



SILVER VALLEY
Unified School District
Creative. Collaborative. Confident.

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
Silver Valley Unified School District	Jesse M Najera Superintendent	jnajera@svusdk12.net 7602542916

Plan Summary [2021-22]

General Information

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

The Silver Valley Unified School District serves a diverse group of students with the goal of "To prepare students to be confident, collaborative and creative learners for success in a rapidly changing society." Our student population consists of approximately 45% White students, 31% Hispanic students, and 13% African-American students. Silver Valley USD serves students from Ft. Irwin National Training Center and the Marine Corps Logistics Base in Barstow, California, as well as students from Yermo, Daggett, Newberry Springs and Ludlow. Our LCFF unduplicated count is approximately 57%, which consists of about 4% English Learners, 55% Low Income and about 1% Foster Youth.

Silver Valley Unified School District (District) currently operates one (1) kindergarten through fifth grade elementary school, one (1) Transitional kindergarten through 8th grade School, one (1) Transitional kindergarten through 2nd grade elementary school, one (1) 3rd through 5th grade intermediate school, one (1) 6th through 8th grade middle school, one (1) comprehensive high school, one (1) alternative education school, which houses a continuation high school, opportunity program, success program, community day program, adult education program and a long term independent study program. Total enrollment for the 2020-21 school year varied from day-to-day, but was approximately 2,000 students.

The 2020-21 school year presented an unprecedented challenge to the Silver Valley USD community. COVID-19 forced our district into a distance learning model, along with small cohorts, and eventually a hybrid model. This presented many challenges to our students, staff and our community.

Reflections: Successes

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

Silver Valley Unified School District is the highest achieving school district in the High Desert region based on results from the California Assessment of Student Performance and Progress. We currently have an outstanding graduation rate of 91.1%, which has led San Bernardino County 5 out of the last 7 years. PBIS has been implemented at a high level at all sites, which has helped to keep overall suspension and expulsion rates at low levels, while significantly increasing our attendance rates. Lewis Elementary School was awarded the Platinum Medal, Tiefort View Intermediate School was awarded a gold medal, while Silver Valley High School, Yermo Elementary, Fort Irwin

Middle School and Newberry Elementary were all awarded silver medals for PBIS implementation. Every school site in Silver Valley USD has an effective, researched-based Response to Intervention program that meets the needs of our English Learners, Low Income students and Foster Youth.

Silver Valley USD is proud of our partnership with the community we serve, both military and non-military. Silver Valley USD engages stakeholders in the development and implementation of the Silver Valley USD Strategic Plan and the Local Control Accountability Plan. For the last 5 years, every Silver Valley USD school site has partnered with their community and staff to develop and implement their own strategic plan, which informs the development of the district strategic plan and the district LCAP. We are also proud Fort Irwin Middle School for being named a 2019 California Distinguished School and Calico High School for being named a 2021 Model Continuation High School. Both Silver Valley High School and the Alternative Education Center received 6 Year Accreditation from the Western Association of Schools and Colleges (WASC).

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.

According to the LCFF Evaluation Rubrics, Silver Valley USD performed at an Orange level in College and Career Readiness. This indicator measures the progress of high school graduates who are placed in the "Prepared" level on the College/Career measure.

Silver Valley Unified had 26.2% on the College/Career ready indicator on the California Dashboard. There is a need to significantly improve this area and several strategies were implemented in 2019-20 to address this. The strategies include improved RTI (Response to Interventions) within the core classes, focused after school interventions, improved parent/guardian communications, and implementation of AVID WICOR strategies across all subject areas. In addition, Silver Valley High School has partnered with the National Math and Science Initiative (NMSI) to increase both the number of AP classes offered and to increase the percentage of students passing their AP exams.

Silver Valley Unified had a Chronic Absenteeism rate of 9.4% in the 2018-19 school year which represented a Orange Level on the California School Dashboard. There is a need to decrease the chronic absenteeism rate and several strategies were implemented to address this. The strategies include professional development in social-emotional learning, response to intervention at each site, PBIS implementation and improved communication with the community.

LCAP Highlights

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

The four goals of the Silver Valley Unified School District Strategic Plan and LCAP are Student Achievement, Technology, Student/Parent Support and District Stability.

* Student Achievement: Action steps for Student Achievement, Response to Intervention, Career Technical Education, Common Core Implementation, AVID, and Professional Development.

* Technology: Action steps that address software, hardware, and infrastructure that supports 21st Century teaching and learning in our classrooms.

* Student/Parent Support: Action steps that address Positive Behavior Interventions and Supports (PBIS), Parent Leadership Classes (PASS), Small Group Social Skills, and Counseling Services.

* District Stability: Action steps that address leadership development, Basic Services, Recognizing Excellence and Recruitment.

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.

Yermo Elementary School has been identified 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.

SVUSD will collaborate with Yermo School (YS) in the further development and refinement of their SPSA and CSI plan to focus on the following state indicators: Chronic absenteeism, Suspension Rate and the Academic Indicator. A needs assessment will be conducted using the most recent data for chronic absenteeism, suspensions and student achievement and shared with parents and staff during School Site Councils and staff meetings. Yermo's School Site Council meets on a regular basis and is made up of teachers, parents of EL, Hispanic, and LI subgroups. Additional information will be gathered from annual surveys from parents, students and staff. For over the past decade, SVUSD has engaged in Strategic Planning with its community stakeholders. This strategic planning group, made up of parents, students, teachers, classified staff, site and district administrators meets two times a year to review the most recent district data on the State indicators and give input to the next steps the district should take to improve those indicators. This process has been pushed down to the site level. Every year, the school sites bring together parents, students, teachers and classified staff to review different focus areas for improvement. The stakeholder groups ask questions and give recommendations to the site staff for the next steps that should be taken to improve student outcomes. During this time the site staff shares out data from the previous year's plan and the progress they have made towards meeting its goals. This meeting will serve as another means to share information and gather input from students, parents and staff to inform the CSI plan. Once YS stakeholders have reviewed the plan and made their recommendations, the principal will meet with SVUSD Cabinet to review the plan on a regular basis. During these meetings the input will be refined, possible service providers will be vetted along with supports that are evidence-based. Cabinet and the site administration will use resources like, but not limited to: Evidence for ESSA, What Works

Clearinghouse, Social & Emotional Learning in California to help identify evidenced-based practices for direct and indirect support to improve academic achievement in Math and ELA, reduce the number of suspensions and improve attendance rates.

For the 20-21 school year, Yermo was able to purchase laptops for every student in grades 3-8 to give them access to online curriculum and intervention. The site was also able to purchase Exact Path for each student. This is an evidence-based intervention program for ELA, Reading and Math for students that assesses their current level of achievement and creates a "learning path" that will meet their individual needs and help close gaps in their learning. This information will be communicated with all stakeholders through School Site Council meetings, staff meetings and parent communications.

To address any resource inequities, district and site administration will assess the school's needs for: ensuring equal access to student interventions and supports, personnel assignments to pair most at-risk students with more experienced and effective teachers, ensure all students have access to technology and instructional materials at school and home, and continue to identify and support those students identified as "GATE" students. Once these needs have been identified, the district will partner with the school site to ensure evidenced-based resources and practices to address resource inequities are included in the CSI Plan, which support student achievement, decreasing suspension rates and improving attendance rates. Reviews the results of Yermo's Site Strategic Planning meeting along with assessment, suspension, and attendance data to determine if there is a lack of resources or if additional resources are needed to support students to improve Dashboard outcomes.

The district will not use CSI dollars to fund this process. CSI dollars will only be used to support the additional evidence-based strategies and interventions.

Monitoring and Evaluating Effectiveness

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

The site administrator will meet with the Cabinet on a regular basis to review data on student achievement (grades, assessments, Exact Path progress benchmark assessments, etc.), chronic absenteeism, and suspensions. During monthly meetings with District Administration the site administrator will review the most recent attendance, suspension and achievement data looking for trends, areas of success and challenges and discuss the next steps the staff will take to modify instruction, create intervention or abandon strategies as needed. Staff, stakeholders, site and district administration will study the data, using systems like, but not limited to, Infinite Campus, Exact Path, teacher created assessments and curricular-based assessments, and create a plan to adjust any interventions or programs used at the site. The site team will collaborate, with grade span teachers (TK-2, 3-5 & 6-8) to study data across different resources to address the plan and make any changes or update their strategies to meet the needs of the students. This process and data will be shared at regularly scheduled staff meetings, School Site Council meetings and district level administrative meetings. The District will ensure that Yermo School's supporting data and evidenced-based practices meet the requirements of the grant and district policies by meeting with the site administrator, studying their data, processes and plan and then advising the team.

Stakeholder Engagement

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

Silver Valley Unified School District understands the importance and value of meaningful stakeholder input in developing the District's LCAP. In an effort to engage stakeholders at a high level, SVUSD has implemented a variety of meetings and activities to involve stakeholders in the LCAP process.

District Strategic Planning/LCAP Team

During the 2020-21 school year, SVUSD continued to engage in the strategic planning process. This meeting provided an opportunity for certificated and classified staff, Administrators, Board Members, parent representatives of Low Income, Foster Youth and English Language Learners and community members to collaborate in the development, monitoring and celebration of district efforts to improve student outcomes, both academic and social/emotional. This meeting provides an overview of accomplishments, including student achievement data, survey results, student presentations, program presentations and significant opportunities for stakeholders to discuss and recommend actions to strengthen or revise the district plan. This process becomes ingrained in the district culture and will continue as part of the development, monitoring and revision of the district's LCAP. This year, SVUSD held its annual LCAP meeting on May 6, 2021. During this meeting, the district shared the district's response to the COVID pandemic, best practices in our distance learning model, grant updates and shared the increased supports that are planned in the next two school years with its stakeholders. During this meeting the planning team reviews and gives input for the LCAP prior to submission to the hearings at the Board of Trustees meetings each June.

Site Strategic Planning 2020-21

Throughout the 2020-21 school year, Silver Valley USD continued the strategic planning process at all its school sites. These meetings were comprised of teachers, parents, community members and students. During these meetings the teams would discuss each site's areas of focus for the upcoming year. That information is compiled and used at the district level to inform our LCAP and Strategic Plan. Also, during these meetings, the District shared the four goals of its LCAP, results it has achieved through new and existing initiatives and the role the site strategic planning teams play in those decisions.

Site Strategic Planning meetings were held on the following dates:

TVIS	10/27/20
FIMS	11/12/20
LES	12/16/20
YES	1/26/21
NES	2/19/21
SVHS	3/8/21
AEC	4/22/21

School Site Council Meetings

Surveys 2020-21

SVUSD developed surveys for staff, community members and students (Elementary, Middle & High School). These surveys were developed to get staff, student and community feedback about learning, teaching and student social emotional well-being in order to help inform decisions about professional development, instructional practices and supporting the needs of all students.

Survey Results.

Parent Responses: 703

School Site Staff Responses: 148

Elementary/Middle School Student Responses: 631

High School Student Responses: 181

Total Survey Responses: 1,663

Communication with Stakeholders

Following the District Strategic Planning/LCAP meeting, SVUSD publishes a newsletter highlighting the day's activities and information shared. These are posted at every school site, social media and district website for the public to view.

District Advisory Council (DAC)/District English Language Advisory Council (DELAC)

SUVSD holds DAC/DELAC meetings regularly throughout the school year. At these meetings the Council reviews and discusses the District's LCAP and its purpose. Members are encouraged to ask questions and provide input. At the last meeting of the school year the DAC/DELAC reviews the District LCAP and approves it before it goes to the Board of Trustees in June. Meetings for the 20-21 school year were held on the following dates:

August 10, 2020

October 19, 2020

January 25, 2021

March 1, 2021

May 10, 2021

The SVUSD LCAP will be presented for public hearing on June 8, 2021 and then presented for approval on June 15, 2021.

A summary of the feedback provided by specific stakeholder groups.

Through School Site Council, District Advisory Council/District English Learner Advisory Council, Site Strategic Planning and District Strategic Planning meetings and through several surveys to families and staff members published throughout the school year, SVUSD was able to gain feedback and input on the programs, services, and supports that students and staff would need. Through these meetings and

surveys we were able to identify the following trends of focus:

- -Summer School for credit recovery for high school students
- -Social emotional supports for students, their families and staff members
- -Additional intervention at the school sites
- -Additional instructional aids at targeted school sites and grade levels
- -After school intervention and enrichment programs
- -Professional development for all staff members

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

From these meetings and activities input from stakeholders centered around the following questions: 1) What does the district/school site need to continue? 2) What can the district/school site improve/start doing? 3) What impact will these initiatives have on: student outcomes; staff morale; district stability? 4) What are some ways we might support building a stronger learning culture for all students? (INFO FROM SPRING UPDATE)

Recommendations that resulted in modifications, additions or deletions include the following:

Maintaining a positive school culture that promotes safety and student success (Goal 3)

Rtl classes for not only ELA, but Math are essential to student success (Goal 1, 3)

Professional development for ELA, Math and SEL for all staff members (Goal 1, 3, 4)

Google Classroom and Google Platform training for certificated and classified staff (Goal 1, 2, 4)

The district Strategic Plan is built on four overarching strategies which will continue for the 2021-2024 LCAP:

1. Student Achievement (State Priority: 2, 4, 7, 8)
2. Technology for Learning (State Priority: 1)
3. Student/Parent Support (State Priority: 3, 5, 6)
4. District Stability (State Priority: 1)

The results of this review and revision process has been used to update the District Strategic Plan and are foundational to the LCAP considerations.

Some of the specific recommendations were:

1. Provide high quality professional development for classroom teachers, principals, administrators and other community based personnel that increases the ability to meet the differing needs of English Learners, students receiving Special Education services, homeless and foster youth in the regular classroom curriculum increasing their access to a well balanced curriculum.
2. Professional development for CCSS, state assessments and curricula/programs tied to the state standards.
3. Professional development and training to integrate technology into the curricula and instruction to improve teaching, learning and technology literacy.
4. Training to enable teachers to address the needs of students with different learning styles, particularly students with disabilities, special learning needs (GATE) & (ELD)

Goals and Actions

Goal

Goal #	Description
1	All students will achieve proficiency or better in ELA and Mathematics while receiving appropriate academic supports and a well balanced course of study, including Career Technical Education.

An explanation of why the LEA has developed this goal.

Analysis of current student achievement data indicates that on average the annual rate of proficiency is 51% for ELA and 35% for Mathematics District wide. There is a need to improve student achievement. Based on the 2019 Dashboard, our English Learners progress rated at very low. There is a need to improve student achievement in this important sub-group.

Career/ Technical Education continues to be a top priority for Silver Valley USD. Currently, SVUSD only offers one CTE Pathway, which is Auto-Shop at Silver Valley High School. There is a need to expand opportunities in Career Technical Education for our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Metric: % of EL students that are Redesignated	State Metric: % EL students that are Redesignated is 15.4%				State Metric: 30% of EL students are Redesignated
State Metric: % of EL students scoring "Well Developed" on ELPAC	State Metric: 5.7% EL students scoring "Well Developed" on ELPAC				State Metric: 35% of EL students scoring "Well Developed" on ELPAC
State Metric: % of students making annual progress on ELPAC	State Metric: % EL students making annual progress on ELPAC is 31%				State Metric: 55% EL students making annual progress on ELPAC
State Metric: % of students the meet or	State Metric: % of students the meet or				State Metric: 50% of students the meet or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
exceed the standard in Math (CAASPP)	exceed the standard in Math is 35%				exceed the standards in Math (CAASPP)
State Metric: % of students the meet or exceed the standard in ELA (CAASPP)	State Metric: % of students the meet or exceed the standard in ELA is 51%				State Metric: 60% of students the meet or exceed the standard in ELA (CAASPP)
State Metric: % of students passing AP Exams with a 3 or higher	State Metric: % of students passing AP Exams with a 3 or higher is 47%				State Metric: 60% of students passing AP Exams with a 3 or higher
State Metric: # of high school students taking an AP Exam	State Metric: # of high school students taking an AP Exam is 51				State Metric: 75 high school students taking an AP Exam
State Metric: % of students Ready/Cond. Ready EAP (ELA)	State Metric: % of students Ready or Cond. Ready on EAP (ELA) is 62%				State Metric: Maintain above 60% of students Ready or Cond. Ready on EAP (ELA)
State Metric: % of students Ready/Cond. Ready EAP (Math)	State Metric: % of students Ready or Cond. Ready EAP (Math) is 21%				State Metric: 35% of students Ready or Cond. Ready EAP (Math)
State Metric: % 12th grade students completing UC/CSU A-G required courses	State Metric: % of high school students completing UC/CSU A-G required courses is 29.5%				State Metric: 45% of high school students completing UC/CSU A-G required courses
State Metric: % of students meeting or exceeding standards on CAST	State Metric: % of students meeting or exceeding standards on CAST is 31%				State Metric: 45% of students meeting or exceeding standards on CAST

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Metric: % of teachers who believe their students are engaged in NGSS concepts	Local Metric: 59% of teachers believe their students are engaged in NGSS concepts				Local Metric: 80% of teachers believe their students are engaged in NGSS concepts
Local Metric: Effective academic Interventions at all 7 sites.	Local Metric: Effective academic Interventions are in place at all 7 sites (100%)				Local Metric: Effective academic Interventions are in place at all 7 sites (100%)
Local Metric: % of students receiving RTI that make 1 years growth in reading and math lexile score	Local Metric: 66% of students receiving RTI have made 1 years growth in reading and math lexile score				Local Metric: 80% of students receiving RTI have made 1 years growth in reading and math lexile score
Local Metric: Increase the number of students that complete CTE courses by 10% each year	Local Metric: 59 students completed CTE courses				Local Metric: 80 students completed CTE courses
Local Metric: Increase the number of CTE courses/pathways for High School Students	Local Metric: Develop and Pilot Introductory Medical CTE Course				Local Metric: Established Medical CTE Pathway
Local Metric: % of teachers who believe SVUSD is providing high quality professional development	Local Metric: 92% of teachers believe SVUSD is providing high quality professional development				Local Metric: 100% of teachers believe SVUSD is providing high quality CCSS professional development

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Achievement	<p>Improve student achievement by providing high quality professional development for classroom teachers, principals, administrators, and other school and community based personnel.</p> <p>A) Personnel Costs</p> <p>B) District approved consultants to plan, deliver and evaluate professional development</p>	\$142,000.00	No
2	Summer School	<p>Provide summer school program to address credit recovery, learning loss, and extended school year for special needs students.</p> <p>A) Personnel Costs</p> <p>B) Materials / Software for summer school program</p> <p>C) Transportation Costs</p>	\$165,000.00	No
3	Pre-School Support	<p>Support for pre-school students attending Colin Powell County Pre-School Program at Fort Irwin National Training Center in the form of nutritional services, tuition assistance and operational expenses.</p> <p>A) Services and Operating Expenditures</p>	\$275,000.00	Yes
4	Response to Intervention	<p>Implement a Response to Intervention program at every site.</p> <p>A) Personnel Costs</p> <p>B) Purchase instructional materials and supplies for RTI Programs</p> <p>D) Professional development, licenses and services for RTI programs</p>	\$236,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	TK-K Extended Instructional Minutes	SVUSD will provide 58,000 TK and Kindergarten instructional minutes (22,000 more than required) to increase student achievement. A) Certificated Salaries for full day programs	\$350,000.00	Yes
6	Career Technical Education	Provide CTE courses at Silver Valley High School and the Alternative Ed Center A) Personnel Costs B) Instructional Materials and Supplies C) Professional development, licenses, transportation and services for CTE courses	\$175,000.00	No
7	Class Size Reduction	Lower class size for Transitional Kindergarten and Kindergarten classes at Yermo Elementary School, Newberry Springs Elementary and Lewis Elementary School (High EL, LI Demographics). A) Personnel Costs	\$126,000.00	Yes
8	Advancement Via Individual Determination (AVID)	Maintain AVID Program that promotes academic achievement and increases students meeting college readiness requirements for EL, Foster Youth, and LI students. A) Purchase AVID Curriculum and Instructional Materials B) AVID Field Trips	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		C) Staff Development (Summer Institute and other AVID Workshops) D) Pay AVID Participation Fee E) Personnel Costs		
9	Before/After School Programs	Provide intervention/enrichment opportunities for EL, Foster Youth and LI students before and/or after school at all sites. A) Personnel Costs C) Purchase curriculum and instructional materials for before or after school program. D) Transportation costs for after school program	\$155,000.00	Yes
10	Transportation Services	Transportation services for students in low income households in Yermo, Newberry Springs, Ludlow and Daggett, Barstow and Fort Irwin communities. A. Services and Operating Expenditures	\$525,000.00	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	Increase the quantity and quality of technology usage to support student learning, instructional effectiveness, monitoring of student progress, and communicating with stakeholders.

An explanation of why the LEA has developed this goal.

Silver Valley Unified School District believes that technology plays an integral part of teaching and learning the 21st Century Learning Skills that our students will need to be successful in their future. Making sure our teachers, students and support staff have the technology tools and professional development they need to teach these skills is a priority for our district.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Metric: % of teachers reporting they regularly use technology for communication with parents	Local Metric: 99% of teachers report they regularly use technology for communication with parents				Local Metric: 100% of teachers report they regularly use technology for communication with parents
Local Metric: % of teachers feel supported by Technology Services Department	Local Metric: 95% of teachers feel supported by Technology Services Department				Local Metric: 100% of teachers feel supported by Technology Services Department
Local Metric: % of teachers reporting student use of technology in their classroom is integral to teaching and learning	Local Metric: 97% of teachers report student use of technology in their classroom is integral to teaching and learning				Local Metric: 100% of teachers report student use of technology in their classroom is integral to teaching and learning

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Metric: % of SVUSD new hires trained in Technology	Local Metric: 100% of SVUSD new hires trained in Technology				Local Metric: 100% of SVUSD new hires trained in Technology
Local Metric: % of SVUSD TK-Adult Education students provided a chromebook or laptop	Local Metric: 100% of all TK-Adult Education students were provided a chromebook or laptop				Local Metric: 100% of all TK-Adult Education students were provided a chromebook or laptop

Actions

Action #	Title	Description	Total Funds	Contributing
1	Technology Support Specialist	SVUSD will provide Technology Support Specialists to help teachers maximize the software and hardware in their classrooms to maximize student achievement. A) Personnel Costs	\$220,000.00	Yes
2	1-1 Chromebook/Laptop Initiative	Maintain district technology devices at all sites. A) Chromebook/Laptop purchases for all students TK-Adult Education.	\$25,000.00	No
3	Technology Survey	Administer annual technology survey to all SVUSD staff.		No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Increase staff and family's ability to support student academic, social/emotional and physical needs.

An explanation of why the LEA has developed this goal.

Silver Valley Unified School District believes that a safe and supportive learning environment promotes student achievement. Improving school climate as well as increasing parent and student engagement are a priorities for our district. The California Dashboard shows that our district has a chronic absenteeism rate of 9.4% and a suspension rate of 4.1%. There is a need to improve in both areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Metric: Attendance rate	State Metric: Attendance rate is 95.12%				State Metric: Attendance rate is at or above 97%
State Metric: Chronic absenteeism rate	State Metric: Chronic absenteeism rate is 9.4%				State Metric: Chronic absenteeism rate is at or below 5%
State Metric: Truancy rates	State Metric: Truancy rates is 21.6%				State Metric: Truancy rates is at or below 15%
State Metric: Middle school dropout rate	State Metric: Middle school dropout rate is 0%				State Metric: Middle school dropout rate remains at 0%
State Metric: High school drop out rate	State Metric: High school drop out rate is 1.9%				State Metric: High school drop out rate remains at 0%
State Metric: High school graduation rate	State Metric: High school graduation rate is 91%				State Metric: High school graduation rate is at or above 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Metric: Student suspension rate	State Metric: Student suspension rate 4.1%				State Metric: Student suspension rate is at or below 2.5%
State Metric: Student expulsion rate	State Metric: Student expulsion rate is less than 1%				State Metric: Student expulsion rate is less than 1%
Local Metric: % of Schools with full parent membership and participation on School Site Council	Local Metric: 100% of Schools with full parent membership and participation on School Site Council				Local Metric: 100% of Schools with full parent membership and participation on School Site Council
Local Metric: % Parents/Caregivers reporting that their input is welcomed	Local Metric: 95% Parents/Caregivers reporting that their input is welcomed				Local Metric: 100% Parents/Caregivers reporting that their input is welcomed
Local Metric: % of Parents/Caregivers reporting that schools recognize good behavior (PBIS)	Local Metric: 86% of Parents/Caregivers reporting that schools recognize good behavior (PBIS)				Local Metric: 95% of Parents/Caregivers reporting that schools recognize good behavior (PBIS)
Local Metric: % of students that report they are recognized for doing a good job.	Local Metric: 78% of students report they are recognized for doing a good job				Local Metric: 90% of students report they are recognized for doing a good job
Local Metric: % of teachers/staff report their school is a safe place for learning.	Local Metric: 98% of teachers/staff report their school is a safe place for learning				Local Metric: 100% of teachers/staff report their school is a safe place for learning
Local Metric: # of SEL Professional Development Trainings	Local Metric: 11 of Professional Development Trainings offered				Local Metric: 15 of Professional Development Trainings offered

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Metric: Site Strategic Planning at every site (Stakeholder Input)	Local Metric: Site Strategic Planning at every site is 100% (Stakeholder Input)				Local Metric: Site Strategic Planning at every site is 100% (Stakeholder Input)
Local Metric: Increase the amount of parents that participate in district survey (Stakeholder Input)	Local Metric: 700 parents that participate in district survey (Stakeholder Input)				Local Metric: 900 parents that participate in district survey (Stakeholder Input)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Positive Behaviors Interventions and Supports (PBIS)	Implement PBIS at all sites. A) Personnel Costs B) Professional Development	\$20,000.00	No
2	California Cadet Corps	California Cadet Corps Program at Silver Valley High School A) Personnel Costs C) Instructional Materials D) Transportation, Professional Development and other operational expenses	\$50,000.00	Yes
3	Counseling Services	Counseling services district-wide. A) Personnel Costs	\$346,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
		C) Contract for Independent Counseling Services		
4	Strategic Planning	Implement Site Strategic Planning at all sites. A) Personnel Costs	\$5,000.00	No
5	Social Emotional Learning	Investments in Social Emotional Learning at all sites. A) Personnel Costs B) SEL Curriculum and Materials C) Professional Development	\$175,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Build individual leadership skill of teachers, administrators and parents for fostering positive relationships, effective communication, and creating a culture of recognition and excellence.

An explanation of why the LEA has developed this goal.

Silver Valley Unified School District believes that recruiting and retaining excellent staff members is critical for the success of our students. There was a need to develop this goal that promotes professional development, leadership and a positive culture to ensure district stability.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Metric: % of teachers appropriately assigned	State Metric: 100% of teachers are appropriately assigned				State Metric: 100% of teachers are appropriately assigned
State Metric: Compliance with student access to instructional materials	State Metric: 100% compliance with student access to instructional materials				State Metric: 100% compliance with student access to instructional materials
State Metric: Compliance with facilities in good repair	State Metric: 100% compliance with facilities in good repair				State Metric: 100% compliance with facilities in good repair
State Metric: Highly qualified teacher rate	State Metric: 87% highly qualified teacher rate				State Metric: 95% highly qualified teacher rate
Local Metric: % of staff surveyed that feel their Administrator/Supervisor supports them	Local Metric: 95% of staff surveyed that feel their Administrator/Supervisor supports them				Local Metric: 100% of staff surveyed that feel their Administrator/Supervisor supports them

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Metric: % of staff surveyed that feel Administrators provide organizational support for collaboration	Local Metric: 96% of staff surveyed that feel Administrators/Supervisor provide organizational support for collaboration				Local Metric: 100% of staff surveyed that feel Administrators/Supervisor provide organizational support for collaboration
Local Metric: % of Induction teachers that complete all program requirements	Local Metric: 100% of Induction teachers completed all program requirements				Local Metric: 100% of Induction teachers completed all program requirements
Local Metric: The amount of Managing Up letters, recognizing employee excellence	Local Metric: The amount of Managing Up letters, recognizing employee excellence is 22				Local Metric: The amount of Managing Up letters, recognizing employee excellence is 30
Local Metric: % of classified positions filled from within our organization	Local Metric: 56% of classified positions filled from within our organization				Local Metric: 70% of classified positions filled from within our organization

Actions

Action #	Title	Description	Total Funds	Contributing
1	Leadership Development	Provide leadership opportunities for Teacher, Classified and Management staff. A) Personnel Costs B) Cost for conferences, workshops, and trainings for certificated, classified and management staff C) Cost for consultants/coaches for leadership development	\$45,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	Stakeholder Input	Survey Parents, Students and Staff to evaluate school climate and Instructional Leadership at each site.		No
4	Teacher Induction	SVUSD will provide beginning teachers with a fully paid induction program to support them and mentor them. A) Personnel Costs C) Participation fee for beginning teachers	\$60,000.00	No
5	Teacher Recruitment	SVUSD will develop and implement a recruitment schedule to find the most qualified teachers to hire annually. A) Travel expenses for recruiting.	\$15,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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
12.66%	2296258

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.

Silver Valley Unified School District's unduplicated pupil count percentage is 57%. The following action and services are principally directed toward students in our unduplicated count. All ten actions listed have a direct impact on our 3 highest unduplicated count schools (Lewis, Yermo and Newberry Elementary). All the actions, except actions 5, 9 and 10, are highly concentrated on our highest unduplicated schools. Action 5 (After school programs) and action 9 (Technology Support) are district wide actions that impact every school and help our unduplicated population at all sites. We believe the action steps outlined below are a big reason why our students have achieved at a high level.

1. RTI teachers and operating expenses for students struggling in reading and mathematics.
2. Lower class size for Transitional Kindergarten and Kindergarten students at Yermo Elementary School and Newberry Springs Elementary School (approximately 80% LI).
3. Transportation services for low income students in Yermo, Newberry Springs, Daggett and Ludlow communities.
4. Support for EI, Foster Youth and Low Income students at Colin Powell State Pre-School will be provided in the form of tuition assistance, nutrition services and educator salary.
5. After school intervention/enrichment opportunities for students at all sites.
6. AVID Program targeted for unduplicated students at Yermo Elementary, Fort Irwin Middle School and Silver Valley High School.
7. Counseling services will be provided for SVUSD students to meet their socio-emotional needs and improve School Climate and Student Engagement.
8. Provide an additional 22,000 instructional minutes for TK/Kindergarten above the state mandated 36,000 to increase student achievement.

9. Hired Technology Support Specialists to provide in-classroom support for teachers to improve 21st Century Learning Skills.
10. California Cadet Corps program at Silver Valley High School.

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

The increase in LCAP funding for Supplemental grant is estimated at \$2,296,258 for the 2021-2022 school year. Approximately \$630,000 will be used to provide EL, Foster Youth and LI students with lower class size at the TK and Kindergarten levels and to provide an additional 22,000 instructional minutes in TK and Kindergarten, (Lewis Elementary, Newberry Elementary School and Yermo Elementary School) and to provide before and/or after school enrichment and interventions (All sites). Approximately \$236,000 will be used to pay for Response to Intervention programs, which includes 2 certificated RTI teachers and operating expenses to serve our EL, Foster Youth and LI students who are struggling readers and for ELD instruction (All Sites). Fort Irwin Middle School, Yermo Elementary School and Silver Valley High School will continue to provide math intervention that will target EL, Foster Youth and LI students as well as all students in academic need. Fort Irwin Middle School, Silver Valley High School, Newberry Elementary and Yermo Elementary School will continue to offer the AVID program that will target EL, Foster Youth and SED students (\$200,000). Technology Support Specialists were hired to support teachers with technology in the classroom to improve 21st Century Learning Skills (\$220,000). Transportation services will be provided for low income students in Yermo, Newberry Springs, Daggett and Ludlow communities (\$525,000). Counseling services will be provided for the Alternative Education Center, Silver Valley High School, Yermo and Newberry Elementary Schools (\$160,000) to improve school climate. Finally, support for EL, Foster Youth and Low Income students at Colin Powell State Pre-School will be provided in the form of tuition assistance, nutrition services and educator salary (\$275,000). The following is the list of all actions supporting our EL, LI and FY students:

1. RTI teachers and operating expenses for students struggling in reading and mathematics.
2. Lower class size for Transitional Kindergarten and Kindergarten students at Yermo Elementary School and Newberry Springs Elementary School (approximately 80% LI).
3. Transportation services for low income students in Yermo, Newberry Springs, Daggett and Ludlow communities.
4. Support for EL, Foster Youth and Low Income students at Colin Powell State Pre-School will be provided in the form of tuition assistance, nutrition services and educator salary.
5. After school intervention/enrichment opportunities for students at all sites.
6. AVID Program targeted for unduplicated students at Yermo Elementary, Fort Irwin Middle School and Silver Valley High School.
7. Counseling services will be provided for SVUSD students to meet their socio-emotional needs and improve School Climate and Student Engagement.
8. Provide an additional 22,000 instructional minutes for TK/Kindergarten above the state mandated 36,000 to increase student achievement.
9. Hired Technology Support Specialists to provide in-classroom support for teachers to improve 21st Century Learning Skills.
10. California Cadet Corps program at Silver Valley High School.

These increases and improvements will allow us to meet our 12.66% MPP for the 2021-2022 school year.

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Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,675,000.00			\$635,700.00	\$3,310,700.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,929,700.00	\$1,381,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Student Achievement	\$43,000.00			\$99,000.00	\$142,000.00
1	2	All	Summer School	\$50,000.00			\$115,000.00	\$165,000.00
1	3	English Learners Foster Youth Low Income	Pre-School Support	\$275,000.00				\$275,000.00
1	4	English Learners Foster Youth Low Income	Response to Intervention	\$236,000.00				\$236,000.00
1	5	English Learners Foster Youth Low Income	TK-K Extended Instructional Minutes	\$350,000.00				\$350,000.00
1	6	All	Career Technical Education	\$175,000.00				\$175,000.00
1	7	English Learners Foster Youth Low Income	Class Size Reduction	\$126,000.00				\$126,000.00
1	8	English Learners Foster Youth Low Income	Advancement Via Individual Determination (AVID)	\$200,000.00				\$200,000.00
1	9	English Learners Foster Youth Low Income	Before/After School Programs	\$155,000.00				\$155,000.00
1	10	English Learners Foster Youth Low Income	Transportation Services	\$525,000.00				\$525,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	English Learners Foster Youth Low Income	Technology Support Specialist	\$220,000.00				\$220,000.00
2	2	All	1-1 Chromebook/Laptop Initiative	\$25,000.00				\$25,000.00
2	3	All	Technology Survey					
3	1	All	Positive Behaviors Interventions and Supports (PBIS)	\$20,000.00				\$20,000.00
3	2	English Learners Foster Youth Low Income	California Cadet Corps	\$50,000.00				\$50,000.00
3	3	English Learners Foster Youth Low Income	Counseling Services	\$160,000.00			\$186,700.00	\$346,700.00
3	4	All	Strategic Planning	\$5,000.00				\$5,000.00
3	5	All	Social Emotional Learning				\$175,000.00	\$175,000.00
4	1	All	Leadership Development	\$45,000.00				\$45,000.00
4	2	All	Stakeholder Input					
4	4	All	Teacher Induction				\$60,000.00	\$60,000.00
4	5	All	Teacher Recruitment	\$15,000.00				\$15,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$2,297,000.00	\$2,483,700.00
LEA-wide Total:	\$1,571,000.00	\$1,757,700.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$726,000.00	\$726,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Pre-School Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$275,000.00	\$275,000.00
1	4	Response to Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$236,000.00	\$236,000.00
1	5	TK-K Extended Instructional Minutes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lewis and Yermo Elementary Schools TK-Kindergarten	\$350,000.00	\$350,000.00
1	7	Class Size Reduction	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lewis, Newberry and Yermo Elementary Schools TK-Kindergarten	\$126,000.00	\$126,000.00
1	8	Advancement Via Individual Determination (AVID)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Silver Valley High School, Fort Irwin Middle School and Yermo Elementary School 6th-12th Grade	\$200,000.00	\$200,000.00
1	9	Before/After School Programs	LEA-wide	English Learners Foster Youth	All Schools	\$155,000.00	\$155,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
1	10	Transportation Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$525,000.00	\$525,000.00
2	1	Technology Support Specialist	LEA-wide	English Learners Foster Youth Low Income		\$220,000.00	\$220,000.00
3	2	California Cadet Corps	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Silver Valley High School	\$50,000.00	\$50,000.00
3	3	Counseling Services	LEA-wide	English Learners Foster Youth Low Income		\$160,000.00	\$346,700.00

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)).

- 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.