		
K	N/A 14%																		
1	N/A 7%																		
17-18	18-19																		
2	21% 26%																		
3	22% 15%																		
4	20% 29%																		
5	25% 26%																		
6	21% 110%																		

Expected	Actual
<p>Metric/Indicator College and Career readiness</p> <p>19-20 All 6-8 grade students will have access to the Bridge to College and Career program. Gerber will maintain membership in the NEU network.</p> <p>Baseline Implement Bridge to College and Career readiness program. NEU participation.</p>	<p>All 6-8 grade students had access to the Bridge and College and Career program until March 2020. Gerber School maintained membership in the NEU Network.</p>
<p>Metric/Indicator Technology implementation</p> <p>19-20 Maintain 1:1 devices for all students grades 1-8</p> <p>Baseline 1:1 devices have been purchased for all students grades 2-8</p>	<p>Maintained 1:1 devices for all students in grades 1-8. Kindergarten students have access to iPads.</p>
<p>Metric/Indicator Common Core State Standards implementation</p> <p>19-20 Purchase CCSS history and science materials as funds permit.</p> <p>Baseline CCSS ELA/ELD and Math curriculum have been purchased and implemented in all grades.</p>	<p>All grades implemented the CCSS.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Because the best intervention is strong first instruction, GUESD will maintain an increased instructional day to provide additional learning opportunities. GUESD will maintain the CSR ratio of 24:1.</p>	<p>CSR Salaries 1000-1999: Certificated Personnel Salaries Supplemental 107482</p>	<p>CSR Salaries 1000-1999: Certificated Personnel Salaries Supplemental 109478</p>

Goal 1

All students will be taught by highly qualified teachers and have access to standards aligned materials. Students will make growth towards distance to level 3 proficiency standards in ELA and math. A Multi-Tiered System of Supports (MTSS) will be implemented that offers a clear process for providing Tier 1-3 supports and services for the whole child. Emphasis on STEM related lessons and opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1) California Dashboard: LCFF Evaluation Rubrics/Distance to Level 3 and Color status 2) CAASPP (State assessment) 3) English Learner progress 4) STAR 360 -- (Local assessment) 5) Aimsweb (Learning Center Only)-- (Local assessment)	Due to the COVID-19 pandemic, we were unable to administer end-of-year benchmark assessments and do not have data to report.

Expected	Actual																		
<p>19-20</p> <p>Math Distance to Level 3 targets:</p> <p>Overall: 51</p> <p>EL: 55</p> <p>SED: 58</p> <p>Students w/disabilities: 80</p> <p>Hispanic: 58</p> <p>White: 50</p> <p>ELA Distance to Level 3 targets:</p> <p>Overall: 45</p> <p>EL: 48</p> <p>SED: 48</p> <p>Students w/disabilities: 91</p> <p>Hispanic: 46</p> <p>White: 26</p> <p>Color status and performance in each performance band will maintain or increase status.</p> <p>Eliminate this indicator, focus is on distance to level 3</p> <p>English Learner Progress will maintain or increase status at High/Green.</p> <p>Local assessment RenLearn: Percentage of students scoring proficient or higher will increase by 1% or more in ELA and math.</p> <p>Early Lit.</p> <table><tr><td>17-18</td><td>18-19</td></tr><tr><td>K</td><td>N/A 14%</td></tr><tr><td>1</td><td>N/A 7%</td></tr></table> <p>STAR Reading</p> <table><tr><td>17-18</td><td>18-19</td></tr><tr><td>2</td><td>21% 26%</td></tr><tr><td>3</td><td>22% 15%</td></tr><tr><td>4</td><td>20% 29%</td></tr><tr><td>5</td><td>25% 26%</td></tr><tr><td>6</td><td>21% 11%</td></tr></table>	17-18	18-19	K	N/A 14%	1	N/A 7%	17-18	18-19	2	21% 26%	3	22% 15%	4	20% 29%	5	25% 26%	6	21% 11%	
17-18	18-19																		
K	N/A 14%																		
1	N/A 7%																		
17-18	18-19																		
2	21% 26%																		
3	22% 15%																		
4	20% 29%																		
5	25% 26%																		
6	21% 11%																		

Expected	Actual
<p>Metric/Indicator College and Career readiness</p> <p>19-20 All 6-8 grade students will have access to the Bridge to College and Career program. Gerber will maintain membership in the NEU network.</p> <p>Baseline Implement Bridge to College and Career readiness program. NEU participation.</p>	<p>All 6-8 grade students had access to the Bridge and College and Career program until March 2020. Gerber School maintained membership in the NEU Network.</p>
<p>Metric/Indicator Technology implementation</p> <p>19-20 Maintain 1:1 devices for all students grades 1-8</p> <p>Baseline 1:1 devices have been purchased for all students grades 2-8</p>	<p>Maintained 1:1 devices for all students in grades 1-8. Kindergarten students have access to iPads.</p>
<p>Metric/Indicator Common Core State Standards implementation</p> <p>19-20 Purchase CCSS history and science materials as funds permit.</p> <p>Baseline CCSS ELA/ELD and Math curriculum have been purchased and implemented in all grades.</p>	<p>All grades implemented the CCSS.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Because the best intervention is strong first instruction, GUESD will maintain an increased instructional day to provide additional learning opportunities. GUESD will maintain the CSR ratio of 24:1.</p>	<p>CSR Salaries 1000-1999: Certificated Personnel Salaries Supplemental 107482</p>	<p>CSR Salaries 1000-1999: Certificated Personnel Salaries Supplemental 109478</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	CSR Benefits 3000-3999: Employee Benefits Supplemental 46570 Increase in Instructional Aide days 2000-2999: Classified Personnel Salaries Supplemental 3881 Increase in Instructional Aide days 3000-3999: Employee Benefits Supplemental 1639	CSR Benefits 3000-3999: Employee Benefits Supplemental 40492 Increase in Instructional Aide days 2000-2999: Classified Personnel Salaries Supplemental 3706 Increase in Instructional Aide days 3000-3999: Employee Benefits Supplemental 1603
Implement the Common Core in all content areas TK-8.	Curriculum (ELA, Amplify) 4000-4999: Books And Supplies Base 15000 Curriculum (science, social studies, other) 4000-4999: Books And Supplies Base 35000	Curriculum (ELA, Amplify) 4000-4999: Books And Supplies Base 5315 Curriculum (science, social studies, other) 4000-4999: Books And Supplies Base 0
Provide professional development to staff to implement common core, MTSS, PBIS and other initiatives that support best practice.	Professional development 5000-5999: Services And Other Operating Expenditures Supplemental 16259 TCDE trainings 5000-5999: Services And Other Operating Expenditures Supplemental 3195 Technology, common core, and college & career preparation 5000-5999: Services And Other Operating Expenditures Supplemental 500	Professional development 5000-5999: Services And Other Operating Expenditures Supplemental 12838 TCDE trainings 5000-5999: Services And Other Operating Expenditures Supplemental 200 Technology, common core, and college & career preparation 5000-5999: Services And Other Operating Expenditures Supplemental 0
Maintain a TK-8 Multi-Tiered System of Supports (MTSS) that includes Response to Intervention (RTI), English Language Development (ELD), Resource support (RSP), and social/emotional/behavior supports for identified students.	Intervention Coordinator, reduced to .8 1000-1999: Certificated Personnel Salaries Concentration 70889 Intervention Coordinator 3000-3999: Employee Benefits Concentration 26668	Intervention Coordinator, reduced to .8 1000-1999: Certificated Personnel Salaries Concentration 70889 Intervention Coordinator 3000-3999: Employee Benefits Concentration 18754



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

LEA Name	Contact Name and Title	Email and Phone
Gerber Union Elementary School District	Jenny Montoya Superintendent/Principal	jmontoya@gerberschool.org 530-385-1041

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

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1) California Dashboard: LCFF Evaluation Rubrics/Distance to Level 3 and Color status 2) CAASPP (State assessment) 3) English Learner progress 4) STAR 360 -- (Local assessment) 5) Aimsweb (Learning Center Only)-- (Local assessment)	Due to the COVID-19 pandemic, we were unable to administer end-of-year benchmark assessments and do not have data to report.

Expected	Actual																		
<p>19-20</p> <p>Math Distance to Level 3 targets:</p> <p>Overall: 51</p> <p>EL: 55</p> <p>SED: 58</p> <p>Students w/disabilities: 80</p> <p>Hispanic: 58</p> <p>White: 50</p> <p>ELA Distance to Level 3 targets:</p> <p>Overall: 45</p> <p>EL: 48</p> <p>SED: 48</p> <p>Students w/disabilities: 91</p> <p>Hispanic: 46</p> <p>White: 26</p> <p>Color status and performance in each performance band will maintain or increase status.</p> <p>Eliminate this indicator, focus is on distance to level 3</p> <p>English Learner Progress will maintain or increase status at High/Green.</p> <p>Local assessment RenLearn: Percentage of students scoring proficient or higher will increase by 1% or more in ELA and math.</p> <p>Early Lit.</p> <table><tr><td>17-18</td><td>18-19</td></tr><tr><td>K</td><td>N/A 14%</td></tr><tr><td>1</td><td>N/A 7%</td></tr></table> <p>STAR Reading</p> <table><tr><td>17-18</td><td>18-19</td></tr><tr><td>2</td><td>21% 26%</td></tr><tr><td>3</td><td>22% 15%</td></tr><tr><td>4</td><td>20% 29%</td></tr><tr><td>5</td><td>25% 26%</td></tr><tr><td>6</td><td>21% 11%</td></tr></table>	17-18	18-19	K	N/A 14%	1	N/A 7%	17-18	18-19	2	21% 26%	3	22% 15%	4	20% 29%	5	25% 26%	6	21% 11%	
17-18	18-19																		
K	N/A 14%																		
1	N/A 7%																		
17-18	18-19																		
2	21% 26%																		
3	22% 15%																		
4	20% 29%																		
5	25% 26%																		
6	21% 11%																		

Expected	Actual
<p>Metric/Indicator College and Career readiness</p> <p>19-20 All 6-8 grade students will have access to the Bridge to College and Career program. Gerber will maintain membership in the NEU network.</p> <p>Baseline Implement Bridge to College and Career readiness program. NEU participation.</p>	<p>All 6-8 grade students had access to the Bridge and College and Career program until March 2020. Gerber School maintained membership in the NEU Network.</p>
<p>Metric/Indicator Technology implementation</p> <p>19-20 Maintain 1:1 devices for all students grades 1-8</p> <p>Baseline 1:1 devices have been purchased for all students grades 2-8</p>	<p>Maintained 1:1 devices for all students in grades 1-8. Kindergarten students have access to iPads.</p>
<p>Metric/Indicator Common Core State Standards implementation</p> <p>19-20 Purchase CCSS history and science materials as funds permit.</p> <p>Baseline CCSS ELA/ELD and Math curriculum have been purchased and implemented in all grades.</p>	<p>All grades implemented the CCSS.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Because the best intervention is strong first instruction, GUESD will maintain an increased instructional day to provide additional learning opportunities. GUESD will maintain the CSR ratio of 24:1.</p>	<p>CSR Salaries 1000-1999: Certificated Personnel Salaries Supplemental 107482</p>	<p>CSR Salaries 1000-1999: Certificated Personnel Salaries Supplemental 109478</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	CSR Benefits 3000-3999: Employee Benefits Supplemental 46570 Increase in Instructional Aide days 2000-2999: Classified Personnel Salaries Supplemental 3881 Increase in Instructional Aide days 3000-3999: Employee Benefits Supplemental 1639	CSR Benefits 3000-3999: Employee Benefits Supplemental 40492 Increase in Instructional Aide days 2000-2999: Classified Personnel Salaries Supplemental 3706 Increase in Instructional Aide days 3000-3999: Employee Benefits Supplemental 1603
Implement the Common Core in all content areas TK-8.	Curriculum (ELA, Amplify) 4000- 4999: Books And Supplies Base 15000 Curriculum (science, social studies, other) 4000-4999: Books And Supplies Base 35000	Curriculum (ELA, Amplify) 4000- 4999: Books And Supplies Base 5315 Curriculum (science, social studies, other) 4000-4999: Books And Supplies Base 0
Provide professional development to staff to implement common core, MTSS, PBIS and other initiatives that support best practice.	Professional development 5000- 5999: Services And Other Operating Expenditures Supplemental 16259 TCDE trainings 5000-5999: Services And Other Operating Expenditures Supplemental 3195 Technology, common core, and college & career preparation 5000-5999: Services And Other Operating Expenditures Supplemental 500	Professional development 5000- 5999: Services And Other Operating Expenditures Supplemental 12838 TCDE trainings 5000-5999: Services And Other Operating Expenditures Supplemental 200 Technology, common core, and college & career preparation 5000-5999: Services And Other Operating Expenditures Supplemental 0
Maintain a TK-8 Multi-Tiered System of Supports (MTSS) that includes Response to Intervention (RTI), English Language Development (ELD), Resource support (RSP), and social/emotional/behavior supports for identified students.	Intervention Coordinator, reduced to .8 1000-1999: Certificated Personnel Salaries Concentration 70889 Intervention Coordinator 3000- 3999: Employee Benefits Concentration 26668	Intervention Coordinator, reduced to .8 1000-1999: Certificated Personnel Salaries Concentration 70889 Intervention Coordinator 3000- 3999: Employee Benefits Concentration 18754

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	RTI Teacher 1000-1999: Certificated Personnel Salaries Concentration 68517 RTI Teacher 3000-3999: Employee Benefits Concentration 28425 Hire 2.0 Education Specialist (MOU with TCDE for 1.4) 1000- 1999: Certificated Personnel Salaries Special Education Reimbursement 110333 1.4 Education Specialists 3000- 3999: Employee Benefits Special Education Reimbursement 49724 Hire 1.0 ELD Teacher 1000-1999: Certificated Personnel Salaries Federal 68517 Hire 1.0 ELD Teacher 3000-3999: Employee Benefits Federal 33797 Instructional aides to support MTSS; including ELD and RSP 2000-2999: Classified Personnel Salaries Supplemental 65910 Instructional aides to support MTSS & RSP 3000-3999: Employee Benefits Supplemental 24865	RTI Teacher 1000-1999: Certificated Personnel Salaries Concentration 68517 RTI Teacher 3000-3999: Employee Benefits Concentration 27604 Hire 2.0 Education Specialist (MOU with TCDE for 1.4) 1000- 1999: Certificated Personnel Salaries Special Education Reimbursement 110333 1.4 Education Specialists 3000- 3999: Employee Benefits Special Education Reimbursement 49308 Hire 1.0 ELD Teacher 1000-1999: Certificated Personnel Salaries Federal 68517 Hire 1.0 ELD Teacher 3000-3999: Employee Benefits Federal 32992 Instructional aides to support MTSS; including ELD and RSP 2000-2999: Classified Personnel Salaries Supplemental 29119 Instructional aides to support MTSS & RSP 3000-3999: Employee Benefits Supplemental 8895
Implement technology, the Next Generation Science Standards (NGSS) and STEM (Science, Technology, Engineering, and Math) TK-8.	Hire technology teacher 1000- 1999: Certificated Personnel Salaries Supplemental 61470 technology teacher 3000-3999: Employee Benefits Supplemental 26301	Hire technology teacher 1000- 1999: Certificated Personnel Salaries Supplemental 61470 technology teacher 3000-3999: Employee Benefits Supplemental 25988

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Technology (hardware). Maintain level of existing hardware (\$10,000 yearly). 4000-4999: Books And Supplies Base 10000</p> <p>Purchase technology to implement technology, NGSS, and STEAM: Chromebooks, support for one-to-one devices, iPads, headphones, projectors, etc. 4000-4999: Books And Supplies Supp/Conc 33000</p> <p>Technology services: Digital Streaming and related tech services (MOU with TCDE for IT services). 5800: Professional/Consulting Services And Operating Expenditures Base 41990</p>	<p>Technology (hardware). Maintain level of existing hardware (\$10,000 yearly). 4000-4999: Books And Supplies Base 10000</p> <p>Purchase technology to implement technology, NGSS, and STEAM: Chromebooks, support for one-to-one devices, iPads, headphones, projectors, etc. 4000-4999: Books And Supplies Supp/Conc 27166</p> <p>Technology services: Digital Streaming and related tech services (MOU with TCDE for IT services). 5800: Professional/Consulting Services And Operating Expenditures Base 32000</p>
Purchase intervention and enrichment software programs and curriculum to support core instruction, MTSS, ELD, RSP.	<p>Software programs (varies): Renaissance, Reflex, Imagine Learning, Lexia 5000-5999: Services And Other Operating Expenditures Supplemental 36679</p> <p>Intervention curriculum (varies): Susan Barton, 5000-5999: Services And Other Operating Expenditures Supplemental 1700</p> <p>Data management/assessment for MTSS: Aimsweb 5000-5999: Services And Other Operating Expenditures Supplemental 1170</p>	<p>Software programs (varies): Renaissance, Reflex, Imagine Learning, Lexia 5000-5999: Services And Other Operating Expenditures Supplemental 23250</p> <p>Intervention curriculum (varies): Susan Barton, 5000-5999: Services And Other Operating Expenditures Supplemental 311</p> <p>Data management/assessment for MTSS: Aimsweb 5000-5999: Services And Other Operating Expenditures Supplemental 1649</p>
Offer extended-day learning opportunities and enrichment learning opportunities through additional instructional minutes, extended TK/K program, Early Back (when funded), Latina Leadership, 6th grade	Teaching Staff Salaries: Extra instructional minutes 1000-1999: Certificated Personnel Salaries Concentration 26860	Teaching Staff Salaries: Extra instructional minutes 1000-1999: Certificated Personnel Salaries Concentration 26642

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
environmental camp (emphasis on NGSS), SERRF/Summer SERRF, and school readiness outreach.	<p>Teaching Staff Salaries: Extra instructional minutes 3000-3999: Employee Benefits Concentration 10735</p> <p>Increase in Instructional Aide time due to extended day-included in Action 1 2000-2999: Classified Personnel Salaries Supplemental 0</p> <p>Summer SERRF: transportation 2000-2999: Classified Personnel Salaries Supplemental 3000</p> <p>Custodial Support for SERRF 2000-2999: Classified Personnel Salaries Supp/Conc 0</p> <p>Custodial Support for SERRF 3000-3999: Employee Benefits Supp/Conc 0</p> <p>Whiskeytown Environmental School 5000-5999: Services And Other Operating Expenditures Supp/Conc 7500</p> <p>Summer SERRF: transportation 3000-3999: Employee Benefits Supplemental 750</p> <p>Summer SERRF Scholarships 5000-5999: Services And Other Operating Expenditures Supp/Conc 500</p> <p>Operations (Electrical) support of SERRF program 5000-5999: Services And Other Operating Expenditures Supp/Conc 0</p>	<p>Teaching Staff Salaries: Extra instructional minutes 3000-3999: Employee Benefits Concentration 10421</p> <p>Increase in Instructional Aide time due to extended day-included in Action 1 2000-2999: Classified Personnel Salaries Supplemental 0</p> <p>Summer SERRF: transportation 2000-2999: Classified Personnel Salaries Supplemental 1787</p> <p>Custodial Support for SERRF 2000-2999: Classified Personnel Salaries Supp/Conc 0</p> <p>Custodial Support for SERRF 3000-3999: Employee Benefits Supp/Conc 0</p> <p>Whiskeytown Environmental School 5000-5999: Services And Other Operating Expenditures Supp/Conc 6120</p> <p>Summer SERRF: transportation 3000-3999: Employee Benefits Supplemental 546</p> <p>Summer SERRF Scholarships 5000-5999: Services And Other Operating Expenditures Supp/Conc 800</p> <p>Operations (Electrical) support of SERRF program 5000-5999: Services And Other Operating Expenditures Supp/Conc 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase college and career awareness.	Bridge to College and Career (7-8 grades) 5000-5999: Services And Other Operating Expenditures Base 300 NEU Connect 4000-4999: Books And Supplies Base 130 NEU resources 5800: Professional/Consulting Services And Operating Expenditures Base 600 NEU conference (professional development-network) 5000-5999: Services And Other Operating Expenditures Base 0	Bridge to College and Career (7-8 grades) 5000-5999: Services And Other Operating Expenditures Base 0 NEU Connect 4000-4999: Books And Supplies Base 149 NEU resources 5800: Professional/Consulting Services And Operating Expenditures Base 0 NEU conference (professional development-network) 5000-5999: Services And Other Operating Expenditures Base 816
Maintain a Media Resource Center.	Media center employee 2000-2999: Classified Personnel Salaries Supplemental 23799 Media center employee 3000-3999: Employee Benefits Supplemental 7529 Librarian consult (TCDE contract) - No charge 5000-5999: Services And Other Operating Expenditures Base 2500	Media center employee 2000-2999: Classified Personnel Salaries Supplemental 23799 Media center employee 3000-3999: Employee Benefits Supplemental 7270 Librarian consult (TCDE contract) - No charge 5000-5999: Services And Other Operating Expenditures Base 2500

Goal Analysis

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

Gerber School closed and went to full distance learning in March of 2020 due to the COVID-19 pandemic. Our focus shifted from our normal school operations to adapt to distance learning and taking care of employees and the community. Many of our planned actions and services were not implemented due to this shift. Funds were instead used to support meal service to all kids ages 0-18. The school created a system that delivered lunches daily to 4 locations in the community and also offered door to door service if parents

were unable to make it to the assigned locations. Funds were also used to support professional development for staff in the area of distanced and social and emotional learning.

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

The challenges to implementing these goals absolutely centered around the fact that we were distanced due to the COVID-19 pandemic. Many of our students didn't have computer devices or internet access and in some cases just reaching families was difficult due to incorrect or absent contact information. We began the journey of simply updating contact information and making connections with every student and/or parent each week. Contact was made primarily through phone conversations but also through REMIND and email messages or home visits. The district created a master document that we tracked our personal contact with kids/families and made it our priority to make a personal connection each week. Our ELD teacher and other bilingual assistants were assigned to help support our Spanish speaking families

Our success lies within our commitment to students and the community. In addition to prioritizing weekly personal contact, the district implemented a meal service plan. The plan provided breakfast and lunch daily to all kids up to 18 years of age. The meal service plan was well received and we averaged hundreds of lunches and breakfasts daily. The staff worked collaboratively to make this happen. Teachers, classified staff and administrators spent time preparing the meals and then helped distribute at delivery sites. Parents and students were excited to see Gerber staff each day and it helped maintain connections to families. Another success was our ability to shift to distance learning in the midst of about two weeks. The school leadership team worked diligently leading into and during the 2020 spring break. We created a plan that incorporated SEL and academic supports through Google Classroom. Teachers were asked to provide a Week At A Glance (WAAG) for lesson planning and post to their google classrooms weekly. Google classrooms were shared with support teachers and admin team each week. Special education and ELD teachers worked to modify the WAAG so that it was relevant and appropriate for each student.

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	CSR Benefits 3000-3999: Employee Benefits Supplemental 46570 Increase in Instructional Aide days 2000-2999: Classified Personnel Salaries Supplemental 3881 Increase in Instructional Aide days 3000-3999: Employee Benefits Supplemental 1639	CSR Benefits 3000-3999: Employee Benefits Supplemental 40492 Increase in Instructional Aide days 2000-2999: Classified Personnel Salaries Supplemental 3706 Increase in Instructional Aide days 3000-3999: Employee Benefits Supplemental 1603
Implement the Common Core in all content areas TK-8.	Curriculum (ELA, Amplify) 4000- 4999: Books And Supplies Base 15000 Curriculum (science, social studies, other) 4000-4999: Books And Supplies Base 35000	Curriculum (ELA, Amplify) 4000- 4999: Books And Supplies Base 5315 Curriculum (science, social studies, other) 4000-4999: Books And Supplies Base 0
Provide professional development to staff to implement common core, MTSS, PBIS and other initiatives that support best practice.	Professional development 5000- 5999: Services And Other Operating Expenditures Supplemental 16259 TCDE trainings 5000-5999: Services And Other Operating Expenditures Supplemental 3195 Technology, common core, and college & career preparation 5000-5999: Services And Other Operating Expenditures Supplemental 500	Professional development 5000- 5999: Services And Other Operating Expenditures Supplemental 12838 TCDE trainings 5000-5999: Services And Other Operating Expenditures Supplemental 200 Technology, common core, and college & career preparation 5000-5999: Services And Other Operating Expenditures Supplemental 0
Maintain a TK-8 Multi-Tiered System of Supports (MTSS) that includes Response to Intervention (RTI), English Language Development (ELD), Resource support (RSP), and social/emotional/behavior supports for identified students.	Intervention Coordinator, reduced to .8 1000-1999: Certificated Personnel Salaries Concentration 70889 Intervention Coordinator 3000- 3999: Employee Benefits Concentration 26668	Intervention Coordinator, reduced to .8 1000-1999: Certificated Personnel Salaries Concentration 70889 Intervention Coordinator 3000- 3999: Employee Benefits Concentration 18754

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	RTI Teacher 1000-1999: Certificated Personnel Salaries Concentration 68517 RTI Teacher 3000-3999: Employee Benefits Concentration 28425 Hire 2.0 Education Specialist (MOU with TCDE for 1.4) 1000- 1999: Certificated Personnel Salaries Special Education Reimbursement 110333 1.4 Education Specialists 3000- 3999: Employee Benefits Special Education Reimbursement 49724 Hire 1.0 ELD Teacher 1000-1999: Certificated Personnel Salaries Federal 68517 Hire 1.0 ELD Teacher 3000-3999: Employee Benefits Federal 33797 Instructional aides to support MTSS; including ELD and RSP 2000-2999: Classified Personnel Salaries Supplemental 65910 Instructional aides to support MTSS & RSP 3000-3999: Employee Benefits Supplemental 24865	RTI Teacher 1000-1999: Certificated Personnel Salaries Concentration 68517 RTI Teacher 3000-3999: Employee Benefits Concentration 27604 Hire 2.0 Education Specialist (MOU with TCDE for 1.4) 1000- 1999: Certificated Personnel Salaries Special Education Reimbursement 110333 1.4 Education Specialists 3000- 3999: Employee Benefits Special Education Reimbursement 49308 Hire 1.0 ELD Teacher 1000-1999: Certificated Personnel Salaries Federal 68517 Hire 1.0 ELD Teacher 3000-3999: Employee Benefits Federal 32992 Instructional aides to support MTSS; including ELD and RSP 2000-2999: Classified Personnel Salaries Supplemental 29119 Instructional aides to support MTSS & RSP 3000-3999: Employee Benefits Supplemental 8895
Implement technology, the Next Generation Science Standards (NGSS) and STEM (Science, Technology, Engineering, and Math) TK-8.	Hire technology teacher 1000- 1999: Certificated Personnel Salaries Supplemental 61470 technology teacher 3000-3999: Employee Benefits Supplemental 26301	Hire technology teacher 1000- 1999: Certificated Personnel Salaries Supplemental 61470 technology teacher 3000-3999: Employee Benefits Supplemental 25988

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Technology (hardware). Maintain level of existing hardware (\$10,000 yearly). 4000-4999: Books And Supplies Base 10000</p> <p>Purchase technology to implement technology, NGSS, and STEAM: Chromebooks, support for one-to-one devices, iPads, headphones, projectors, etc. 4000-4999: Books And Supplies Supp/Conc 33000</p> <p>Technology services: Digital Streaming and related tech services (MOU with TCDE for IT services). 5800: Professional/Consulting Services And Operating Expenditures Base 41990</p>	<p>Technology (hardware). Maintain level of existing hardware (\$10,000 yearly). 4000-4999: Books And Supplies Base 10000</p> <p>Purchase technology to implement technology, NGSS, and STEAM: Chromebooks, support for one-to-one devices, iPads, headphones, projectors, etc. 4000-4999: Books And Supplies Supp/Conc 27166</p> <p>Technology services: Digital Streaming and related tech services (MOU with TCDE for IT services). 5800: Professional/Consulting Services And Operating Expenditures Base 32000</p>
Purchase intervention and enrichment software programs and curriculum to support core instruction, MTSS, ELD, RSP.	<p>Software programs (varies): Renaissance, Reflex, Imagine Learning, Lexia 5000-5999: Services And Other Operating Expenditures Supplemental 36679</p> <p>Intervention curriculum (varies): Susan Barton, 5000-5999: Services And Other Operating Expenditures Supplemental 1700</p> <p>Data management/assessment for MTSS: Aimsweb 5000-5999: Services And Other Operating Expenditures Supplemental 1170</p>	<p>Software programs (varies): Renaissance, Reflex, Imagine Learning, Lexia 5000-5999: Services And Other Operating Expenditures Supplemental 23250</p> <p>Intervention curriculum (varies): Susan Barton, 5000-5999: Services And Other Operating Expenditures Supplemental 311</p> <p>Data management/assessment for MTSS: Aimsweb 5000-5999: Services And Other Operating Expenditures Supplemental 1649</p>
Offer extended-day learning opportunities and enrichment learning opportunities through additional instructional minutes, extended TK/K program, Early Back (when funded), Latina Leadership, 6th grade	Teaching Staff Salaries: Extra instructional minutes 1000-1999: Certificated Personnel Salaries Concentration 26860	Teaching Staff Salaries: Extra instructional minutes 1000-1999: Certificated Personnel Salaries Concentration 26642

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
environmental camp (emphasis on NGSS), SERRF/Summer SERRF, and school readiness outreach.	<p>Teaching Staff Salaries: Extra instructional minutes 3000-3999: Employee Benefits Concentration 10735</p> <p>Increase in Instructional Aide time due to extended day-included in Action 1 2000-2999: Classified Personnel Salaries Supplemental 0</p> <p>Summer SERRF: transportation 2000-2999: Classified Personnel Salaries Supplemental 3000</p> <p>Custodial Support for SERRF 2000-2999: Classified Personnel Salaries Supp/Conc 0</p> <p>Custodial Support for SERRF 3000-3999: Employee Benefits Supp/Conc 0</p> <p>Whiskeytown Environmental School 5000-5999: Services And Other Operating Expenditures Supp/Conc 7500</p> <p>Summer SERRF: transportation 3000-3999: Employee Benefits Supplemental 750</p> <p>Summer SERRF Scholarships 5000-5999: Services And Other Operating Expenditures Supp/Conc 500</p> <p>Operations (Electrical) support of SERRF program 5000-5999: Services And Other Operating Expenditures Supp/Conc 0</p>	<p>Teaching Staff Salaries: Extra instructional minutes 3000-3999: Employee Benefits Concentration 10421</p> <p>Increase in Instructional Aide time due to extended day-included in Action 1 2000-2999: Classified Personnel Salaries Supplemental 0</p> <p>Summer SERRF: transportation 2000-2999: Classified Personnel Salaries Supplemental 1787</p> <p>Custodial Support for SERRF 2000-2999: Classified Personnel Salaries Supp/Conc 0</p> <p>Custodial Support for SERRF 3000-3999: Employee Benefits Supp/Conc 0</p> <p>Whiskeytown Environmental School 5000-5999: Services And Other Operating Expenditures Supp/Conc 6120</p> <p>Summer SERRF: transportation 3000-3999: Employee Benefits Supplemental 546</p> <p>Summer SERRF Scholarships 5000-5999: Services And Other Operating Expenditures Supp/Conc 800</p> <p>Operations (Electrical) support of SERRF program 5000-5999: Services And Other Operating Expenditures Supp/Conc 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase college and career awareness.	Bridge to College and Career (7-8 grades) 5000-5999: Services And Other Operating Expenditures Base 300 NEU Connect 4000-4999: Books And Supplies Base 130 NEU resources 5800: Professional/Consulting Services And Operating Expenditures Base 600 NEU conference (professional development-network) 5000-5999: Services And Other Operating Expenditures Base 0	Bridge to College and Career (7-8 grades) 5000-5999: Services And Other Operating Expenditures Base 0 NEU Connect 4000-4999: Books And Supplies Base 149 NEU resources 5800: Professional/Consulting Services And Operating Expenditures Base 0 NEU conference (professional development-network) 5000-5999: Services And Other Operating Expenditures Base 816
Maintain a Media Resource Center.	Media center employee 2000-2999: Classified Personnel Salaries Supplemental 23799 Media center employee 3000-3999: Employee Benefits Supplemental 7529 Librarian consult (TCDE contract) - No charge 5000-5999: Services And Other Operating Expenditures Base 2500	Media center employee 2000-2999: Classified Personnel Salaries Supplemental 23799 Media center employee 3000-3999: Employee Benefits Supplemental 7270 Librarian consult (TCDE contract) - No charge 5000-5999: Services And Other Operating Expenditures Base 2500

Goal Analysis

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

Gerber School closed and went to full distance learning in March of 2020 due to the COVID-19 pandemic. Our focus shifted from our normal school operations to adapt to distance learning and taking care of employees and the community. Many of our planned actions and services were not implemented due to this shift. Funds were instead used to support meal service to all kids ages 0-18. The school created a system that delivered lunches daily to 4 locations in the community and also offered door to door service if parents



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

LEA Name	Contact Name and Title	Email and Phone
Gerber Union Elementary School District	Jenny Montoya Superintendent/Principal	jmontoya@gerberschool.org 530-385-1041

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

Goal 1

All students will be taught by highly qualified teachers and have access to standards aligned materials. Students will make growth towards distance to level 3 proficiency standards in ELA and math. A Multi-Tiered System of Supports (MTSS) will be implemented that offers a clear process for providing Tier 1-3 supports and services for the whole child. Emphasis on STEM related lessons and opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1) California Dashboard: LCFF Evaluation Rubrics/Distance to Level 3 and Color status 2) CAASPP (State assessment) 3) English Learner progress 4) STAR 360 -- (Local assessment) 5) Aimsweb (Learning Center Only)-- (Local assessment)	Due to the COVID-19 pandemic, we were unable to administer end-of-year benchmark assessments and do not have data to report.

Expected	Actual																		
<p>19-20</p> <p>Math Distance to Level 3 targets:</p> <p>Overall: 51</p> <p>EL: 55</p> <p>SED: 58</p> <p>Students w/disabilities: 80</p> <p>Hispanic: 58</p> <p>White: 50</p> <p>ELA Distance to Level 3 targets:</p> <p>Overall: 45</p> <p>EL: 48</p> <p>SED: 48</p> <p>Students w/disabilities: 91</p> <p>Hispanic: 46</p> <p>White: 26</p> <p>Color status and performance in each performance band will maintain or increase status.</p> <p>Eliminate this indicator, focus is on distance to level 3</p> <p>English Learner Progress will maintain or increase status at High/Green.</p> <p>Local assessment RenLearn: Percentage of students scoring proficient or higher will increase by 1% or more in ELA and math.</p> <p>Early Lit.</p> <table><tr><td>17-18</td><td>18-19</td></tr><tr><td>K</td><td>N/A 14%</td></tr><tr><td>1</td><td>N/A 7%</td></tr></table> <p>STAR Reading</p> <table><tr><td>17-18</td><td>18-19</td></tr><tr><td>2</td><td>21% 26%</td></tr><tr><td>3</td><td>22% 15%</td></tr><tr><td>4</td><td>20% 29%</td></tr><tr><td>5</td><td>25% 26%</td></tr><tr><td>6</td><td>21% 110%</td></tr></table>	17-18	18-19	K	N/A 14%	1	N/A 7%	17-18	18-19	2	21% 26%	3	22% 15%	4	20% 29%	5	25% 26%	6	21% 110%	
17-18	18-19																		
K	N/A 14%																		
1	N/A 7%																		
17-18	18-19																		
2	21% 26%																		
3	22% 15%																		
4	20% 29%																		
5	25% 26%																		
6	21% 110%																		

Expected	Actual
<p>Metric/Indicator College and Career readiness</p> <p>19-20 All 6-8 grade students will have access to the Bridge to College and Career program. Gerber will maintain membership in the NEU network.</p> <p>Baseline Implement Bridge to College and Career readiness program. NEU participation.</p>	<p>All 6-8 grade students had access to the Bridge and College and Career program until March 2020. Gerber School maintained membership in the NEU Network.</p>
<p>Metric/Indicator Technology implementation</p> <p>19-20 Maintain 1:1 devices for all students grades 1-8</p> <p>Baseline 1:1 devices have been purchased for all students grades 2-8</p>	<p>Maintained 1:1 devices for all students in grades 1-8. Kindergarten students have access to iPads.</p>
<p>Metric/Indicator Common Core State Standards implementation</p> <p>19-20 Purchase CCSS history and science materials as funds permit.</p> <p>Baseline CCSS ELA/ELD and Math curriculum have been purchased and implemented in all grades.</p>	<p>All grades implemented the CCSS.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Because the best intervention is strong first instruction, GUESD will maintain an increased instructional day to provide additional learning opportunities. GUESD will maintain the CSR ratio of 24:1.</p>	<p>CSR Salaries 1000-1999: Certificated Personnel Salaries Supplemental 107482</p>	<p>CSR Salaries 1000-1999: Certificated Personnel Salaries Supplemental 109478</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	CSR Benefits 3000-3999: Employee Benefits Supplemental 46570 Increase in Instructional Aide days 2000-2999: Classified Personnel Salaries Supplemental 3881 Increase in Instructional Aide days 3000-3999: Employee Benefits Supplemental 1639	CSR Benefits 3000-3999: Employee Benefits Supplemental 40492 Increase in Instructional Aide days 2000-2999: Classified Personnel Salaries Supplemental 3706 Increase in Instructional Aide days 3000-3999: Employee Benefits Supplemental 1603
Implement the Common Core in all content areas TK-8.	Curriculum (ELA, Amplify) 4000-4999: Books And Supplies Base 15000 Curriculum (science, social studies, other) 4000-4999: Books And Supplies Base 35000	Curriculum (ELA, Amplify) 4000-4999: Books And Supplies Base 5315 Curriculum (science, social studies, other) 4000-4999: Books And Supplies Base 0
Provide professional development to staff to implement common core, MTSS, PBIS and other initiatives that support best practice.	Professional development 5000-5999: Services And Other Operating Expenditures Supplemental 16259 TCDE trainings 5000-5999: Services And Other Operating Expenditures Supplemental 3195 Technology, common core, and college & career preparation 5000-5999: Services And Other Operating Expenditures Supplemental 500	Professional development 5000-5999: Services And Other Operating Expenditures Supplemental 12838 TCDE trainings 5000-5999: Services And Other Operating Expenditures Supplemental 200 Technology, common core, and college & career preparation 5000-5999: Services And Other Operating Expenditures Supplemental 0
Maintain a TK-8 Multi-Tiered System of Supports (MTSS) that includes Response to Intervention (RTI), English Language Development (ELD), Resource support (RSP), and social/emotional/behavior supports for identified students.	Intervention Coordinator, reduced to .8 1000-1999: Certificated Personnel Salaries Concentration 70889 Intervention Coordinator 3000-3999: Employee Benefits Concentration 26668	Intervention Coordinator, reduced to .8 1000-1999: Certificated Personnel Salaries Concentration 70889 Intervention Coordinator 3000-3999: Employee Benefits Concentration 18754

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	RTI Teacher 1000-1999: Certificated Personnel Salaries Concentration 68517 RTI Teacher 3000-3999: Employee Benefits Concentration 28425 Hire 2.0 Education Specialist (MOU with TCDE for 1.4) 1000- 1999: Certificated Personnel Salaries Special Education Reimbursement 110333 1.4 Education Specialists 3000- 3999: Employee Benefits Special Education Reimbursement 49724 Hire 1.0 ELD Teacher 1000-1999: Certificated Personnel Salaries Federal 68517 Hire 1.0 ELD Teacher 3000-3999: Employee Benefits Federal 33797 Instructional aides to support MTSS; including ELD and RSP 2000-2999: Classified Personnel Salaries Supplemental 65910 Instructional aides to support MTSS & RSP 3000-3999: Employee Benefits Supplemental 24865	RTI Teacher 1000-1999: Certificated Personnel Salaries Concentration 68517 RTI Teacher 3000-3999: Employee Benefits Concentration 27604 Hire 2.0 Education Specialist (MOU with TCDE for 1.4) 1000- 1999: Certificated Personnel Salaries Special Education Reimbursement 110333 1.4 Education Specialists 3000- 3999: Employee Benefits Special Education Reimbursement 49308 Hire 1.0 ELD Teacher 1000-1999: Certificated Personnel Salaries Federal 68517 Hire 1.0 ELD Teacher 3000-3999: Employee Benefits Federal 32992 Instructional aides to support MTSS; including ELD and RSP 2000-2999: Classified Personnel Salaries Supplemental 29119 Instructional aides to support MTSS & RSP 3000-3999: Employee Benefits Supplemental 8895
Implement technology, the Next Generation Science Standards (NGSS) and STEM (Science, Technology, Engineering, and Math) TK-8.	Hire technology teacher 1000- 1999: Certificated Personnel Salaries Supplemental 61470 technology teacher 3000-3999: Employee Benefits Supplemental 26301	Hire technology teacher 1000- 1999: Certificated Personnel Salaries Supplemental 61470 technology teacher 3000-3999: Employee Benefits Supplemental 25988

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1) California Dashboard: LCFF Evaluation Rubrics/Distance to Level 3 and Color status 2) CAASPP (State assessment) 3) English Learner progress 4) STAR 360 -- (Local assessment) 5) Aimsweb (Learning Center Only)-- (Local assessment)	Due to the COVID-19 pandemic, we were unable to administer end-of-year benchmark assessments and do not have data to report.

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	RTI Teacher 1000-1999: Certificated Personnel Salaries Concentration 68517 RTI Teacher 3000-3999: Employee Benefits Concentration 28425 Hire 2.0 Education Specialist (MOU with TCDE for 1.4) 1000- 1999: Certificated Personnel Salaries Special Education Reimbursement 110333 1.4 Education Specialists 3000- 3999: Employee Benefits Special Education Reimbursement 49724 Hire 1.0 ELD Teacher 1000-1999: Certificated Personnel Salaries Federal 68517 Hire 1.0 ELD Teacher 3000-3999: Employee Benefits Federal 33797 Instructional aides to support MTSS; including ELD and RSP 2000-2999: Classified Personnel Salaries Supplemental 65910 Instructional aides to support MTSS & RSP 3000-3999: Employee Benefits Supplemental 24865	RTI Teacher 1000-1999: Certificated Personnel Salaries Concentration 68517 RTI Teacher 3000-3999: Employee Benefits Concentration 27604 Hire 2.0 Education Specialist (MOU with TCDE for 1.4) 1000- 1999: Certificated Personnel Salaries Special Education Reimbursement 110333 1.4 Education Specialists 3000- 3999: Employee Benefits Special Education Reimbursement 49308 Hire 1.0 ELD Teacher 1000-1999: Certificated Personnel Salaries Federal 68517 Hire 1.0 ELD Teacher 3000-3999: Employee Benefits Federal 32992 Instructional aides to support MTSS; including ELD and RSP 2000-2999: Classified Personnel Salaries Supplemental 29119 Instructional aides to support MTSS & RSP 3000-3999: Employee Benefits Supplemental 8895
Implement technology, the Next Generation Science Standards (NGSS) and STEM (Science, Technology, Engineering, and Math) TK-8.	Hire technology teacher 1000- 1999: Certificated Personnel Salaries Supplemental 61470 technology teacher 3000-3999: Employee Benefits Supplemental 26301	Hire technology teacher 1000- 1999: Certificated Personnel Salaries Supplemental 61470 technology teacher 3000-3999: Employee Benefits Supplemental 25988

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Technology (hardware). Maintain level of existing hardware (\$10,000 yearly). 4000-4999: Books And Supplies Base 10000</p> <p>Purchase technology to implement technology, NGSS, and STEAM: Chromebooks, support for one-to-one devices, iPads, headphones, projectors, etc. 4000-4999: Books And Supplies Supp/Conc 33000</p> <p>Technology services: Digital Streaming and related tech services (MOU with TCDE for IT services). 5800: Professional/Consulting Services And Operating Expenditures Base 41990</p>	<p>Technology (hardware). Maintain level of existing hardware (\$10,000 yearly). 4000-4999: Books And Supplies Base 10000</p> <p>Purchase technology to implement technology, NGSS, and STEAM: Chromebooks, support for one-to-one devices, iPads, headphones, projectors, etc. 4000-4999: Books And Supplies Supp/Conc 27166</p> <p>Technology services: Digital Streaming and related tech services (MOU with TCDE for IT services). 5800: Professional/Consulting Services And Operating Expenditures Base 32000</p>
Purchase intervention and enrichment software programs and curriculum to support core instruction, MTSS, ELD, RSP.	<p>Software programs (varies): Renaissance, Reflex, Imagine Learning, Lexia 5000-5999: Services And Other Operating Expenditures Supplemental 36679</p> <p>Intervention curriculum (varies): Susan Barton, 5000-5999: Services And Other Operating Expenditures Supplemental 1700</p> <p>Data management/assessment for MTSS: Aimsweb 5000-5999: Services And Other Operating Expenditures Supplemental 1170</p>	<p>Software programs (varies): Renaissance, Reflex, Imagine Learning, Lexia 5000-5999: Services And Other Operating Expenditures Supplemental 23250</p> <p>Intervention curriculum (varies): Susan Barton, 5000-5999: Services And Other Operating Expenditures Supplemental 311</p> <p>Data management/assessment for MTSS: Aimsweb 5000-5999: Services And Other Operating Expenditures Supplemental 1649</p>
Offer extended-day learning opportunities and enrichment learning opportunities through additional instructional minutes, extended TK/K program, Early Back (when funded), Latina Leadership, 6th grade	Teaching Staff Salaries: Extra instructional minutes 1000-1999: Certificated Personnel Salaries Concentration 26860	Teaching Staff Salaries: Extra instructional minutes 1000-1999: Certificated Personnel Salaries Concentration 26642

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
environmental camp (emphasis on NGSS), SERRF/Summer SERRF, and school readiness outreach.	<p>Teaching Staff Salaries: Extra instructional minutes 3000-3999: Employee Benefits Concentration 10735</p> <p>Increase in Instructional Aide time due to extended day-included in Action 1 2000-2999: Classified Personnel Salaries Supplemental 0</p> <p>Summer SERRF: transportation 2000-2999: Classified Personnel Salaries Supplemental 3000</p> <p>Custodial Support for SERRF 2000-2999: Classified Personnel Salaries Supp/Conc 0</p> <p>Custodial Support for SERRF 3000-3999: Employee Benefits Supp/Conc 0</p> <p>Whiskeytown Environmental School 5000-5999: Services And Other Operating Expenditures Supp/Conc 7500</p> <p>Summer SERRF: transportation 3000-3999: Employee Benefits Supplemental 750</p> <p>Summer SERRF Scholarships 5000-5999: Services And Other Operating Expenditures Supp/Conc 500</p> <p>Operations (Electrical) support of SERRF program 5000-5999: Services And Other Operating Expenditures Supp/Conc 0</p>	<p>Teaching Staff Salaries: Extra instructional minutes 3000-3999: Employee Benefits Concentration 10421</p> <p>Increase in Instructional Aide time due to extended day-included in Action 1 2000-2999: Classified Personnel Salaries Supplemental 0</p> <p>Summer SERRF: transportation 2000-2999: Classified Personnel Salaries Supplemental 1787</p> <p>Custodial Support for SERRF 2000-2999: Classified Personnel Salaries Supp/Conc 0</p> <p>Custodial Support for SERRF 3000-3999: Employee Benefits Supp/Conc 0</p> <p>Whiskeytown Environmental School 5000-5999: Services And Other Operating Expenditures Supp/Conc 6120</p> <p>Summer SERRF: transportation 3000-3999: Employee Benefits Supplemental 546</p> <p>Summer SERRF Scholarships 5000-5999: Services And Other Operating Expenditures Supp/Conc 800</p> <p>Operations (Electrical) support of SERRF program 5000-5999: Services And Other Operating Expenditures Supp/Conc 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase college and career awareness.	Bridge to College and Career (7-8 grades) 5000-5999: Services And Other Operating Expenditures Base 300 NEU Connect 4000-4999: Books And Supplies Base 130 NEU resources 5800: Professional/Consulting Services And Operating Expenditures Base 600 NEU conference (professional development-network) 5000-5999: Services And Other Operating Expenditures Base 0	Bridge to College and Career (7-8 grades) 5000-5999: Services And Other Operating Expenditures Base 0 NEU Connect 4000-4999: Books And Supplies Base 149 NEU resources 5800: Professional/Consulting Services And Operating Expenditures Base 0 NEU conference (professional development-network) 5000-5999: Services And Other Operating Expenditures Base 816
Maintain a Media Resource Center.	Media center employee 2000-2999: Classified Personnel Salaries Supplemental 23799 Media center employee 3000-3999: Employee Benefits Supplemental 7529 Librarian consult (TCDE contract) - No charge 5000-5999: Services And Other Operating Expenditures Base 2500	Media center employee 2000-2999: Classified Personnel Salaries Supplemental 23799 Media center employee 3000-3999: Employee Benefits Supplemental 7270 Librarian consult (TCDE contract) - No charge 5000-5999: Services And Other Operating Expenditures Base 2500

Goal Analysis

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

Gerber School closed and went to full distance learning in March of 2020 due to the COVID-19 pandemic. Our focus shifted from our normal school operations to adapt to distance learning and taking care of employees and the community. Many of our planned actions and services were not implemented due to this shift. Funds were instead used to support meal service to all kids ages 0-18. The school created a system that delivered lunches daily to 4 locations in the community and also offered door to door service if parents

were unable to make it to the assigned locations. Funds were also used to support professional development for staff in the area of distanced and social and emotional learning.

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

The challenges to implementing these goals absolutely centered around the fact that we were distanced due to the COVID-19 pandemic. Many of our students didn't have computer devices or internet access and in some cases just reaching families was difficult due to incorrect or absent contact information. We began the journey of simply updating contact information and making connections with every student and/or parent each week. Contact was made primarily through phone conversations but also through REMIND and email messages or home visits. The district created a master document that we tracked our personal contact with kids/families and made it our priority to make a personal connection each week. Our ELD teacher and other bilingual assistants were assigned to help support our Spanish speaking families

Our success lies within our commitment to students and the community. In addition to prioritizing weekly personal contact, the district implemented a meal service plan. The plan provided breakfast and lunch daily to all kids up to 18 years of age. The meal service plan was well received and we averaged hundreds of lunches and breakfasts daily. The staff worked collaboratively to make this happen. Teachers, classified staff and administrators spent time preparing the meals and then helped distribute at delivery sites. Parents and students were excited to see Gerber staff each day and it helped maintain connections to families. Another success was our ability to shift to distance learning in the midst of about two weeks. The school leadership team worked diligently leading into and during the 2020 spring break. We created a plan that incorporated SEL and academic supports through Google Classroom. Teachers were asked to provide a Week At A Glance (WAAG) for lesson planning and post to their google classrooms weekly. Google classrooms were shared with support teachers and admin team each week. Special education and ELD teachers worked to modify the WAAG so that it was relevant and appropriate for each student.

were unable to make it to the assigned locations. Funds were also used to support professional development for staff in the area of distanced and social and emotional learning.

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

The challenges to implementing these goals absolutely centered around the fact that we were distanced due to the COVID-19 pandemic. Many of our students didn't have computer devices or internet access and in some cases just reaching families was difficult due to incorrect or absent contact information. We began the journey of simply updating contact information and making connections with every student and/or parent each week. Contact was made primarily through phone conversations but also through REMIND and email messages or home visits. The district created a master document that we tracked our personal contact with kids/families and made it our priority to make a personal connection each week. Our ELD teacher and other bilingual assistants were assigned to help support our Spanish speaking families

Our success lies within our commitment to students and the community. In addition to prioritizing weekly personal contact, the district implemented a meal service plan. The plan provided breakfast and lunch daily to all kids up to 18 years of age. The meal service plan was well received and we averaged hundreds of lunches and breakfasts daily. The staff worked collaboratively to make this happen. Teachers, classified staff and administrators spent time preparing the meals and then helped distribute at delivery sites. Parents and students were excited to see Gerber staff each day and it helped maintain connections to families. Another success was our ability to shift to distance learning in the midst of about two weeks. The school leadership team worked diligently leading into and during the 2020 spring break. We created a plan that incorporated SEL and academic supports through Google Classroom. Teachers were asked to provide a Week At A Glance (WAAG) for lesson planning and post to their google classrooms weekly. Google classrooms were shared with support teachers and admin team each week. Special education and ELD teachers worked to modify the WAAG so that it was relevant and appropriate for each student.

Goal 2

GUESD will maintain a safe, positive, school culture that supports student and parent engagement, focuses on educating the whole child, and provides student support academically, socially, emotionally and behaviorally.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance Rate Suspension & Expulsion Rates Chronic Absenteeism Rate Parent Survey CHKS TFI - PBIS implementation	Due to the COVID-19 pandemic, GUESD was closed for in person learning and shifted to full distance learning in March 2020. There is no end-of-year data to report on from our metric/indicators. The district maintained supports for student engagement through distance learning. Staff also reached out to parents weekly via phone calls, REMIND messages, email and home visits.

Expected	Actual
<p>19-20 Maintain a healthy, safe, positive school culture where students and families feel connected and will have access to social and emotional support if needed. Parent Survey will be used to gauge school culture.</p> <p>Attendance rate schoolwide will be at least 90% per year as measured by P1&P2 data.</p> <p>Chronic absenteeism will stay at or below the state average.</p> <p>Suspension and expulsion rates will stay at or below the state average. Suspension status will remain in Green status or higher.</p> <p>Continue PBIS implementation.</p> <p>Baseline Attendance Rate: 95.86% Suspension Rate is Green status Chronic Absenteeism Rate 13.9% Parent Survey – 97.4% of parents surveyed felt that their child was safe at school</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Hire SEB support staff (behavior intervention coordinator, psychologist, counselor) to support students and families academically, socially, and emotionally.</p> <p>The Behavior Intervention Coordinator will oversee PBIS; help create an engaging, positive, school culture; work with students and teachers to</p>	<p>Maintain .6 FTE psychologist/counseling services as finances permit. Reduced 1000-1999: Certificated Personnel Salaries Supplemental 57694</p>	<p>Maintain .6 FTE psychologist/counseling services as finances permit. Reduced 1000-1999: Certificated Personnel Salaries Supplemental 57695</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>help support challenging behaviors; and work with classified and certificated staff to provide professional development for behavior. The psychologist will perform psych related services for the district and work collaboratively with SEB, MTSS, RSP and other PLC groups to provide services.</p> <p>The counselor will provide individual and small group services to students and work collaboratively with PLC teams to promote a positive, engaging and supportive school culture. All foster youth are referred to the counselor as well as homeless and at risk youth, when applicable.</p>	<p>psych/counseling services 3000-3999: Employee Benefits Supplemental 20888</p> <p>Maintain full-time Behavior Intervention Coordinator as finances permit 2000-2999: Classified Personnel Salaries Supp/Conc 85567</p> <p>BIC benefits 3000-3999: Employee Benefits Supp/Conc 39336</p> <p>Maintain full-time counselor as finances permit 1000-1999: Certificated Personnel Salaries Supp/Conc 79572</p> <p>Counselor benefits 3000-3999: Employee Benefits Supp/Conc 31026</p>	<p>psych/counseling services 3000-3999: Employee Benefits Supplemental 20237</p> <p>Maintain full-time Behavior Intervention Coordinator as finances permit 2000-2999: Classified Personnel Salaries Supp/Conc 85567</p> <p>BIC benefits 3000-3999: Employee Benefits Supp/Conc 38846</p> <p>Maintain full-time counselor as finances permit 1000-1999: Certificated Personnel Salaries Supp/Conc 79572</p> <p>Counselor benefits 3000-3999: Employee Benefits Supp/Conc 30124</p>
<p>Implement Positive Behavioral Interventions and Supports (PBIS) and the Nurtured Heart Approach (NHA).</p>	<p>Professional development related to PBIS and other positive supports for school culture and student behavior. (Nurtured Heart, Second Step, GoZen) 5000-5999: Services And Other Operating Expenditures Base 4000</p>	<p>Professional development related to PBIS and other positive supports for school culture and student behavior. (Nurtured Heart, Second Step, GoZen) 5000-5999: Services And Other Operating Expenditures Base 3064</p>
<p>Increase resiliency awareness. Gerber will continue to implement Rusty May and other programs and strategies that promote engagement, anti-bullying and building self-esteem.</p>	<p>Professional development. Growth Mindset, Nurtured Heart Assemblies. Character building, self-esteem, anti-bullying Rusty May subscription 5000-5999: Services And Other Operating Expenditures Supplemental 4000</p>	<p>Professional development. Growth Mindset, Nurtured Heart Assemblies. Character building, self-esteem, anti-bullying Rusty May subscription 5000-5999: Services And Other Operating Expenditures Supplemental 700</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Rusty May 5000-5999: Services And Other Operating Expenditures Supplemental 1500 Surveys - copy costs 4000-4999: Books And Supplies Base 100	Rusty May 5000-5999: Services And Other Operating Expenditures Supplemental 1196 Surveys - copy costs 4000-4999: Books And Supplies Base 100
Maintain communication in emergency situations. Partner with TCDE, law enforcement, and other agencies to promote a safe, positive school culture, and community contentedness.	Position related expense (contract with TCDE), Catapult 5000-5999: Services And Other Operating Expenditures Supp/Conc 1000	Position related expense (contract with TCDE), Catapult 5000-5999: Services And Other Operating Expenditures Supp/Conc 1188
Promote healthy lifestyle choices. Increase menu options to include more scratch cooking. Continue salad bar for upper grade students once a week. Hire Royal King dance production for two weeks.	Increase menu options, contribution to cafe, maintain free meals 7000-7439: Other Outgo Base 91851 Royal King Dance production 5000-5999: Services And Other Operating Expenditures Base 5000	Increase menu options, contribution to cafe, maintain free meals 7000-7439: Other Outgo Base 65452 Royal King Dance production 5000-5999: Services And Other Operating Expenditures Base 0
GUESD will provide multiple opportunities for parental involvement and community outreach, such as Back to School Night, Open House, Student Awards Assemblies that recognize both academics and character development, Community Outreach events, Parent-Teacher Conferences, Graduation, Halloween Carnival, NEU Parent Forums-bilingual, SSC, ELAC/DELAC, STEM nights, and Nurturing Parenting Classes. The district has a parent notification system that helps communicate important school business and events.	Parent notification system (School Messenger) 5000-5999: Services And Other Operating Expenditures Base 741 Hire a Bilingual Office assistant to help with community relations and to assist with ELD parental support. 2000-2999: Classified Personnel Salaries Supp/Conc 12043 Evening event supervision 2000-2999: Classified Personnel Salaries Base 100 SOM and Character Counts: materials for assemblies 4000-	Parent notification system (School Messenger) 5000-5999: Services And Other Operating Expenditures Base 741 Hire a Bilingual Office assistant to help with community relations and to assist with ELD parental support. 2000-2999: Classified Personnel Salaries Supp/Conc 12290 Evening event supervision 2000-2999: Classified Personnel Salaries Base 94 SOM and Character Counts: materials for assemblies 4000-

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4999: Books And Supplies Other 2000 Hire a Bilingual Office assistant to help with community relations and to assist with ELD parental support. 3000-3999: Employee Benefits Supp/Conc 9582	4999: Books And Supplies Other 1768 Hire a Bilingual Office assistant to help with community relations and to assist with ELD parental support. 3000-3999: Employee Benefits Supp/Conc 9519

Goal Analysis

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

GUESD shifted to full distanced learning in March 2020. We were not able to bring Royal King on campus due to safety reasons and funds were redistributed into the general fund to support technology devices, hot spots and meals for students.

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

Maintaining relationships with students and parents was a challenge when we shifted to distance learning so abruptly in March of 2020. We were committed to finding creative ways to maintain connections to kids and through creative design thinking we found a system of weekly outreach with supports embedded within the distance learning program. Many of the 1:1 services were online through Telehealth and our Social, Emotional, Behavior (SEB) team designed weekly SEL lessons that they uploaded on each teacher's Google Classroom. Our Behavior Coordinator/social worker created weekly videos that were uploaded to virtual classrooms and we did our best to maintain some sort of visual connection to staff, even if it was through video and media.

Goal 3

GUESD will Improve, support, and sustain student learning and safety. GUESD will offer home to school transportation to all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Facility Inspection Tool (FIT) 19-20 <ul style="list-style-type: none"> Good or excellent review on Facility Inspection Tool (FIT) to maintain accurate record of facility needs. Implement 5-year Facilities Plan. Baseline 2016 FIT Report: Excellent rating	Our facilities are depleting and are need of repairs and upgrades. The district has applied and been granted financial hardship from the state and will begin drawing up plans for facility improvements in the coming years. Gerber School offered home to school bus transportation to all students from August to March in 2020. In March of 2020, the district shifted to full distance learning due to the safety concerns of COVID-19.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain facilities and grounds.	Maintenance and grounds salaries 2000-2999: Classified Personnel Salaries Base 170638 Maintenance and grounds 3000-3999: Employee Benefits Base 101538	Maintenance and grounds salaries 2000-2999: Classified Personnel Salaries Base 170864 Maintenance and grounds 3000-3999: Employee Benefits Base 97542

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Maintenance supplies 4000-4999: Books And Supplies Base 30000 Facilities 5000-5999: Services And Other Operating Expenditures Base 141000 Annual contribution to Deferred Maintenance Fund to maintain structural integrity and necessary replacements. 7000-7439: Other Outgo Base 50000	Maintenance supplies 4000-4999: Books And Supplies Base 30000 Facilities 5000-5999: Services And Other Operating Expenditures Base 135000 Annual contribution to Deferred Maintenance Fund to maintain structural integrity and necessary replacements. 7000-7439: Other Outgo Base 50000
Home-to-school transportation for all students.	Transportation above MOE 2000-2999: Classified Personnel Salaries Supp/Conc 27121	Transportation above MOE 2000-2999: Classified Personnel Salaries Supp/Conc 27059

Goal Analysis

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

Home to school transportation was offered to all students from August 2019 to March 2020. In March 2020, the school shifted to full distance learning due to safety concerns from COVID-19.

To upgrade facilities, the district applied for Financial Hardship The district was granted Financial Hardship during the spring of 2021 and will begin plans for improvements during the 2021-2022 school year.

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

The challenges of moving forward with facility upgrades to the Gerber campus were tied to financial constraints. Our budget can not withstand the amount of upgrades that are currently needed to modernize our school. The district applied for modernization funding and financial hardship and was recently approved. This will help start the process of drawing up plans to submit to DSA for approval.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of single desks for each student. Single desks were purchased to allow distancing within the classroom.	\$22404.76	\$20,772.91	Yes
The district purchased PPE equipment for staff and students, such as face coverings, sneeze guards, thermometers, gloves, gowns, etc. PPE equipment will be used to help mitigate the spread of COVID-19.	\$12071.96	\$25,738.87	No
Additional sanitizer, hand wipes, disinfectant and other cleaning supplies were purchased for deep cleaning and extra sanitation throughout the day.	\$13817.29	\$16,925.72	No
Transportation was arranged for in-person learning opportunities while distance learning. If transportation is a hardship and in-person learning is recommended to the parents, transportation will be considered and will be arranged via assistant principal and outreach team members.	\$19662.40	\$7,117.57	Yes

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

During the summer of 2020, district administrators in conjunction with other county administrators and union representatives, created a Safety Reopening Plan for in-person instruction. The plan included assigning staff to screen students, staff and visitors prior to entering the campus. It also identified ways we were adhering to safety guidelines such as physical distancing and sanitization. This included purchasing single desks for students; PPE equipment for staff and students; updating to touchless sinks and toilets to when possible, and additional sanitizing products. In addition, staff were reassigned to meet the needs of the district. When we budgeted for our PPE we did not yet have a clear picture of what was needed for the school year, therefor there were more expenditures than expected.

When we budgeted for our transportation it was with the thought that we would charge 50% one bus drivers salary to COVID but the need was much less and transportation was provided with our school van.

Analysis of In-Person Instructional Offerings

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

The past year has brought many challenges to education, one being how to bring students back for in-person instruction. The challenges were primarily around safety; which included creating spaces that allowed adequate protection, spacing and sanitation according to CDC and CPHD guidelines. One of the greatest challenges from the beginning was waiting for the guidance. Administrators had to envision systems that didn't exist in uncharted waters. Preparing to create an environment that met guidelines was a challenge. Adding a layer of limited supplies made it even more difficult. However once the supplies were ordered and the spaces were created, we still needed parents to want to send their children to school and for staff to feel safe to be at work. The district used surveys and community transmission rates to gauge readiness and offerings for in-person learning. The district reopened for in-person learning using a hybrid model in October 2020. All students had the opportunity to attend in-person instruction 2 days per week. Using district assessments and referrals, some students were targeted for additional in-person instruction which looked like 1:1 or small group support via appointment based or additional whole days on campus. English Learners (EL), students with disabilities, foster and homeless youth, students with at risk social emotional concerns, and students that were chronically absent were target groups for additional in-person learning opportunities.

One of the district's greatest successes was gradually bringing back in-person learning opportunities for students. The pandemic had a negative impact on disadvantaged subgroups and Gerber fell within this category. Tehama County remained in the highest purple tier of widespread transmission of COVID-19 during the fall and winter months of the year. Many Gerber families were directly impacted with illness. Survey data indicated that parents didn't feel safe sending their children back to school and the majority of the staff felt that way too. Through surveys and testimonies all stakeholders had opportunities to voice opinions and the board used input from the staff and community to make decisions about reopening. The GUESD Board of Trustees carefully weighed opinions from all stakeholders and used COVID-19 community transmission rates to make decisions about reopening for in person learning. The District opened with a hybrid model of instruction in October 2020 and continued with that model through March of 2021. During the month of March 2021, Tehama County moved out of the purple tier and into the orange tier for transmission. The board then took action to expand our in person learning opportunities to 4 days per week at near full capacity.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hotspots were purchased to support close to 100 students that did not have internet connectivity.	\$64456	\$54,857.40	Yes
Software programs were purchased to support digital learning. These include: Remind, Go Guardian, Scholastic Inc, Magazine, Vocabulary Spelling City, Mystery Science Inc, Starfall Education Foundation, SEL Curriculum-Social Emotional Journal, Scope Magazine, Zoom	\$22017.75	\$31,572.54	Yes
Technology hardware purchases were used to support digital learning. These include computers, chromebooks, laptops, headphones, webcams, video recorders, etc.	\$14263.54	\$96,568.28	Yes
Hire a technology teacher to support staff and students. The technology teacher will have office hours for students and parents. The technology teacher's main priority during distance learning is to support staff, students and parents with technology related issues.	\$89924.98	\$90,166.32	Yes

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

The district shifted rather abruptly to Distance Learning in March of 2020. We provided every student with a laptop and upgraded our technology to have a solid baseline for Distance Learning.

We changed vendors for our hot spot service and were able to save \$9581.

When we budgeted for our software programs we did not yet have a clear picture of what was needed for the school year, therefore there were more expenditures than expected.

When we budgeted for our Technology hardware we did not yet have a clear picture of what was needed for the school year, therefore there were more expenditures than expected.

Analysis of the Distance Learning Program

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

Continuity of Instruction: One of the main challenges of having continuity of instruction during the pandemic was preparing all teachers to teach through an online platform. We selected Google Classroom because many upper grade teachers were already using it in some fashion, but there were many teachers that had never used it and were not very comfortable with technology. This was also true for our paraprofessionals that provide tutoring interventions. The success in this area was really the grit of our teachers, paraprofessionals and other staff to prepare for full distance learning. Staff worked hard during the spring of 2020 to put into place a solid foundation for a digital learning platform and then spent the summer preparing to open school in full distance learning. Gerber is fortunate to staff a full time technology teacher. Staffing this position was instrumental to support the district with distance learning. He was able to differentiate support to implement Google Classroom school wide. He monitored all staff and differentiated support based on need. I watched him mentor and coach teachers that were less skilled at technology and then bounce ideas off others that were more confident or experienced in certain areas such as, google classroom.

Access to Devices and Connectivity: This was definitely a challenge for our community. Gerber has very limited connectivity. A parent survey indicated that close to 30% of our students did not have access to the internet. This became a priority and the district purchased over 100 hotspots at the first chance we could, unfortunately the cost was significantly more than expected due to supply and demand. Once purchased, the turn around and implementation was quick and primarily successful.

Pupil Participation and Progress: The success in this area was in creating outreach teams of to help support our all of our student needs. The outreach teams were made up of classified and certificated support staff and consisted of a bilingual representative for translations and a bus or van driver for transportation. The objective for the team is outreach to parents and students to get students to engage in zoom meetings and other learning opportunities. The district's Social Emotional and Behavioral Team (SEB) collaborated with transportation staff, cafeteria, admin and teachers to do home visits or other outreach. Challenges were trying to engage students online. In August of 2020 the district began bringing students on campus for 1:1 appointments if there was a need.

Distance Learning Professional Development: The District leadership team and technology teacher created professional development opportunities for all staff; classified and certificated. Links to workshops and tutorials about Google classroom and distance learning were delivered to staff via email, zoom meetings and shared links. Through informal needs assessments, our technology teacher modified support for distance learning. Some teachers/staff were able to easily shift to google classroom and other online platforms because they were accustomed to using this in their current practice. Others were starting from scratch and needed a lot of support. The technology teacher differentiated support based on need, often times coaching and modeling in the room or room next door with a gradual release approach. It worked well and within a short amount of time we had a standard practice that had students learning online.

Staff Roles and Responsibilities: Staff roles and responsibilities shifted to distance learning and engagement. Teachers were trained in Google Classrooms and other virtual learning platforms. Many classified staff were reassigned and often asked to teach students on Zoom or Google Meet. This posed a challenge for many of our classified staff who were not as skilled and confident using technology. Fortunately, the district technology teacher that was able to support on a case by case basis and the shift happened rather quickly.

Support for Pupils with Unique Needs: The district formed Outreach Teams to support all students, but in particular for students that had unique needs either by nature of their disability or other factors, and also for social emotional needs. School outreach teams were designed to support teachers in distance learning and pupil and family engagement. Outreach teams were made up of classified staff and include paraprofessionals, yard duty supervisors, cafe assistants, bus drivers, and maintenance staff. At least one outreach team member was assigned to every teacher but teachers also had access to other outreach team members for issues like translations or transportation. The teacher assigned the outreach team member various responsibilities to support and engage students. Responsibilities included but were not limited to making phone calls, sending messages, transportation, translations, and hosting zoom meetings to support students with interventions, homework, or engagement. The outreach team member was also available to support parents.

Annual Measurable Outcomes

Actual	Expected
<p>Due to the COVID-19 pandemic, we were unable to administer end-of-year benchmark assessments and do not have data to report.</p>	<p>Metric/Indicator</p> <ol style="list-style-type: none"> 1) California Dashboard: LCFF Evaluation Rubrics/Distance to Level 3 and Color status 2) CAASPP (State assessment) 3) English Learner progress 4) STAR 360 -- (Local assessment) 5) Aimsweb (Learning Center Only)-- (Local assessment)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	RTI Teacher 1000-1999: Certificated Personnel Salaries Concentration 68517 RTI Teacher 3000-3999: Employee Benefits Concentration 28425 Hire 2.0 Education Specialist (MOU with TCDE for 1.4) 1000- 1999: Certificated Personnel Salaries Special Education Reimbursement 110333 1.4 Education Specialists 3000- 3999: Employee Benefits Special Education Reimbursement 49724 Hire 1.0 ELD Teacher 1000-1999: Certificated Personnel Salaries Federal 68517 Hire 1.0 ELD Teacher 3000-3999: Employee Benefits Federal 33797 Instructional aides to support MTSS; including ELD and RSP 2000-2999: Classified Personnel Salaries Supplemental 65910 Instructional aides to support MTSS & RSP 3000-3999: Employee Benefits Supplemental 24865	RTI Teacher 1000-1999: Certificated Personnel Salaries Concentration 68517 RTI Teacher 3000-3999: Employee Benefits Concentration 27604 Hire 2.0 Education Specialist (MOU with TCDE for 1.4) 1000- 1999: Certificated Personnel Salaries Special Education Reimbursement 110333 1.4 Education Specialists 3000- 3999: Employee Benefits Special Education Reimbursement 49308 Hire 1.0 ELD Teacher 1000-1999: Certificated Personnel Salaries Federal 68517 Hire 1.0 ELD Teacher 3000-3999: Employee Benefits Federal 32992 Instructional aides to support MTSS; including ELD and RSP 2000-2999: Classified Personnel Salaries Supplemental 29119 Instructional aides to support MTSS & RSP 3000-3999: Employee Benefits Supplemental 8895
Implement technology, the Next Generation Science Standards (NGSS) and STEM (Science, Technology, Engineering, and Math) TK-8.	Hire technology teacher 1000- 1999: Certificated Personnel Salaries Supplemental 61470 technology teacher 3000-3999: Employee Benefits Supplemental 26301	Hire technology teacher 1000- 1999: Certificated Personnel Salaries Supplemental 61470 technology teacher 3000-3999: Employee Benefits Supplemental 25988

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Technology (hardware). Maintain level of existing hardware (\$10,000 yearly). 4000-4999: Books And Supplies Base 10000</p> <p>Purchase technology to implement technology, NGSS, and STEAM: Chromebooks, support for one-to-one devices, iPads, headphones, projectors, etc. 4000-4999: Books And Supplies Supp/Conc 33000</p> <p>Technology services: Digital Streaming and related tech services (MOU with TCDE for IT services). 5800: Professional/Consulting Services And Operating Expenditures Base 41990</p>	<p>Technology (hardware). Maintain level of existing hardware (\$10,000 yearly). 4000-4999: Books And Supplies Base 10000</p> <p>Purchase technology to implement technology, NGSS, and STEAM: Chromebooks, support for one-to-one devices, iPads, headphones, projectors, etc. 4000-4999: Books And Supplies Supp/Conc 27166</p> <p>Technology services: Digital Streaming and related tech services (MOU with TCDE for IT services). 5800: Professional/Consulting Services And Operating Expenditures Base 32000</p>
Purchase intervention and enrichment software programs and curriculum to support core instruction, MTSS, ELD, RSP.	<p>Software programs (varies): Renaissance, Reflex, Imagine Learning, Lexia 5000-5999: Services And Other Operating Expenditures Supplemental 36679</p> <p>Intervention curriculum (varies): Susan Barton, 5000-5999: Services And Other Operating Expenditures Supplemental 1700</p> <p>Data management/assessment for MTSS: Aimsweb 5000-5999: Services And Other Operating Expenditures Supplemental 1170</p>	<p>Software programs (varies): Renaissance, Reflex, Imagine Learning, Lexia 5000-5999: Services And Other Operating Expenditures Supplemental 23250</p> <p>Intervention curriculum (varies): Susan Barton, 5000-5999: Services And Other Operating Expenditures Supplemental 311</p> <p>Data management/assessment for MTSS: Aimsweb 5000-5999: Services And Other Operating Expenditures Supplemental 1649</p>
Offer extended-day learning opportunities and enrichment learning opportunities through additional instructional minutes, extended TK/K program, Early Back (when funded), Latina Leadership, 6th grade	Teaching Staff Salaries: Extra instructional minutes 1000-1999: Certificated Personnel Salaries Concentration 26860	Teaching Staff Salaries: Extra instructional minutes 1000-1999: Certificated Personnel Salaries Concentration 26642

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The counselor and Behavior Intervention Coordinator were assigned duties related heavily to social work to support remediation for learning loss for identified students. Tasks included home visits, wellness checks, arranging transportation and community resource outreach. Our school counselor is our liaison for foster and homeless youth and monitors family needs making referrals when appropriate.	\$61,088.05	\$61,088.05	Yes

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

The cost of our SEB team members (Behavior intervention coordinator, counselor and psychologist) were already assumed in our expenditures, however their duties became much more social work in nature. The shift of classified staff to roles of outreach team members was a cost that was not planned or assumed within the budget and reflects a substantial difference to our expenditures. Purchasing SEL curriculum became a top priority due to the increase in our SEB referrals and needs assessments. The District also determined a need for additional curriculum that was more engaging for students.

Analysis of Pupil Learning Loss

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

To address pupil learning loss the district offered opportunities for in person learning as quickly possible. Beginning in August of 2020, students that were not engaging in distance learning were targeted for additional interventions and most often brought to campus. In person appointments were 1:1 adult to student ratio and were offered to students that were not engaging. Students with special needs were offered the option to receive services in person during the 2020-2021 school year. In October, the District opened with a 2-day per week Hybrid instruction model. Approximately 2/3rds of our student population started in person learning in October 2020, roughly 1/3rd remained on distance learning. Teachers made referrals to our Social Emotional Behavior (SEB) team when students were not engaged or they were significantly below grade level standard. Referrals came to the team and then information was disseminated to others based on need. If the concern was academic, the referral was forwarded to our academic team and interventions were designed to meet each child's individual needs. Most of our referrals were for social-emotional concerns and the SEB team was able

to differentiate supports based on need. At times the intervention was counseling on Telehealth networks or in person, other times support looked like home visits or referrals to outside agencies. Our number of reported suicidal ideation cases and cutting incidents increased this year. To address this need the district is implementing a suicide prevention curriculum and maintains a high level of counseling support for students.

To specifically address student needs and learning loss, the district has provided smaller adult to teacher ratio opportunities for targeted interventions and supports. Additional in person learning opportunities that extended past the regular school schedule were offered to some students based on referral and need. Opportunities included early SERRF and after school tutoring or counseling.

Supporting remediation for academic pupil learning loss is something that we are working on daily and putting plans in place for the 2021-2022 school year. The district will be hiring additional paraprofessionals and teachers to allow smaller class sizes and opportunities for small group targeted instruction.

Outreach teams were used during the 2020-2021 school year to support students and families. This worked well in our Multi-Tiered System of Supports in that it differentiated our support plans for students based on specific need.

Analysis of Mental Health and Social and Emotional Well-Being

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

The district social-emotional and behavior team (SEB) did an excellent job supporting mental health and social and emotional well-being during the 2020-2021 school year by taking an active role on the district outreach teams. The SEB team worked collaboratively with all stakeholders to review data and referrals then created support plans based on information. Counseling was provided through multiple platforms including over the phone, virtually through zoom or Telehealth, or in person. Home visits were scheduled when necessary. When home visits were the best option, the provider would meet outside of the home environment usually on the front lawn or area.

The district prioritized social and emotional wellbeing during the 2020-2021 school year. Monthly whole staff meetings were implemented that introduced the 5 SEL competencies, highlighting self awareness, with a micro focus on self care. Administrators led the work by involvement in the county SEL COP and steering committee and then modeled the strategies being shared at the site level.

Curriculum was purchased for each grade level and we are in the process of implementation school wide. Adopted curriculum: TK-2 grades: Toolbox; 3-4 grades: Why Try, and 5-8 adopted Habitudes. The district will continually review curriculum and professional development needs to maintain the best support for SEL learning in the classroom.

Although we have made progress on setting the foundation for SEL work by focusing on adult SEL, we have also had some difficult challenges figuring out ways to keep students engaged without peer social interaction. Students have been feeling isolated and longing for social interaction with their friends. More students have reported suicidal ideations and depression over the last year. The SEB team delivered a suicide prevention curriculum to upper grade students and has been a resource to teachers and staff.

Analysis of Pupil and Family Engagement and Outreach

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

The district used outreach teams to maintain pupil and family engagement and outreach for during the 2020-2021 school year. This worked well in that we were able to catch students that were not engaged quickly then create a plan of action for intervention. The SEB team made home visits if necessary and the district worked with SARB to help keep students engaged in learning.

Challenges were of course the mere fact that we were teaching from a distance and parents were not able to come on campus to volunteer, meet with teachers, etcetera.

Analysis of School Nutrition

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

Success to the school nutrition program was really the flexibility and collaboration we had among staff to get it done each day and be creative. Our day was modified so that students were dismissed at lunch. Grab and go lunches were provided for each student that attended in person learning and were available for pick up for any student on distance learning. We also included breakfast for the next day in our grab and go meal bags.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

There were substantial differences between the planned actions and budgeted expenditures due to the COVID-19 pandemic. Increased expenditures included: PPE equipment including but not limited to desk guards, touchless faucets and toilet flush valves; Hot spot devices and subscription for licenses; and devices. Increases in SEL curriculum and other supplemental curriculum to help student engagement.

Overall Analysis

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

The key lesson learned moving forward into the 2021-2024 LCAP is the continued need to create an equitable system that differentiates supports based on need. The system needs to be evidence based, accessible to all students and grounded in data. Students come to us with varied backgrounds and experiences, we've always known this as educators, now more than ever those backgrounds and experiences are playing a key role in the level of education students are receiving. We asked students to learn online through distance learning and many of our families didn't have internet. Although we provided hot spots, devices and support, it's just not the same. Another huge spotlight was on parent involvement. Parent Involvement became close to the number one indicator on whether or not students were successful in the distance learning program. This was even more evident with our English learners because even if parents wanted to help, they couldn't understand the lessons. The gross inequities among student groups became more evident than ever.

The district began implementing a Multi-Tiered System of Supports (MTSS) in 2018. This framework is a systematic approach to continuous improvement that uses data to drive decisions and outcomes for all students. At its core, MTSS outlines a tiered level of access and support for every child. Tier 1 support is provided to all students and consists of core instruction based on state standards. When students are performing below grade level standards based on state or local assessments they are targeted for interventions. The level of intervention is based on the data and can be either academic or social-emotional.

Teachers, administrators and support staff have reviewed local benchmark data and have identified that there is a need for a tiered system of support for many of our students. The data is showing that a significant number of students are below grade level standards and a high percentage are presenting social-emotional and mental health concerns. To support this need for all students including special needs, foster, and homeless youth the district intends to continue to implement the MTSS system by hiring additional support staff and focusing on ramping up our Tier 3 supports to students in both academics and SEL.

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

During the 2020-21 school year students were assessed in English language arts (ELA), math and social-emotional/behavior using local benchmark assessments (Renaissance Learning and SAEBERS). English learners were given the ELPAC to measure language proficiency. The baseline of these results will be used to create our MTSS plan for the 2021-24 LCAP. The plan will identify learning targets to move all students including special needs, foster and homeless youth, towards grade level proficiency in ELA and math. The plan will also address how we will serve our ELs towards language proficiency as well as how we will meet the social and emotional needs of our students.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There was a substantive difference in the amount of money budgeted and spent on distance learning and preparing safe spaces for in person learning due to the pandemic. The district spent a significant amount of money on technology which included chromebooks and purchasing over 100 hot spots with licenses to support our families without internet. The district also spent additional money on software programs to support distance learning.

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

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

Student outcome expectations in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan were based on student growth and approached both academic and social-emotional support through a multi-tiered system of supports (MTSS). Data was used to drive support and instructional decisions in both plans. What differs is that the laser focus shifted almost entirely away from academic scores to physical and mental engagement. Student engagement seemed to be correlated with access and then ultimately with equity.

Student engagement outcomes were bleak for part of this year. Distance learning was hard and not appropriate for the majority of our students due to lack of connectivity, language barriers, parental involvement and other factors including appropriateness. It's extremely difficult to teach social skills through a zoom lesson or software program. All kids, but even more so TK-1st graders, need to have a safe healthy place to learn and interact with one another and their teacher.

The Learning Continuity and Attendance Plan worked fairly well to support student engagement and hold parents and students accountable for attending to lessons and assignments. The system streamlined the communication process where SEB and administration were easily able to identify students that were not engaged and problem solve solutions. The team thought outside of the box to make sure that the most appropriate level of support was provided. The level of support varied based on need and ranged from internet connectivity help to bringing students on campus for in person learning. Students with special needs were given the option to receive services in person or virtually.

Reflecting on lessons learned in shifting from past years LCAP work to the Continuity Plan then back to the LCAP but through a new lens has presented a shift in perspective on how we look at kids and engagement. At the very core the plan of support needs to be accessible, equitable and engaging. Students should be seen and heard to keep their level of interest and buy in to their learning current and relevant. Engagement will be the center of our plan and supports will be differentiated based on need.

This differentiated system of support reinforces our MTSS implementation and will drive our planning for the 21-22 through 23-24 LCAP. We have also recognized that social-emotional and mental health needs were indicators to student engagement. Our planning will keep SEL as a primary goal for spreading awareness and implementation across staff and students.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	2,039,981.00	1,839,862.00
Base	700,488.00	603,637.00
Concentration	232,094.00	222,827.00
Federal	102,314.00	101,509.00
Other	2,000.00	1,768.00
Special Education Reimbursement	160,057.00	159,641.00
Supp/Conc	326,247.00	318,251.00
Supplemental	516,781.00	432,229.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	2,039,981.00	1,839,862.00
1000-1999: Certificated Personnel Salaries	651,334.00	653,113.00
2000-2999: Classified Personnel Salaries	392,059.00	354,285.00
3000-3999: Employee Benefits	459,373.00	420,141.00
4000-4999: Books And Supplies	125,230.00	74,498.00
5000-5999: Services And Other Operating Expenditures	227,544.00	190,373.00
5800: Professional/Consulting Services And Operating Expenditures	42,590.00	32,000.00
7000-7439: Other Outgo	141,851.00	115,452.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	2,039,981.00	1,839,862.00
1000-1999: Certificated Personnel Salaries	Concentration	166,266.00	166,048.00
1000-1999: Certificated Personnel Salaries	Federal	68,517.00	68,517.00
1000-1999: Certificated Personnel Salaries	Special Education Reimbursement	110,333.00	110,333.00
1000-1999: Certificated Personnel Salaries	Supp/Conc	79,572.00	79,572.00
1000-1999: Certificated Personnel Salaries	Supplemental	226,646.00	228,643.00
2000-2999: Classified Personnel Salaries	Base	170,738.00	170,958.00
2000-2999: Classified Personnel Salaries	Supp/Conc	124,731.00	124,916.00
2000-2999: Classified Personnel Salaries	Supplemental	96,590.00	58,411.00
3000-3999: Employee Benefits	Base	101,538.00	97,542.00
3000-3999: Employee Benefits	Concentration	65,828.00	56,779.00
3000-3999: Employee Benefits	Federal	33,797.00	32,992.00
3000-3999: Employee Benefits	Special Education Reimbursement	49,724.00	49,308.00
3000-3999: Employee Benefits	Supp/Conc	79,944.00	78,489.00
3000-3999: Employee Benefits	Supplemental	128,542.00	105,031.00
4000-4999: Books And Supplies	Base	90,230.00	45,564.00
4000-4999: Books And Supplies	Other	2,000.00	1,768.00
4000-4999: Books And Supplies	Supp/Conc	33,000.00	27,166.00
5000-5999: Services And Other Operating Expenditures	Base	153,541.00	142,121.00
5000-5999: Services And Other Operating Expenditures	Supp/Conc	9,000.00	8,108.00
5000-5999: Services And Other Operating Expenditures	Supplemental	65,003.00	40,144.00
5800: Professional/Consulting Services And Operating Expenditures	Base	42,590.00	32,000.00
7000-7439: Other Outgo	Base	141,851.00	115,452.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,073,684.00	921,244.00
Goal 2	446,000.00	408,153.00
Goal 3	520,297.00	510,465.00

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

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$67,956.41	\$70,555.07
Distance Learning Program	\$190,662.27	\$273,164.54
Pupil Learning Loss	\$61,088.05	\$61,088.05
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$319,706.73	\$404,807.66

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$25,889.25	\$42,664.59
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$25,889.25	\$42,664.59

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$42,067.16	\$27,890.48
Distance Learning Program	\$190,662.27	\$273,164.54
Pupil Learning Loss	\$61,088.05	\$61,088.05
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$293,817.48	\$362,143.07



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
Gerber Union Elementary School District	Jenny Montoya Superintendent/Principal	jmontoya@gerberschool.org 530-385-1041

Plan Summary [2021-22]

General Information

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

Gerber Union Elementary School District (GUESD) serves approximately 400 students in grades TK-8. A state funded Pre-School is located on campus which feeds into the Gerber School population. The Gerber School District is characterized as a rural unincorporated area of approximately 70 square miles in the center of Tehama County. Gerber is one of 13 school districts within the county and feeds into the Red Bluff High School District. School enrollment has fluctuated significantly over the past several years and this year alone has ranged from 375 to 404 students with a number of families moving in and out.

The number of limited and non-English speaking students has grown at a faster pace than the general population with approximately 40% of our students classified as English Learners (EL). In 2021, GUESD had approximately 400 students; 168 English Learners enrolled or 43% of the general population, 43 were Initial Fluent English Proficient or 11.3% and 1 student was Reclassified Fluent English Proficient. The primary language for our EL students is Spanish. Services for English learner (EL) students are guided by the district's Master Plan for English Learners. The Plan will be reviewed and revised periodically as needed to reflect current state and federal regulations. In addition to following legislative mandates, the Master Plan is based on sound educational theories and effective instructional evaluation practices for teaching EL students.

The Master Plan for English Learners is a practical guide for all stakeholders (students, parents, teachers, support staff, principals, and board members) to ensure that consistent, coherent services are provided to every English Learner. This Plan describes how ELs are identified, the different program options available to them, and the pathway towards becoming proficient in English with full access to academic curriculum. It describes the process for monitoring student progress from the point of identification through their classification to Reclassified Fluent English Proficient (RFEP) status and the continued four-year monitoring process of RFEP students ensuring that they continue to achieve academically. At Gerber School the responsibility for oversight and monitoring of the EL Program rests with the English Learner Master Plan committee which comprises the ELD teacher, a classroom teacher, and administration; with consultation from Tehama County Department of Education ELD consultant. The district will provide opportunities for ongoing professional development to staff to ensure full implementation of the Master Plan for English Learners.

Approximately 87% of the student body qualifies for free or reduced priced lunches. To support all of our families the district offers free breakfast and lunch options for all students.

To meet the needs of our diverse population the district has adopted a Multi-Tiered System of Supports (MTSS) framework and Positive Behavior Support System (PBIS). A Multi-Tiered System of Supports is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all grade levels to support all students. The system has three Tiers that guide instruction and supports. Tier 1 is accessible to all students and includes core curriculum with differentiated supports. Tier 2 targets students who are performing below grade level standards and through data have been identified with a need for targeted support and intervention. Tier 2 supports are generally provided in the classroom by the classroom teacher. Interventions can also be delivered by a support staff provider. Tier 3 in the MTSS model is designed to target interventions for students that are performing significantly below grade level standards. Support is typically provided in very small groups or 1:1 adult student ratio.

The mission of Gerber Union Elementary School District is to team with families to create a college oriented culture where students are safe, respected, and empowered to contribute in a global community. Our vision statement is "Inspiring students to work hard and dream big" and our Motto is "Work Hard, Dream Big". This mission statement speaks to the heart of our culture at Gerber School. We are a No Excuses University (NEU) School and believe that all students can learn and should set college and career goals for themselves as early as possible. Our staff believes in educating the whole child and we work hard to create a nurturing environment that builds character, supports social and emotional needs, and challenges students to work hard and dream big.

Reflections: Successes

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

Based on the California School Dashboard 2019 results, Gerber Elementary School students as a whole performed better in English Language Arts (ELA) and math by increasing status in color tiers as well as overall growth points towards meeting proficiency standards. In mathematics, all students increased 8.3 points and are in the yellow tier; ELA had similar gains with all students scoring 8.6 points closer to grade level standard. Breaking down the equity groups, in ELA our Hispanic, socioeconomically disadvantaged and white subgroups performed in the yellow tier, our English learners and students with disabilities fell within the orange tier. In mathematics, students with

disabilities and our white equity groups fell in the orange tier, slightly behind our Hispanic, English learners and socioeconomically disadvantaged subgroups which all scored in the yellow tier. Suspension rates declined by .8% and place Gerber in the green tier on the Dashboard. Chronic absenteeism decreased by 1.6% in 2019 placing the district in the green tier in this category. Our English learner subgroup is at a medium performance level towards meeting English language proficiency and 53% of EL students are making progress.

Overall, students are making growth towards academic and language proficiency levels and our school culture is improving by focusing on a positive behavior recognition system that centers on the whole child. We have shown success in our PBIS implementation and as a result have decreased suspension rates. The district will remain focused on social-emotional learning (SEL) and implementing restorative practices.

Gerber School has been implementing a Multi-Tiered System of Supports (MTSS) that has helped identify needs and target interventions. The majority of our students are making progress according to the California Dashboard and it is the belief that this growth will continue as we further implement the MTSS framework at Gerber.

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.

Although the majority of students made progress towards grade level proficiency standards, there were subgroups that are still significantly behind. In ELA, our overall EL student equity group maintained growth by 2.8 points and are 63.8 points below standard. Diving deeper into our language categories; our current English learners scored 77.7 points below standard and made 10.4 points growth from 2018, our Reclassified EL students scored 28.9 points below standard and increased by 15.2 points from the previous year showing excellent growth, and our English Only students scored 42.4 points below standard with 10.5 points growth from prior year. Our students with disabilities subgroup is 94.1 points below standard but increased overall by 34.1 points from the prior year. This is a significant increase, yet still scores our students with disabilities in the orange tier on the Dashboard. In math, our students with disabilities and white student equity groups both fell in the orange tier. Our white students overall are 64.4 points below standard and maintained growth at -0.8 points. Our students with disability group increased their growth towards proficiency standards by 4 points but were still significantly behind at 118.4 points below standard. Breaking down the language groups in math; current ELs increased growth towards proficiency standard by 11.8 points, yet were still 93.4 points below standard, reclassified EL students increased by 3.6 points and were overall 73.1 points below standard, English Only students scored 67.2 points below standard and increased 12.9 points from 2018.

The reports from the California Dashboard as well as local data indicate that there is a performance gap between our current English learners compared to our reclassified English learners and English Only students. This discrepancy is most prevalent in ELA with current ELs scoring close to 50 points further from grade level proficiency standards to reclassified students and about 35 points further behind English Only students. In math the discrepancy is approximately a 20 point difference compared to reclassified ELs and a 25 point span between English Only students.

Students with disabilities are showing an even greater discrepancy towards meeting grade level standard compared to any other equity group. In ELA there is between a 30-70 point performance gap among all other subgroups; for instance students with disabilities are 94.1

points below grade level standard, white students are 28.7 points below and English learners are 63.8 points below. In math the discrepancy is about the same, however students with disabilities are even further from target with an overall score that is 118.4 points below proficiency standard.

GUESD will continue to implement the MTSS framework to identify and target interventions for all students that are scoring below proficiency standards, but in particular for our English learners and students with disabilities.

LCAP Highlights

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

It is the mission of Gerber Union Elementary School to create a culture of learning where students have equal access to core curriculum, highly qualified teachers, and the support needed to demonstrate growth towards grade level proficiency standards. The district has adopted the Multi-Tiered System of Supports (MTSS) framework to build this culture of learning and support. In alignment with MTSS, GUESD implemented Positive Behavior Support System (PBIS) school wide. The past several years were focused on Tier 2 behavior supports and included Check In Check Out (CICO) and restorative practices. During the 2021-2022 school year the district intends to upgrade our token system to online.

Moving into the 2021-2024 LCAP, MTSS and PBIS will continue to be our roadmap for data driven decisions school wide. We have identified four goals for the LCAP. The first goal focuses on raising student achievement toward grade level proficiency standards. The second goal centers around creating an engaging and positive school culture that supports students' and staff social and emotional needs. Our third goal targets facility upgrades. The district is in dire need of new classrooms, parking and a gymnasium for students and the community. We have applied and been granted state modernization funding and will begin upgrades as funds become available. The district will continue to pursue facility funding opportunities including the possibility of going for a bond in the 2022 election. Finally, our fourth goal provides home-to-school transportation for all of our students.

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.

--

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.

Parents, students, community members, local bargaining units, and other stakeholder groups have been engaged and involved in planning, reviewing, analyzing, and supporting implementation of the LCAP by representation on the following advisory groups: School Site Council (SSC) and the District English Language Acquisition Committee (DELAC). Representatives from stakeholder groups (parents/community, teacher/union, classified, administration) serve on the SSC and input and recommendations about priorities and goals are considered for the LCAP. The SSC acts as the advisory committee to the LCAP. Surveys and questionnaires are used to get student input.

SSC meetings were held on 9/11/18, 10/9/18, 11/6/18, 12/11/18, 1/5/19, 2/12/19, 3/12/19, and 5/7/19. DELAC meetings were held on 9/10/20 and 6/17/21. During the SSC and DELAC meetings, data was reviewed and recommendations were discussed to reduce and re-prioritize the District's LCAP goals. The four overarching goals are 1) to improve student achievement and implement common core; 2) to create a positive school culture that engages students and parents and focuses on educating the whole child; 3) To upgrade facilities; and 4) to provide home-to-school transportation for all students.

The data listed below will be presented at least annually to advisory committees for review and will help guide priority recommendations for the LCAP.

- ~LCFF Evaluation Rubric - Dashboard
- ~CAASPP/ 2021 alternative assessment: Renaissance STAR Reading and Math
- ~School Accountability Report Card (SARC)
- ~ELPAC scores/English proficiency rates
- ~local assessment results: Renaissance Learning STAR Reading and Math
- ~discipline referrals
- ~School Culture Surveys
- Needs Assessments: parent, teacher, student
- California Healthy Kids survey (CHKS)
- ~attendance rates
- ~suspension and expulsion rates
- ~counseling and mental health referrals

Needs assessment surveys were presented to staff, students and parents to gather input to guide LCAP development. Our 20-21 needs assessments identified the following priorities for LCAP development: engagement, SEL, STEAM, music, arts, PE, enrichment opportunities, and field trips.

SSC and DELAC reviewed data and used the data to revise goals. The goals that were identified drove the development of the revised LCAP. Recommendations to current LCAP include:

- ~Maintain 4 LCAP goals

- ~Continue to implement MTSS and PBIS
- ~Focus on educating the whole child by connecting academic and social/emotional/behavior supports into one system

There were no public comments to the LCAP during the 2020-2021 school year.

A summary of the feedback provided by specific stakeholder groups.

SSC and DELAC reviewed data and used the data to revise goals. The goals that were identified drove the development of the revised LCAP. Recommendations to current LCAP include:

- ~Separate facility and transportation goals to increase overall LCAP goals to 4
- ~Continue to implement MTSS and PBIS
- ~Focus on educating the whole child by connecting academic and social/emotional/behavior supports into one system
- ~Staff support staff for Learning Center; including, ELD, RSP, RTI, coordinators and other support services
- ~Staff SEB team; including, coordinator, psychologist, and counselor
- ~Continue common core, STEAM and technology implementation
- ~Use benchmark and progress monitoring assessments to guide instruction
- ~Maintain PLC & collaboration time for teachers and staff
- ~Continue to seek opportunities to fund modernization and construction projects

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

Continue to implement MTSS by prioritizing spending to hire staff to support staff, smaller adult to student ratio opportunities, targeted interventions, and social-emotional needs. Student engagement was identified as a key priority moving into the next several years. Parent/staff advisory groups (SSC and DELAC) felt that focusing on STEAM would increase student engagement and prioritized this as a high need.

Goals and Actions

Goal

Goal #	Description
1	Improve academic achievement for all students including English language (EL) learners, special needs students, foster and homeless students, students with social and emotional concerns.

An explanation of why the LEA has developed this goal.

To increase student progress towards meeting grade proficiency standards. (State Priorities 1, 2, 4, 7, 8)
--

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local benchmark assessments:	STAR Early Literacy overall grade level proficiency				Students will make growth towards meeting grade level proficiency in ELA, math, and ELD.
• STAR Early Literacy (grades TK-1)	Grade with % of students scoring proficient				
• STAR Reading (grades 1-8)	K 9%				
• STAR Math (grades 1-8)	1 23%				
California Dashboard	STAR Reading overall grade level proficiency				
ELPAC	Grade with % of students scoring proficient				
	2 15%				
	3 15%				
	4 28%				
	5 14%				
	6 28%				
	7 36%				
	8 35%				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																
	<p>STAR Math overall grade level proficiency</p> <p>Grade with % of students scoring proficient</p> <table><tr><td>1</td><td>6%</td></tr><tr><td>2</td><td>9%</td></tr><tr><td>3</td><td>15%</td></tr><tr><td>4</td><td>17%</td></tr><tr><td>5</td><td>4%</td></tr><tr><td>6</td><td>13%</td></tr><tr><td>7</td><td>16%</td></tr><tr><td>8</td><td>16%</td></tr></table> <p>California Dashboard results will be published during the 2021-2022 school year</p> <p>ELPAC results will be published during the 2021-2022 school year.</p>	1	6%	2	9%	3	15%	4	17%	5	4%	6	13%	7	16%	8	16%				
1	6%																				
2	9%																				
3	15%																				
4	17%																				
5	4%																				
6	13%																				
7	16%																				
8	16%																				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Hire staff to implement a Multi-Tiered System of Supports	Implement MTSS framework. Hire staff to reduce adult to student ratio for targeted interventions for all students. Maintain a TK-8 Multi-Tiered System of Supports (MTSS) that includes Response to Intervention (RTI), English Language Development (ELD), Resource support (RSP), and social/emotional/behavior supports for identified students.	\$382,144.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Increase instructional minutes and maintain CSR of 24:1	Because the best intervention is strong first instruction, GUESD will maintain an increased instructional day to provide additional learning opportunities. GUESD will maintain the CSR ratio of 24:1.	\$127,401.00	Yes
3	Professional Development	Provide professional development to staff to implement common core, MTSS, PBIS and other initiatives that support best practice.	\$10,000.00	Yes
4	Technology and STEAM	To increase student engagement, the district will prioritize STEAM into the curriculum. Hire full time technology teacher, purchase STEAM materials including LEGO education for 3-5 and supplement implementation of Future Engineer program for 6-8 grades. This program is grant funded through an Amazon grant. Purchase computers, hot spots (if applicable), projectors, and other technology hardware to support instruction and interventions.	\$120,397.00	Yes
5	Purchase software programs	The district will purchase software programs to manage data and support core instruction, MTSS, ELD, RSP.	\$26,773.00	Yes
6	Purchase curriculum	Purchase standards aligned curriculum that is researched based to support instructional program and offer targeted supports for identified students.	\$20,000.00	Yes

Goal Analysis [2021-22]

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

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

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	GUESD will maintain a safe, positive, school culture that supports student and parent engagement, focuses on educating the whole child, and provides student support academically, socially, emotionally and behaviorally.

An explanation of why the LEA has developed this goal.

Maintain a healthy, safe, positive school culture where students and families feel connected and will have access to social and emotional support if needed. (State Priorities 3, 4, 5, 6)
--

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	Attendance Rate: 95.86%				<p>Maintain a healthy, safe, positive school culture where students and families feel connected and will have access to social and emotional support if needed. Parent Survey will be used to gauge school culture.</p> <p>Attendance rate school wide will be at least 90% per year as measured by P1&P2 data.</p> <p>Chronic absenteeism will stay at or below the state average.</p>
Suspension & Expulsion Rates	Suspension Rate is Green status according to 2019 Dashboard				
Chronic Absenteeism Rate	Chronic Absenteeism Rate 13.9%				
Parent Survey	Parent Survey -- 97.4% of parents surveyed felt that their child was safe at school				
CHKS	TFI: 2019 -- 90% implementation				
Tiered Fidelity Inventory (TFI) - PBIS implementation					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>Suspension and expulsion rates will stay at or below the state average. Suspension status will remain in Green status or higher.</p> <p>Fully implement PBIS.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Hire SEB support staff	Hire SEB support staff (behavior intervention coordinator, psychologist, counselor) to support students and families. The Behavior Intervention Coordinator will oversee PBIS; help create an engaging, positive, school culture; work with students and teachers to help support challenging behaviors; and work with classified and certificated staff to provide professional development for behavior. The psychologist will perform psych related services for the district and work collaboratively with SEB, MTSS, RSP and other PLC groups to provide services. The counselor will provide individual and small group services to students and work collaboratively with PLC teams to promote a positive, engaging and supportive school culture. All foster youth are referred to the counselor as well as homeless and at risk youth, when applicable.	\$276,819.00	Yes
2	Implement Positive Behavior Intervention Supports (PBIS) and restorative practices.	Implement PBIS including PD, software program to track data and purchase incentives. Professional development related to PBIS, SEL, restorative practices and other positive supports for school culture and student behavior. (i.e. Growth mindset, trauma informed practices, Nurtured Heart, Second Step, GoZen, Ripple Effects, Rusty May).	\$12,394.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Purchase and implement SEL curriculum	GUESD will continue to be a part of the county SEL committee to implement SEL into our school systems. PD will be centered around social-emotional learning, trauma informed classrooms and restorative practices. Curriculum will be purchased as well as other materials to help promote a positive school culture. SEL curriculum includes: Toolbox (TK-2), Why Try (3-4), Habitudes (5-8).	\$5,246.00	Yes
4	GUESD will provide multiple opportunities for parent involvement.	GUESD will provide multiple opportunities for parental involvement and community outreach, such as Meet and Greet, Open House, Student Awards Assemblies that recognize both academics and character development, Community Outreach events, Parent-Teacher Conferences, Graduation, Halloween Carnival, NEU Parent Forums-bilingual, SSC, DELAC, STEM nights, and Nurturing Parenting Classes. The district has a parent notification system that helps communicate important school business and events.		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	GUESD will Improve, support, and sustain student learning and safety. GUESD will upgrade facilities by submitting plans for modernization project to DSA for approval and implementing the plans as funding permits.

An explanation of why the LEA has developed this goal.

The district facilities are in dire need of modernization. Portables are over 20 years old, roofs are leaking, classrooms have dry rot and there are other safety concerns throughout the campus. Our parking lot is too small and not functional for staff, public and bus traffic. The bus lane is in between the campus sidewalk and public parking lot and often times has staff and parents coming and going in between buses that are loading and/or unloading students. Our Multi Purpose Room is not standard for basketball and offers little space for spectators to watch sporting or other school events. The district would like to add a parking lot and gym. (State Priority 1)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain grounds. Make updates to facilities as funding becomes available.	FIT report				Upgrade facilities Replace aging portable classrooms and buildings Make improvements to parking lot and bus drop off/pick up Build a gymnasium

Actions

Action #	Title	Description	Total Funds	Contributing
1	Modernize and upgrade facilities	GUESD will continue to upgrade facilities as funding becomes available. The district will submit plans to DSA and CDE for approval.		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	The District will provide home to school transportation to all students.

An explanation of why the LEA has developed this goal.

The majority of our students ride the bus to and from school each day. The District's free and reduced lunch population is over 85% and many of our families own one vehicle and struggle for gas money. The district believes that the best way to educate our students is to have them at school each day. (State Priority 1, 5)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Provide transportation for all students. Hire bus drivers and assign transportation coordinator duties to Head of Maintenance, Operations and Transportation.	Hire bus drivers. Assign Head of Transportation duties to Head of Maintenance, Operations and Transportation position.				Continue to provide transportation for all students. Purchase at least one new bus.
Maintain 4 buses.	Operate 4 buses.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide home to school transportation for all students.	The district will hire at least 4 bus drivers and operate at least 4 buses.	\$15,549.00	Yes

Goal Analysis [2021-22]

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

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

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
30.47%	\$945,269

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.

There were several actions that contributed to increased or improved services to all students including foster youth, English learners, and low-income students. The district has implemented a Multi-Tiered System of Supports (MTSS) that used data to identify students that are not meeting grade level proficiency standards or have other at risk criteria such as mental health or social-emotional needs. During the pandemic we also considered access and equity as indicators for success. Through the MTSS framework the district hired an ELD teacher to help coordinate services for English learners. Other support staff are assigned to provide additional supports to our low income students and we have a counselor that oversees and works directly with our foster and homeless youth.

GUESD started the 2020-2021 school year on full distance learning (DL). We purchased hot spots and chromebooks for all students and made home visits to help support implementation. English learners, foster youth and low-income students that were not demonstrating success in the DL program or that were chronically absent were identified for appointment based in person learning. If necessary, the district provided transportation in the school van and we had meal service available as well. In October the district opened for in person learning using a hybrid model of instruction. All students were offered 2 days per week for in person learning. English learners, foster & homeless youth, and low income students that were not demonstrating success in the hybrid model were assigned a 4 day per week in person learning opportunity and the district provided transportation when needed.

Social-emotional and Behavior (SEB) team:

Providing mental health and social-emotional support is important for all students for success in academics and overall wellbeing, in particular students who are low-income, English learners, and/or foster youth. GUESD has hired a full time psychologist, counselor and Behavior Coordinator/social worker.

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

The Gerber Union Elementary School District has an average unduplicated count of 81.82% per 2020-21. Because of the high percentage of high needs students, GUESD receives supplemental funds and also well exceeds the Local Control Funding Formula threshold of 55% to receive additional concentration funds targeted to the unduplicated students labeled as "in need". The percentage of supplemental and concentration funds required to spend from the actually funded base LCFF amount is referred to as the Minimum Proportionality Percentage or MPP. For GUESD, the percentage for the 2021-22 is 30.47%. The MPP is used as a guide on how much to spend on students, who, because of their status, generate these funds. Due to Gerber's high percentage of students, rural location, and limited amount of available services, coupled with the district wide goals for student achievement, it is justifiable to spend the GUESD targeted funds on all students, including English learners, socioeconomically disadvantaged, foster & homeless youth, and students with disabilities. In the 2021-22 year, GUESD budgeted to spend \$996,723 in LCFF funds, exceeding the MPP and exceeding the funded target for 2021-22.

Planned GUESD expenditures to support all students including English learners, socioeconomically disadvantaged, foster & homeless youth, and students with disabilities on supplemental and concentration funds for the 2021-2022 year include, but are not limited to:

Goal 1/Action 1

Implement a Multi-Tiered System of Supports (MTSS) including RSP, ELD, RTI through a Learning Center model

**For English Learner student group - Maintain a full-time ELD teacher and temporary RTI teacher to support EL student's access to core instruction and designated supports.

Goal 1/Action 2

*Maintain an increase of 10 minutes to the instructional day.

- -Maintenance of the class size reduction of a maximum of 24:1 in grades TK-3

Goal 1/Action 4

- - Hire a technology teacher and implement STEAM to boost student engagement

Goal 1/Action 5

- -Implement supplementary materials for students identified as at-risk and performing below grade level standards

- - Software purchases to supplement core and support students that are at-risk and performing below grade level standards; such as but not limited to: Imagine Learning, Lexia, Illuminate, and Renaissance Learning

Goal 1/Action 6

- -Purchase evidence-based standards aligned curriculum to support students that are at-risk

Goal 2/Action 1

- - Hire Social-Emotional and Behavior (SEB) team to support staff, students, and families.

Goal 2/Action 2

- -Implement PBIS to support families and students.

Goal 2/Action 3

- -Purchase and implement Social and Emotional Learning (SEL) curriculum for all students with targeted supports for identified students. Provide professional development opportunities for staff to implement SEL, trauma informed practices and restorative justice.

Goal 4/Action 1

- -Provide home to school transportation to all students.

English learners: 1 ELD teacher; 1 RTI teacher; MTSS

Low income: 1 Behavior Intervention Coordinator, 1 counselor and .6 psych; MTSS

Foster: counselor, SEB, MTSS

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$996,723.00				\$996,723.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$878,167.00	\$118,556.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Hire staff to implement a Multi-Tiered System of Supports	\$382,144.00				\$382,144.00
1	2	English Learners Foster Youth Low Income	Increase instructional minutes and maintain CSR of 24:1	\$127,401.00				\$127,401.00
1	3	English Learners Foster Youth Low Income	Professional Development	\$10,000.00				\$10,000.00
1	4	English Learners Foster Youth Low Income	Technology and STEAM	\$120,397.00				\$120,397.00
1	5	English Learners Foster Youth Low Income	Purchase software programs	\$26,773.00				\$26,773.00
1	6	English Learners Foster Youth Low Income	Purchase curriculum	\$20,000.00				\$20,000.00
2	1	English Learners Foster Youth Low Income	Hire SEB support staff	\$276,819.00				\$276,819.00
2	2	English Learners Foster Youth Low Income	Implement Positive Behavior Intervention Supports (PBIS) and restorative practices.	\$12,394.00				\$12,394.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Learners Foster Youth Low Income	Purchase and implement SEL curriculum	\$5,246.00				\$5,246.00
2	4	English Learners Foster Youth Low Income	GUESD will provide multiple opportunities for parent involvement.					
3	1	All	Modernize and upgrade facilities					
4	1	English Learners Foster Youth Low Income	Provide home to school transportation for all students.	\$15,549.00				\$15,549.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$996,723.00	\$996,723.00
LEA-wide Total:	\$996,723.00	\$996,723.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Hire staff to implement a Multi-Tiered System of Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$382,144.00	\$382,144.00
1	2	Increase instructional minutes and maintain CSR of 24:1	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$127,401.00	\$127,401.00
1	3	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
1	4	Technology and STEAM	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$120,397.00	\$120,397.00
1	5	Purchase software programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$26,773.00	\$26,773.00
1	6	Purchase curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
2	1	Hire SEB support staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$276,819.00	\$276,819.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	Implement Positive Behavior Intervention Supports (PBIS) and restorative practices.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,394.00	\$12,394.00
2	3	Purchase and implement SEL curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,246.00	\$5,246.00
2	4	GUESD will provide multiple opportunities for parent involvement.	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	1	Provide home to school transportation for all students.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,549.00	\$15,549.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
---------	---------------------------	------------------------

Totals:

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)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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