

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chicago Park Elementary School District

CDS Code: 29-66316-6027080

School Year: 2021-22

LEA contact information:

Katie Kohler

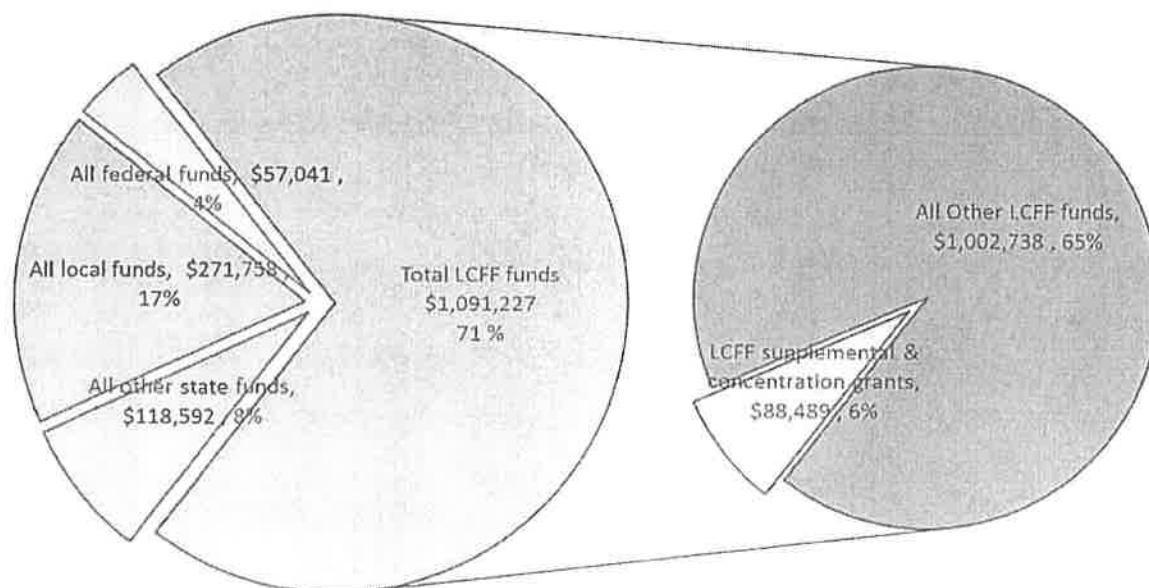
Superintendent

530-346-2153

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

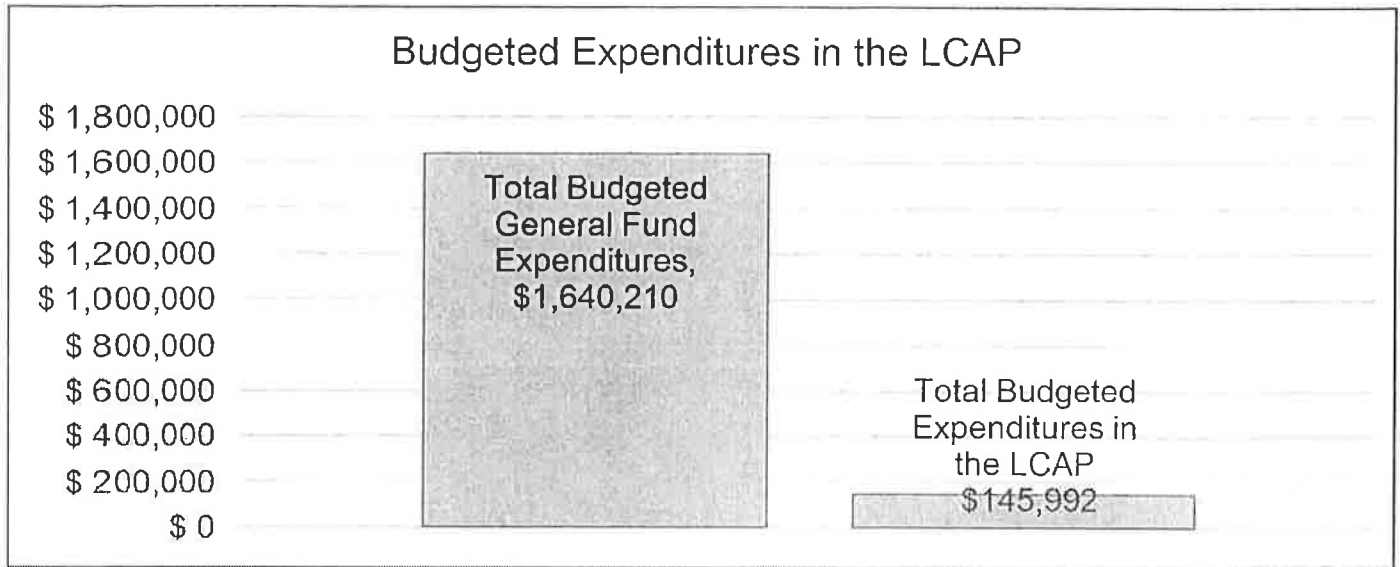


This chart shows the total general purpose revenue Chicago Park Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Chicago Park Elementary School District is \$1,538,618, of which \$1,091,227 is Local Control Funding Formula (LCFF), \$118,592 is other state funds, \$271,758 is local funds, and \$57,041 is federal funds. Of the \$1,091,227 in LCFF Funds, \$88,489 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Chicago Park Elementary School District plans to spend \$1,640,210 for the 2021-22 school year. Of that amount, \$145,992 is tied to actions/services in the LCAP and \$1,494,218 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

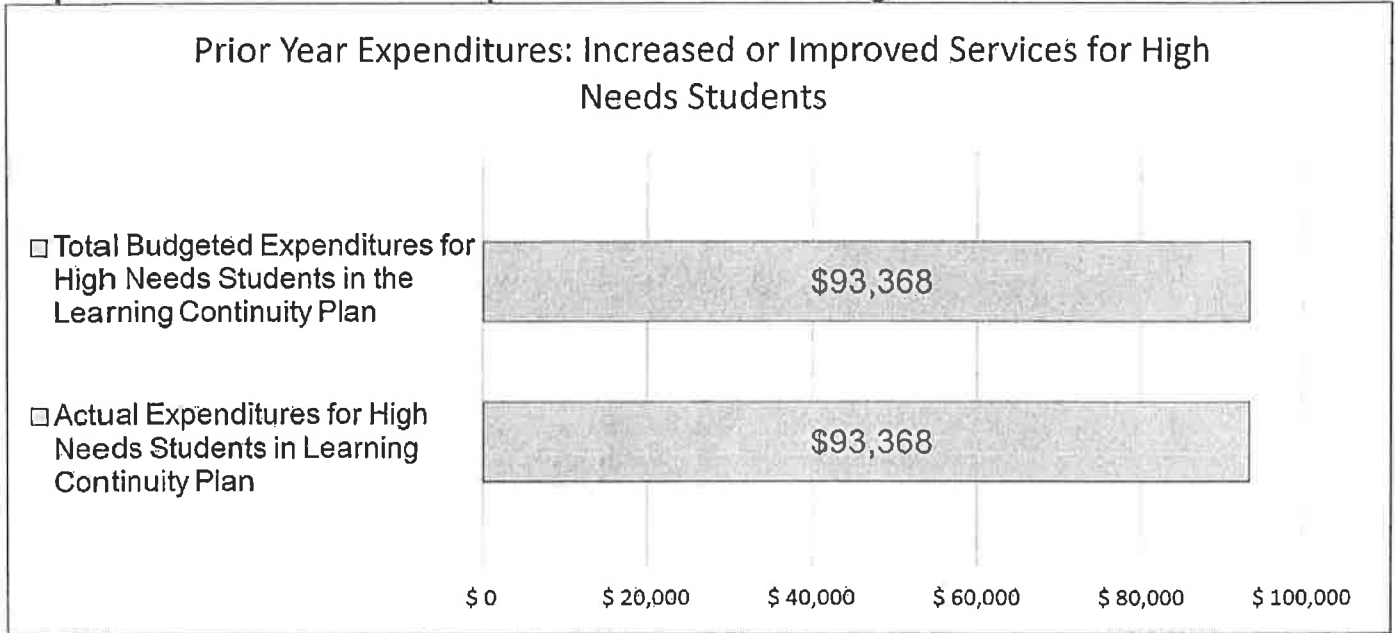
Admin staffing, classified staffing, maintenance/custodial, travel/conferences, insurance, utilities, communications, special education excess costs and deferred maintenance projects.

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

In 2021-22, Chicago Park Elementary School District is projecting it will receive \$88,489 based on the enrollment of foster youth, English learner, and low-income students. Chicago Park Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Chicago Park Elementary School District plans to spend \$93,368 towards meeting this requirement, as described in the LCAP.

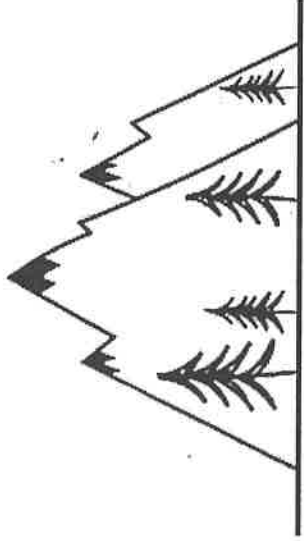
LCFF Budget Overview for Parents

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



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

In 2020-21, Chicago Park Elementary School District's Learning Continuity Plan budgeted \$93,368 for planned actions to increase or improve services for high needs students. Chicago Park Elementary School District actually spent \$93,368 for actions to increase or improve services for high needs students in 2020-21.



CHICAGO PARK ELEMENTARY SCHOOL DISTRICT

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

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

LEA Name	Contact Name and Title	Email and Phone
Chicago Park Elementary School District	Katie Kohler Superintendent	katiek@chicagoparkschool.org (530)346-2153

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

Goal 1

All students will improve their ELA and Math proficiency scores through strategic academic delivery and interventions (including the use of technology), and access to instructional practices aligned with Common Core Standards.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

The number of students in grades 3-8 that achieve standards met or exceeded in Math and ELA CAASPP testing will increase by 3% or more each year

19-20

Math > 50%

ELA > 62%

Baseline

Math 39%

ELA 50%

Metric/Indicator

Maintain EL Reclassification Rates

19-20

Actual

Math 39.73% ELA 51.1%

No EL students currently enrolled at Chicago Park Elementary School District

Expected	Actual
<p>Should any EL students enroll in the District we will maintain prior EL Reclassification Rates</p> <p>Baseline should any EL students enroll in the District we will reclassify 100% of eligible EL students.</p> <p>Metric/Indicator 100% of students will gain no less than one level towards English proficiency on the CELDT</p> <p>19-20 100% of students will gain no less than one level towards English proficiency on the ELPAC</p> <p>Baseline 100% of students will gain no less than one level towards English proficiency on the CELDT</p> <p>Metric/Indicator All students will have access to no less than 90% highly qualified teachers</p> <p>19-20 100%</p> <p>Baseline 90%</p> <p>Metric/Indicator All students will have access to CCSS aligned materials including ELD Standards</p> <p>19-20 100% of students have access to standards aligned materials including ELD</p> <p>Baseline 100% of students have access to standards aligned materials including ELD</p> <p>Metric/Indicator</p>	<p>No EL students currently enrolled at Chicago Park Elementary School District</p> <p>Students have access to 100% highly qualified teachers</p> <p>All students have access to CCSS aligned materials including ELD Standards</p> <p>A-G requirements, AP Placement, and EAP Assessment not applicable to our elementary school district.</p>

	Expected	Actual
	<p>A-G requirements, AP Placement, and EAP Assessment not applicable to our elementary school district.</p> <p>19-20 N/A</p> <p>Baseline N/A</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>All teachers will be fully credentialed, trained in best instructional practices, and have access to materials and technology to meet the demands of a 21st century education.</p>	<p>1000-1999: Certificated Personnel Salaries 0000, 4035, 6500 \$534,054</p> <p>3000-3999: Employee Benefits 0000, 4035, 6500 \$177,106</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$8,000</p>	<p>1000-1999: Certificated Personnel Salaries 0000, 4035, 6500 \$582,802</p> <p>3000-3999: Employee Benefits 0000, 4035, 6500 \$193,113</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$11,598</p>
<p>New teachers participate in BTSA.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$16,293</p> <p>1000-1999: Certificated Personnel Salaries Other \$6,780</p> <p>4000-4999: Books And Supplies Other \$4,750</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$16,268</p> <p>1000-1999: Certificated Personnel Salaries Other \$1,458</p> <p>4000-4999: Books And Supplies Other 0</p>
<p>On going Professional Development and Staff Collaboration time including Classified Staff.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,500</p> <p>4000-4999: Books And Supplies Base \$23,000</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,193</p> <p>4000-4999: Books And Supplies Base \$25,757</p>
<p>Formal Assessments in Math and ELA for grades TK-8.</p>	<p>Provide CCSS aligned curriculum and materials, including the provision of necessary school supplies when needed.</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Technology-based curriculum opportunities.	4000-4999: Books And Supplies 6300 \$4,320 4000-4999: Books And Supplies Other \$1,190	4000-4999: Books And Supplies 6300 \$6,137 4000-4999: Books And Supplies Other 0
Expanded fiction and non-fiction in library and maintain Library Assistant hours.	4000-4999: Books And Supplies 6300 \$5,000	4000-4999: Books And Supplies 0000 \$2,725
Maintain extended day Kindergarten program to allow more focused instruction.	2000-2999: Classified Personnel Salaries Supplemental \$7,765 4000-4999: Books And Supplies Locally Defined \$1,500	2000-2999: Classified Personnel Salaries Supplemental \$9,325 4000-4999: Books And Supplies Locally Defined \$884
Maintain RTI services in grades 1-5 and Homework Club, incorporate part of our RSP teacher's time into assisting with expanding RTI needs, the purchase of RTI support materials.	1000-1999: Certificated Personnel Salaries Supplemental \$13,300 1000-1999: Certificated Personnel Salaries Supplemental \$40,618	1000-1999: Certificated Personnel Salaries Supplemental \$7,436 1000-1999: Certificated Personnel Salaries Supplemental \$26,865
The replacement of no less than twelve Chromebooks.	4000-4999: Books And Supplies 1100 \$15,400	4000-4999: Books And Supplies 5810 \$12,491
We will maintain each classroom with at least one or more laptops or tablets, document camera, projection monitor and screen, sound capabilities for streaming video, and FM broadcast devices as needed.	4000-4999: Books And Supplies 0000, 1100 \$2,550	4000-4999: Books And Supplies Other \$8,120
Teacher on-going training in the implementation of CAASPP.	See Goal #1, Action #3 0	0
Support services from an IT Specialist will be available to assist teachers five days a week in the general maintenance of school equipment and to assure it is up and running efficiently.	2000-2999: Classified Personnel Salaries Supplemental \$18,000	2000-2999: Classified Personnel Salaries Supplemental \$9,355 1000-1999: Certificated Personnel Salaries 5810 \$17,072

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A .4 FTE teacher will be maintained in the Academy to keep class sizes at or below 27 students.	1000-1999: Certificated Personnel Salaries Supplemental \$24,700	1000-1999: Certificated Personnel Salaries Supplemental \$23,887
Hire a part-time P.E. Specialist to assist teachers in grades TK-5.	2000-2999: Classified Personnel Salaries Supplemental \$3,814 3000-3999: Employee Benefits Supplemental \$270	2000-2999: Classified Personnel Salaries Supplemental \$3,713 3000-3999: Employee Benefits Supplemental \$314

Goal Analysis

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

Almost all planned actions and budgeted expenditures took place and were implemented. There was a decrease in RSP salaries due to a new staff member being hired at a lower step and column than projected.

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

One challenge the district faced was the constant change in teaching staff due to performance and teacher retention issues. Since there was drastic teaching staff turn over, the expected Math and ELA CAASPP scores did not increase as planned but instead stayed at or slightly above the baseline.

There were a few huge success with many of these action items. One is in the area of technology. Since making the choice to purchase Chromebooks and sustaining every classroom having a laptop, document camera, and projecting monitor, it made the transition to distance learning and now our hybrid model possible.

Goal 2

Students in grades 1-8 will have opportunities to enroll in enrichment classes such as, but not limited to:

- Foreign Languages
- Visual/Performing Arts
- Computer Programming
- Organized Team Sports (grades 4-8)
- Environmental Studies

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator No less than six annual opportunities will be made available for students to participate in before and/or after school enrichment classes (not including athletics).</p> <p>19-20 Maintain a minimum of seven enrichment opportunities for students to participate in before and/or after school.</p> <p>Baseline There are six opportunities for students to participate in before and/or after school enrichment classes.</p>	<p>Three opportunities for students to participate in before and/or after school enrichment classes happened throughout year.</p>
<p>Metric/Indicator No less than four opportunities will be made available for eligible students to participate in after school sports sponsored by the Nevada County Athletics League.</p> <p>19-20 There are four opportunities for girls and four for boys to participate in after school sports programs.</p>	<p>Four opportunities for girls and four for boys to participate in after school sports programs took place throughout year.</p>

Expected	Actual
<p>Baseline There are four opportunities for girls and four for boys to participate in after school sports programs.</p> <p>Metric/Indicator 6th Grade students will be given the opportunity to participate in an off-campus multi-day Science Camp.</p> <p>19-20 Continue to provide a 6th grade science camp experience the same as or similar to what is listed in baseline.</p> <p>Baseline 6th grade students currently go to Alliance Redwoods environmental camp for five days and four nights.</p> <p>Metric/Indicator 100% of students will have access to a broad course of study including unduplicated students and students with exceptional needs.</p> <p>19-20 100% of students will have access to a broad course of study including unduplicated students and students with exceptional needs.</p> <p>Baseline 100% of students will have access to a broad course of study including unduplicated students and students with exceptional needs.</p>	<p>6th grade students were expected to attend Alliance Redwoods Environmental Camp for five days and four nights on March 30, 2020, however, this was postponed because the Covid-19 Pandemic. Camp will resume once safe to do so.</p> <p>100% of students had access to a broad course of study including unduplicated students and students with exceptional needs.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>There are no current plans to offer before school enrichment due to lack of student participation. Previous before school enrichment opportunities such as GATE are being offered during the school day or after school.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental \$2,000</p>	<p>2000-2999: Classified Personnel Salaries Supplemental \$2,500</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
6-8 grade boys' and girls' basketball and volleyball. 4-8 grade co-ed cross country and co-ed track and field will be offered to all academically eligible students regardless of their ability to afford it.	Supplemental \$4,200	Supplemental \$4,165
Contract with local vendors to provide meaningful after school enrichment opportunities for all grade levels. Purposely seek enrichment with a technology theme.	IN-KIND-CONTRIBUTION	
Further classes such as metal shop, foreign language, computer coding, guitar, and drama will be determined by LCAP needs survey each year and the availability of instructors.	5800: Professional/Consulting Services And Operating Expenditures 0200 \$1,000	5800: Professional/Consulting Services And Operating Expenditures 0200 0
After school Homework Club for grades 4-8	See Goal #1, Action #9	

Goal Analysis

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

All planned actions and budgeted expenditures took place and were implemented, with the exception of after school electives due to no availability of instructors.

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

One challenge with this goal is to maintain a minimum of seven enrichment opportunities for students to participate before or after school. Since the district is a rural district, the travel distance for contractors made it challenging to contract with the companies. Challenges that took place because of Covid-19 were the ability to have 6th grade camp and after school sports. Since 6th grade camp was scheduled to take place in the Spring of 2020, it had to be cancelled. All spring sports were also canceled due to the Covid-19 pandemic.

Successes in the goal include Homework Club taking place during the time before the pandemic and 100% of students had access to a broad course of study including unduplicated students and students with exceptional needs.

Goal 3

All students will be provided learning and recreational activities in environments in and out of the classroom that are safe and nurturing.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Maintain P2 ADA rates at or above 95%	94.75
19-20 95%	
Baseline 95%	
Metric/Indicator Maintain low suspension rates at less than 3%	3.1%
19-20 Less than 2%	
Baseline 1%	
Metric/Indicator Decrease detention rates	Zero (0) detentions per trimester
19-20 17 detentions per trimester	
Baseline 20 detentions per trimester	

Expected	Actual
<p>Metric/Indicator Maintain low expulsion rate of no students</p> <p>19-20 No students expelled</p> <p>Baseline No students expelled</p>	<p>No students expelled</p>
<p>Metric/Indicator Continue scheduling parent teacher conferences for all students every September including unduplicated students and students with special needs</p> <p>19-20 All families invited to participate in parent teacher conferences in October</p> <p>Baseline All families invited to participate in parent teacher conferences in September</p>	<p>Parent/Teacher Conferences were held October 9, 2019 through October 11, 2019 and again as needed when requested by staff and/or parents.</p>
<p>Metric/Indicator Continue scheduling Academic Probation Hearings each trimester for those who qualify in grades 4-8</p> <p>19-20 All students below a 2.0 GPA attend a meeting with their parents, teacher(s), and principal where a plan for academic success is established and implemented</p> <p>Baseline All students below a 2.0 GPA attend a meeting with their parents, teacher(s), and principal where a plan for academic success is established and implemented</p>	<p>All students in grade 8 below a 2.0 GPA and/or received a F in a class attended a meeting with their parents, teacher(s), and principal where a plan for academic success is established and implemented.</p>
<p>Metric/Indicator Continue to SARB all families with chronic absenteeism and maintain absentee rate at less than 5%</p> <p>19-20 Less than 4.50% chronic absenteeism rate</p>	<p>17.8%</p>

Expected	Actual
<p>Baseline 4.76% chronic absenteeism rate through March of 2016-17</p> <p>Metric/Indicator Continue on-going training for teachers in the Nurtured Heart Approach</p> <p>19-20 Responsive Classroom training for Certificated staff six times per year and three times per year for Classified staff</p> <p>Baseline NH training for Certificated staff six times per year and three times per year for Classified staff</p>	<p>Zero trainings in the Nurtured Heart Approach took place. LEA switched over to the Responsive Classroom program. Responsive Classroom training took place four times throughout the year.</p>
<p>Metric/Indicator Maintain number of yard duty instructional assistants on the playground and provide them with on-going safety training</p> <p>19-20 A minimum of one yard duty instructional assistant for primary grades and two instructional assistants for middle and upper grade students when more than two classes are together at the same time.</p> <p>Baseline A minimum of one yard duty instructional assistant for primary grades and two instructional assistants for middle and upper grade students when more than two classes are together at the same time.</p>	<p>Three yard duty instructional assistants for primary grades (Tk-3rd), one yard duty instructional assistant for middle grades (4th and 5th) and two instructional assistants for upper grade (6th-8th). Safety training took place four times during the year.</p>
<p>Metric/Indicator Maintain all facilities in good repair</p> <p>19-20 Annual written safety inspection report of indoor and outdoor school facilities done by the Maintenance Technician. No Williams Acts Complaints.</p> <p>Baseline</p>	<p>Annual written safety inspection report of indoor and outdoor school facilities done by the Maintenance Technician. No Williams Acts Complaints.</p>

Expected	Actual
<p>Annual written safety inspection report of indoor and outdoor school facilities done by the Maintenance Technician. No Williams Acts Complaints.</p> <p>Metric/Indicator Maintain a drop-out baseline of less than 2%</p> <p>19-20 Maintain 0% dropout rate</p> <p>Baseline 0% dropout rate as of early April 2017</p> <p>Metric/Indicator High School dropout and High school graduation data not applicable to our elementary school district</p> <p>19-20 N/A</p> <p>Baseline N/A</p>	<p>0% dropout rate</p> <p>High School dropout and High school graduation data not applicable to our elementary school district</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>On-going training will be provided to all staff in the Responsive Classroom program.</p>	<p>During regularly scheduled staff meetings. See Goal 1, Action 3 0</p>	<p>0</p>
<p>Parents and students will have the opportunity to participate in at least one annual on-line school safety survey</p>	<p>4000-4999: Books And Supplies 0000 \$75</p>	<p>5000-5999: Services And Other Operating Expenditures 0000 \$52</p>
<p>District Safety Committee will review, update, and notify community of any changes to the safety plan</p>	<p>2000-2999: Classified Personnel Salaries Base \$275.00</p>	<p>2000-2999: Classified Personnel Salaries Base \$188</p>
<p>Provide on-going training for yard duty safety.</p>	<p>2000-2999: Classified Personnel Salaries 0000 \$238</p>	<p>2000-2999: Classified Personnel Salaries 0000 \$150</p>
<p>Creative attendance incentives will remain in place to encourage improved attendance rates.</p>	<p>4000-4999: Books And Supplies 0157 \$800</p>	<p>4000-4999: Books And Supplies 0000 \$246</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain indoor and outdoor facilities to reduce possible safety and/or health issues. Annual facilities report and playground structure safety reports will be presented to Board in fall.	5000-5999: Services And Other Operating Expenditures 0000 \$35,000 5000-5999: Services And Other Operating Expenditures Supplemental \$9,300	5000-5999: Services And Other Operating Expenditures 0000 \$19,218 5000-5999: Services And Other Operating Expenditures Supplemental \$4,250

Goal Analysis

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

Due to the closure of schools from the COVID-19 pandemic, some facilities projects were not implemented and funds were not spent and our services expenditures decreased.

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

Challenges in this goal include maintaining a suspension rate at less than 3% and maintaining an absentee rate of less than 5%. The ending suspension rate is 3.1% which is 0.1% higher than the goal stated. The absentee rate drastically went up to 17.8%.

Two successes where the ability to keep facilities in good repair and replacing the Nurtured Heart Approach with Responsive Classroom. With the pandemic not allowing in person instruction, it gave our maintenance team the opportunity to keep facilities up and fix minor issues that would normally become problems down the road. Replacing the Nurtured Heart Approach with Responsive Classroom allowed moral of staff and students to rise. The program fit more in line with what staff and families naturally do.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
160 Desk Shields to provide more protection from Covid-19.	\$3,200	\$3,200	No
90 Chromebooks (Computers for students) purchased so LEA would be a 1:1 device school to support distance learning.	\$25,000	\$25,897	No
6 Staff computers used to support online and in-person instruction.	\$7,000	\$7,262	No
15 iPads: 5 for Kindergarten, 5 for first grade and 5 for teachers. Student ones are used to support distance learning. Teacher ones are used to support online instruction.	\$8,400	\$9,005	No
9 iPad holders used to support online and in-person instruction.	\$1,340	\$1,338	No
Music Teacher hours increased by .015 FTE to meet the anticipated social emotional needs of students.	\$1,375	\$1,375	No
Counselor hours increased by .083 FTE to meet the anticipated social emotional needs of students.	\$5,510	\$5,510	No

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

All planned actions and budgeted expenditures took place and were implemented.

Analysis of In-Person Instructional Offerings

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

To accommodate Distance Learners and in-person learners, the District opened in a hybrid model. One challenge we faced was students attending music. With moving to a hybrid in-person model, students were overwhelmed with their workload and did not attend

music as much as district would have liked. On average, 10%-15% of the student body attended. One reason is that music took place after in-person hours.

Our school counselor was utilized more frequently than in previous years. The counselor serviced students that were Distance Learners, as well as in-person. Increasing our school counselor's hours was a success in the year.

Another success was in the purchase of technology. By purchasing iPads, iPad holders, staff computers and Chromebooks, it allowed teachers to teach the hybrid model more efficiently. Teachers would teach both groups at the same time during times in the day and also repeat lessons that were taught to the groups separately.

At the beginning of the hybrid model, the LEA had around 83% of the student body opt to participate in In-Person Learning. By April 5, 2021, 94% of the student body opt to participate in In-Person Learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
90 Chromebooks (Computers for students) purchased so LEA would be a 1:1 device school to support distance learning.	\$25,000	Already Listed Above	No
6 Staff computers used to support online and in-person instruction.	\$7,000	Already Listed Above	No
15 iPads: 5 for Kindergarten, 5 for first grade and 5 for teachers. Student ones are used to support distance learning. Teacher ones are used to support online instruction.	\$8,400	Already Listed Above	No
9 iPad holders used to support online and in-person instruction.	\$1,340	Already Listed Above	No
40 hotspots purchased to provide internet services for families in need.	\$20,200	\$20,164	No
Curriculum and Instruction Specialist stipend to support staff with distance learning.	\$4,000	\$4,000	No
Two and a half additional work days added to calendar for certificated staff for professional development and planning of hybrid model.	\$6,200	\$6,217	No

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

All planned actions and budgeted expenditures took place and were implemented.

Analysis of the Distance Learning Program

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

To accommodate Distance Learners and in-person learners, the District opened in a hybrid model.

Our school counselor was utilized more frequently than in previous years. The counselor serviced students that were Distance Learners, as well as in-person. Increasing our school counselor's hours was a success in the year.

Another success was in the purchase of technology. By purchasing iPads, iPad holders, staff computers and Chromebooks, it allowed teachers to teach the hybrid model more efficiently. Teachers would teach both groups at the same time during times in the day and also repeat lessons that were taught to the groups separately.

One challenge with technology was the use of the hotspots. Since the district is located in a rural area, the hotspots did not work for all families. Also, some hotspots had technical issues.

At the beginning of the hybrid model, the LEA had around 17% of the student body opt to participate in Distance Learning. By April 5, 2021, 6% of the student body opt to participate in Distance Learning.

With moving to a hybrid model and opening during a Pandemic, many staff needed to switch roles. All certificated staff taught in-person, as well as, distance learners. One certificated staff member who is normally a special education aide, moved to include sanitizing as part of their job. Lastly, the Kindergarten aide moved into serving students on an IEP.

The Community Survey conducted in March of 2021, concluded that 83% of parents find that their child is challenged academically, and 80% feel their child is supported academically.

This year the District used iReady as a tool to provide intervention and track growth. Below is data by grade level for mathematics. 36% of students improved placement in the Kindergarten. As of Spring 2021, 71% are Tier 1, 29% are Tier 2 and 0% are Tier 3. 35% of students improved placement in the 1st grade. As of Spring 2021, 18% are Tier 1, 82% are Tier 2 and 0% are Tier 3. 12% of students improved placement in the 2nd grade. As of Spring 2021, 0% are Tier 1, 88% are Tier 2 and 12% are Tier 3. 23% of students improved placement in the 3rd grade. As of Spring 2021, 8% are Tier 1, 69% are Tier 2 and 23% are Tier 3. 50% of students improved placement in the 4th grade. As of Spring 2021, 10% are Tier 1, 70% are Tier 2 and 20% are Tier 3. 22% of students improved placement in the 5th grade. As of Spring 2021, 22% are Tier 1, 67% are Tier 2 and 11% are Tier 3. 43% of students improved placement in the 6th grade. As of Spring 2021, 29% are Tier 1, 57% are Tier 2 and 14% are Tier 3. 43% of students improved placement in the 7th grade. As of Spring 2021, 14% are Tier 1, 57% are Tier 2 and 29% are Tier 3. 50% of students improved placement in the 8th grade. As of Spring 2021, 33% are Tier 1, 50% are Tier 2 and 17% are Tier 3.

Below is the data per grade level for ELA:

46% of students improved placement in the Kindergarten. As of Spring 2021, 31% are Tier 1, 69% are Tier 2 and 0% are Tier 3. 33% of students improved placement in the 1st grade. As of Spring 2021, 6% are Tier 1, 94% are Tier 2 and 0% are Tier 3. 43% of students improved placement in the 2nd grade. As of Spring 2021, 7% are Tier 1, 93% are Tier 2 and 0% are Tier 3. 43% of students improved placement in the 3rd grade. As of Spring 2021, 21% are Tier 1, 71% are Tier 2 and 7% are Tier 3. 16% of students improved placement in the 4th grade. As of Spring 2021, 32% are Tier 1, 58% are Tier 2 and 11% are Tier 3. 44% of students improved placement in the 5th grade. As of Spring 2021, 33% are Tier 1, 56% are Tier 2 and 11% are Tier 3. 18% of students improved placement in the 6th grade. As of Spring 2021, 27% are Tier 1, 27% are Tier 2 and 45% are Tier 3. 25% of students improved placement in the 7th grade. As of Spring 2021, 38% are Tier 1, 13% are Tier 2 and 50% are Tier 3.

40% of students improved placement in the 8th grade. As of Spring 2021, 60% are Tier 1, 0% are Tier 2 and 40% are Tier 3.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
iReady program (online) purchased for LEA to support and fill gaps for students.	\$9,350	\$9,350	No
3 teachers sent to the Responsive Classroom professional development (4 day training) that focuses on creating an emotionally safe learning environment.	\$2,900	\$2,900	No
Counselor hours increased by .083 FTE to meet the anticipated social emotional needs of students.	\$5,510	Already Listed Above	No

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

All planned actions and budgeted expenditures took place and were implemented.

Analysis of Pupil Learning Loss

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

Our school counselor was utilized more frequently than in previous years. The counselor serviced students that were Distance Learners, as well as in-person. Increasing our school counselor's hours was a success in the year.

Another success was sending three teachers to the Responsive Classroom professional development. By doing this there was consistency on how issues were addressed in Distance Learning and in-person, which creates an environment where students know what to expect and can succeed in.

The Community Survey conducted March of 2021, concluded that 83% of parents find that their child is challenged academically, and 80% feel their child is supported academically.

One challenge we found with implementing iReady was screen time. The participation rate was lower than the district wanted since many students did not want to be on the computer after being taught in-person for the day.

This year the District used iReady as a tool to provide intervention and track growth. This data includes English Learners, Low-Income Students, Foster Youth, pupils with exceptional needs and pupils who are experiencing homelessness. Below is data by grade level for mathematics:

- 36% of students improved placement in the Kindergarten. As of Spring 2021, 71% are Tier 1, 29% are Tier 2 and 0% are Tier 3.
- 35% of students improved placement in the 1st grade. As of Spring 2021, 18% are Tier 1, 82% are Tier 2 and 0% are Tier 3.
- 12% of students improved placement in the 2nd grade. As of Spring 2021, 0% are Tier 1, 88% are Tier 2 and 12% are Tier 3.
- 23% of students improved placement in the 3rd grade. As of Spring 2021, 8% are Tier 1, 69% are Tier 2 and 23% are Tier 3.
- 50% of students improved placement in the 4th grade. As of Spring 2021, 10% are Tier 1, 70% are Tier 2 and 20% are Tier 3.
- 22% of students improved placement in the 5th grade. As of Spring 2021, 22% are Tier 1, 67% are Tier 2 and 11% are Tier 3.
- 43% of students improved placement in the 6th grade. As of Spring 2021, 29% are Tier 1, 57% are Tier 2 and 14% are Tier 3.
- 43% of students improved placement in the 7th grade. As of Spring 2021, 14% are Tier 1, 57% are Tier 2 and 29% are Tier 3.
- 50% of students improved placement in the 8th grade. As of Spring 2021, 33% are Tier 1, 50% are Tier 2 and 17% are Tier 3.

Below is the data per grade level for ELA:

- 46% of students improved placement in the Kindergarten. As of Spring 2021, 31% are Tier 1, 69% are Tier 2 and 0% are Tier 3.
- 33% of students improved placement in the 1st grade. As of Spring 2021, 6% are Tier 1, 94% are Tier 2 and 0% are Tier 3.
- 43% of students improved placement in the 2nd grade. As of Spring 2021, 7% are Tier 1, 93% are Tier 2 and 0% are Tier 3.
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- 16% of students improved placement in the 4th grade. As of Spring 2021, 32% are Tier 1, 58% are Tier 2 and 11% are Tier 3.
- 44% of students improved placement in the 5th grade. As of Spring 2021, 33% are Tier 1, 56% are Tier 2 and 11% are Tier 3.
- 18% of students improved placement in the 6th grade. As of Spring 2021, 27% are Tier 1, 27% are Tier 2 and 45% are Tier 3.
- 25% of students improved placement in the 7th grade. As of Spring 2021, 38% are Tier 1, 13% are Tier 2 and 50% are Tier 3.
- 40% of students improved placement in the 8th grade. As of Spring 2021, 60% are Tier 1, 0% are Tier 2 and 40% are Tier 3.

Analysis of Mental Health and Social and Emotional Well-Being

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

Teaching and support staff checked in with students daily. If a concern came up, administration was contacted. Processes (based on concern) were followed if a report needed to be submitted to check in on student.

Responsive Classroom has been a professional development focus for the past two years. Having three additional staff members trained to create an environment that was safe and protected the mental wellbeing of all students. Staff were also trained on trauma informed practices and suicide prevention through professional developments throughout the year.

This district increased hours for music teacher and school counselor to support emotional well-being and mental health. Music teacher's hours were expanded to provide a music outlet to all students in district. School counselor's hours were doubled to provide more support to students during the Covid-19 pandemic. Many students utilized the school counselor, however the music teacher was not utilized as much as the district hoped.

School office personnel, administration, and school counselor provided significant support and outreach for certificated teachers if students lacked participation, engagement, or became absent during any phase (distance learning or hybrid) school district was in. District maintained all attendance requirements and SARB processes for mailing notices and contacting families according to requirements. Certificated staff will complete daily participation and weekly engagement logs that they will sign and turn in weekly to the district. Administration was also in constant contact with County Safety Coordinator and school nurse during year. Based on the issue, administrator included needed parties to support the student.

Analysis of Pupil and Family Engagement and Outreach

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

School office personnel, administration and school counselor provided significant support and outreach for certificated teachers if students lack participation, engagement or become absent during any phase (distance learning or hybrid) the school district is in. District maintained all attendance requirements and SARB processes for mailing notices and contacting families according to requirements. Certificated staff completed daily participation and weekly engagement logs that they signed and turned in weekly to the district.

District purchased Zoom Educational to engage with students daily for live interaction. Any student that did not log in that day or attend during assigned class time were marked absent. Parents were encouraged to communicate attendance needs to the school office. The school office also reached out daily to student's family when student did not log on for the day.

District put out two surveys during the year, August 2020 and March 2021, to collect data that was used in decision making. Superintendent reached out to community through monthly board meetings and Site Council meetings to collect data that was used in decision making.

Analysis of School Nutrition

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

The district continued to offer meals to students every school day regardless of what the phase district it was in. Families called in order in the morning and pick up at designated time from school site. District followed all State and Federal requirements with School Nutrition. School lunch increased drastically during this time as lunches were free to all children under the age of 18. There were no challenges in providing lunches to students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

N/A

Overall Analysis

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

Finding time for students to be provided intervention was a struggle in the 2020-21 school year. District will be addressing this issue in the 2021-24 LCAP.

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

The district will be continuing use of iReady program. District will be creating RtI (Response to Intervention) time in the school day to support students with learning loss. District will be assessing learning loss three times a year.

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

N/A

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

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

1. Students need RTI and intervention support. Purchasing iReady for future years is needed.
2. Mental health support in PE, Music, Garden Program and Counselor time is needed.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	964,798.00	996,298.00
0000	0.00	0.00
0000, 1100	35,313.00	22,391.00
0000, 4035, 6500	2,550.00	0.00
0157	711,160.00	775,915.00
0200	800.00	0.00
1100	1,000.00	0.00
5810	15,400.00	0.00
6300	0.00	29,563.00
Base	9,320.00	6,137.00
Locally Defined	23,275.00	25,945.00
Other	1,500.00	884.00
Supplemental	12,720.00	12,594.00
	151,760.00	122,869.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	964,798.00	996,298.00
1000-1999: Certificated Personnel Salaries	4,200.00	4,165.00
2000-2999: Classified Personnel Salaries	635,745.00	675,788.00
3000-3999: Employee Benefits	32,092.00	25,231.00
4000-4999: Books And Supplies	177,376.00	193,427.00
5000-5999: Services And Other Operating Expenditures	58,585.00	56,360.00
5800: Professional/Consulting Services And Operating Expenditures	44,300.00	26,536.00
	12,500.00	14,791.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	964,798.00	996,298.00
		0.00	0.00
	Supplemental	4,200.00	4,165.00
1000-1999: Certificated Personnel Salaries	0000, 4035, 6500	534,054.00	582,802.00
1000-1999: Certificated Personnel Salaries	5810	0.00	17,072.00
1000-1999: Certificated Personnel Salaries	Other	6,780.00	1,458.00
1000-1999: Certificated Personnel Salaries	Supplemental	94,911.00	74,456.00
2000-2999: Classified Personnel Salaries	0000	238.00	150.00
2000-2999: Classified Personnel Salaries	Base	275.00	188.00
2000-2999: Classified Personnel Salaries	Supplemental	31,579.00	24,893.00
3000-3999: Employee Benefits	0000, 4035, 6500	177,106.00	193,113.00
3000-3999: Employee Benefits	Supplemental	270.00	314.00
4000-4999: Books And Supplies	0000	75.00	2,971.00
4000-4999: Books And Supplies	0000, 1100	2,550.00	0.00
4000-4999: Books And Supplies	0157	800.00	0.00
4000-4999: Books And Supplies	1100	15,400.00	0.00
4000-4999: Books And Supplies	5810	0.00	12,491.00
4000-4999: Books And Supplies	6300	9,320.00	6,137.00
4000-4999: Books And Supplies	Base	23,000.00	25,757.00
4000-4999: Books And Supplies	Locally Defined	1,500.00	884.00
4000-4999: Books And Supplies	Other	5,940.00	8,120.00
5000-5999: Services And Other Operating Expenditures	0000	35,000.00	19,270.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	3,016.00
5000-5999: Services And Other Operating Expenditures	Supplemental	9,300.00	4,250.00
5800: Professional/Consulting Services And Operating Expenditures	0200	1,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	11,500.00	14,791.00
		11,500.00	14,791.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	911,910.00	965,529.00
Goal 2	7,200.00	6,665.00
Goal 3	45,688.00	24,104.00

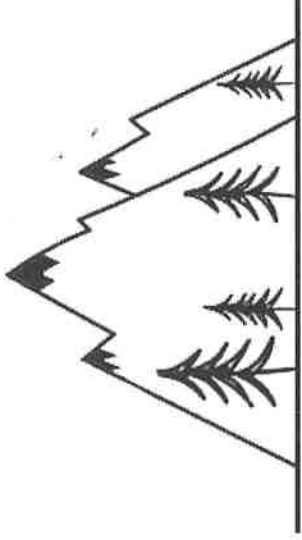
* Totals based on expenditure amounts in goal and annual update sections.

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

Offering/Program	Total Expenditures by Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		\$51,825.00	\$53,587.00
Distance Learning Program		\$72,140.00	\$30,381.00
Pupil Learning Loss		\$17,760.00	\$12,250.00
Additional Actions and Plan Requirements			
All Expenditures in Learning Continuity and Attendance Plan		\$141,725.00	\$96,218.00

Offering/Program	Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		\$51,825.00	\$53,587.00
Distance Learning Program		\$72,140.00	\$30,381.00
Pupil Learning Loss		\$17,760.00	\$12,250.00
Additional Actions and Plan Requirements			
All Expenditures in Learning Continuity and Attendance Plan		\$141,725.00	\$96,218.00

Offering/Program	Expenditures by Offering/Program (Contributing to Increased/Improved requirement)	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings			
Distance Learning Program			
Pupil Learning Loss			
Additional Actions and Plan Requirements			
All Expenditures in Learning Continuity and Attendance Plan			



CHICAGO PARK ELEMENTARY SCHOOL DISTRICT

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
Chicago Park Elementary School District	Katie Kohler Superintendent	katiek@chicagoparkschool.org (530)346-2153

Plan Summary [2021-22]

General Information

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

Chicago Park School is a community school that was established in 1898. It is located just off scenic Route 174 in the beautiful foothills of the Sierra Nevada Mountains. Chicago Park School is a small, public school for grades TK-8.

The educational team of 12 certificated professionals is lead by School Superintendent/Principal Katie Kohler, who has served in this position since January of 2020. There are trained Instructional Aides to support low performing and Special Education students where needed. The school is proud of its Gifted and Talented program, as well as its success in providing intensive remedial support for struggling students.

In addition to providing a strong educational foundation, our school provides programs such as music, sports, art, agriculture, computer literacy, and a variety of after-school enrichment opportunities. An intensive character development program is an important part of the Chicago Park experience and is weaved into the daily curriculum.

The school serves families mostly from Chicago Park, Grass Valley, Nevada City, Peardale, Colfax and Alta Sierra. We pride ourselves in maintaining a positive, safe, learning environment for all students enrolled in Chicago Park School.

Reflections: Successes

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

We are currently in the green in Mathematics and English Language Arts which were improvements over the orange rating during the 2018 testing period. English Language Arts increased 8.5 points and Mathematics increased 8.8 points.

To maintain this positive rate, LEA will implement a common time RtI program to make sure learning holes are filled from the 2019-2020 school year and the 2020-2021 school year.

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.

Suspension rates increasing by 1.6% moving the District from the green rating to the orange rating (total of 3.1%). Chronic Absenteeism stayed in the orange, however, increased by 9.9% making the total 17.8%.

To improve the Chronic Absenteeism rate, LEA will review the SARB process to ensure they are following it with fidelity, as well as, implement a creative attendance incentive. LEA will focus on Responsive Classroom to build classroom and school culture which in turn should improve the suspension rate.

LCAP Highlights

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

This LCAP's highlights include increasing CAASPP scores District wide by 2% each year, creating a common Rtl time (Blazer Hour), extending kindergarten hours, and keeping current technology goals such as 1 to 1 ratio of chromebooks for students enrolled in 2nd through 8th grade, teacher computers, and technology to deliver instruction.

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.

None

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Input gathering for LCAP took place during Site Council on January 5, 2021, February 2, 2021, March 2, 2021, April 6, 2021, and May 4, 2021. Input for the LCAP was also gathered at School Board Meeting on January 14, 2021, February 11, 2021, March 11, 2021, April 15, 2021, and May 13, 2021. Staff input for the LCAP was gathered at meeting on January 5, 2021, February 2, 2021, March 2, 2021, April 6, 2021, and May 4, 2021 through 8th grade students participated in a survey in March of 2021. Chicago Park School parents participated in a community survey in March of 2021. Public Hearing for LCAP took place at the Board of Trustee's meeting on June 17, 2021 and the adoption of the LCAP took place at the Board of Trustee's meeting on June 24, 2021.

A summary of the feedback provided by specific stakeholder groups.

At the February Board Meeting, it was shared that if would be easier for parents to read if the district reduced the amount of goals. The same concept was addressed at the March Site Council meeting.

Also, at the March Site Council, curriculum was discussed. Stakeholders would like to include Science and Social Studies in the academic goal.

During the March Board of Trustee's Meeting, a stakeholder stated that it would be good to include our Garden Program and increase the teacher's hours. This fits nicely with science curriculum, as well as, fits the goal the Superintendent wishes for the District.

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

Goal1: Strengthening academic achievement of all students including special populations was influenced by stakeholder input to include all science and social studies within the goal.

Goal1: Strengthening academic achievement of all students including special populations was influenced by stakeholder input to include increasing garden program hours within the goal.

Goals and Actions

Goal

Goal #	Description
1	Strengthen academic achievement of all students including special populations.

An explanation of why the LEA has developed this goal.

Chicago Park's mission is to provide a well-rounded program that prepares students for 21st century success in all areas of academics by offering unique and individualized services in math, science, technology, and character development. We emphasize a safe and nurturing environment and graduate responsible students who respect and advocate for the rights of others.

With focusing full efforts into the academic success of students, the students will have a higher success in quality of life and have more opportunities for future successes. Since these are the core values of Chicago Park School, it is critical that the LEA have a goal that is centered around student success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
The number of students in grades 3-8 that achieve standards met or exceed in Math and ELA CAASPP testing will increase by 2% or more each year.	Math 39.73% ELA 51.1% CAST no baseline				Math 45.73% ELA 57.1% CAST
The number of students in grades 5th and 8th that achieve standards met or exceed on the CAST testing will increase by					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023--24
2% or more each year. Priority 4					
Maintain EL Reclassification Rate. Priority 4	District does not have EL students currently.				100%
Students will have access to iReady for support and intervention. Teachers will use pupil outcomes to determine increased or improved services for students. Priority 8	100% students have access to iReady				100% students have access to iReady
All students will have access to no less than 100% highly qualified teachers. District will have zero misassignments. Priority 1	100% Highly Qualified				100% Highly Qualified
100% of students will gain no less than one level towards English proficiency on their LPAC. Priority 4	No EL students currently enrolled				100% if students are enrolled

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students have access to 100% current broad course of study of standard based curriculum in Mathematics, ELA, Science, Social Studies, Music and Physical Education, including unduplicated pupils and exceptional needs students. Priority 1 and 7	100%				100%
District will have 100% implementation of academic content and performance standards adopted by the state board. Priority 2	100%				100%
100% of English learners have access to CCSS and ELD standards for the purpose of gaining academic content knowledge and English language proficiency. Priority 2	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Support	Technology for teachers.	\$1,110.00	No
2	BTSA	New teachers participate in BTSA.	\$1,960.00	No
3	Professional Development	On-going Professional Development throughout year including Classified and Certificated Staff.	\$12,216.00	Yes
4	Staff Collaboration Time	On-going staff collaboration time throughout year including Classified and Certificated Staff.	\$961.00	Yes
5	iReady	District formal assessment in mathematics and ELA for grades TK-8th with iReady program.	\$6,919.00	No
6	Curriculum	Provide current ELA, Mathematics, Science and Social Studies curriculum and materials.	\$38,850.00	No
7	Library	Expand fiction and non-fiction literature in library.	\$4,147.00	Yes
8	Kindergarten Hours	Extend kindergarten hours to 2:05 pm five days a week.	\$5,413.00	Yes
9	Rtl	Tk-8th grade whole school Rtl program.	\$18,135.00	Yes
10	Chromebooks	Maintain a one to one Chromebook ratio in 2nd through 8th grade.	\$6,080.00	Yes

Action #	Title	Description	Total Funds	Contributing
11	iPads	Maintain a class set of 5 iPads in each classroom in grades Tk through 1st grade. Many iPads were purchased in 2020-2021, therefore iPads purchase is not necessary in 2021-2022.	\$0.00	No
12	Classroom Technology	Maintain one MacBook, one iPad, one Apple TV, one overhead projector and sound system per classroom for teacher instruction. Enough classroom technology was purchased in 2020-2021, therefore no classroom technology is planned to be purchased in 2021-2022.	\$0.00	No
13	IT Specialist	Support services from an IT Specialist will be available to assist teachers five days a week in general maintenance of school equipment and to assure it is up and running efficiently.	\$24,262.00	Yes
14	P.E. Specialist	Hire a part-time P.E. Specialist to assist teachers in grades TK-5th	\$2,083.00	Yes
15	Music/Art Education	Hire staff to support music and art education in grades Tk-8th grade.	\$3,793.00	Yes
16	Garden Education	Increase time by 2 hours per week.	\$2,220.00	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	Support an environment that ensures students and staff are healthy, safe, engaged, supported and challenged.

An explanation of why the LEA has developed this goal.

Chicago Park's mission is to provide a well-rounded program that prepares students for 21st century success in all areas of academics by offering unique and individualized services in math, science, technology, and character development. We emphasize a safe and nurturing environment and graduate responsible students who respect and advocate for the rights of others.

Chicago Park's core value is student success. A supportive environment that ensures students and staff are healthy, safe, engaged, supported and challenged is critical for student success. Since this is a huge focus on the values of the District, it is critical for it to be its own goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Maintain 100% of facilities in good repair. Priority 1	100%				100%
Continue scheduling parent/teacher conferences for all students in the first trimester including unduplicated students and students with special needs. Priority 3	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District will conduct two surveys with parents of the school at least twice a year requesting input on decision making. Priority 3	None				15% of parents participate in surveys
P2 ADA rates at or above 95%. Priority 5	94.75%				95%
Suspension rate below 2%. Priority 6	3.1%				2%
Expulsion rate below 2%. Priority 6	0%				0%
Lower chronic absenteeism rate to less than 10%. Priority 5	17.8%				Less than 10%
On-going use and training in Responsive Classroom to create a positive culture. Priority 6	One training a year				2 trainings a year
Maintain a Middle School drop-out baseline 0%.	0%				0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 Promote parental participation in programs including unduplicated pupils and individuals with exceptional needs. Priority 3	None				40% of parents participate in an event
District will conduct surveys, including but not limited to, District Community Survey and Healthy Kids Survey, with parents, pupils and teachers yearly to collect data around the sense of safety and school connectedness. Priority 6	None				15% of parents participate in surveys

Actions

Action #	Title	Description	Total Funds	Contributing
1	Responsive Classroom	On going training throughout the year for all staff in the Responsive Classroom.	\$540.00	No
2	Community Survey	Community will have the opportunity to participate in at least two annual surveys a year.	\$252.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Safety Plan	District Safety Committee will review and update safety plan yearly.	\$255.00	No
4	Yard Duty Safety	On-going training for yard duty safety. Cost is included with regular contracted salaries.	\$101.00	Yes
5	Attendance Incentives	Attendance incentives to encourage improved attendance rates.	\$370.00	No
6	Facilities	Maintain indoor and outdoor facilities to reduce possible safety and/or health issues. Annual facilities report and playground structure safety reports will be presented to the Board in the fall. In Summer of 2021 - Playground improvements to create a Peaceful Playground.	\$10,360.00	Yes
7	School Counselor	Provide School Counselor at .2 FTE	\$5,965.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.31%	\$88,324

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.

After assessing the needs, conditions and circumstances of our students, we learned that our chronic attendance rates of our low income students is at 7%. Our experience in monitoring the attendance progress of this student subgroup over the past two years shows no decrease in rates and remains a concern. Therefore, the actions identified in this new LCAP under Goal 2, Action 1, 5, 6, and 7 address the attendance needs with the development of an attendance incentive that will promote and inspire attendance rates to increase, revamp the current playground into a Peaceful Playground, increase school counselor hours and providing continuous training in Responsive Classroom which will create strong environments that encourage students to participate and attend school. These new actions will improve the attendance rates of our low income students as measured by the CA Dashboard and local measures.

After assessing the needs, conditions and circumstances of our students, we learned through a review of suspension data, suspensions occurred evenly throughout grade spans, however, this rate has increased by 1.5%. 8% of low income students were suspended in the 2019-2020 school year. Goal 1, Actions 3, 4, 7, 8, 13,14, 15, and 16, provide programs and curriculum that focus on student success and safety. These actions will acclimate students to their environment and introduce them to trusted adults and/or students who will assist them in navigating their school experience. Many of the programs including but not limited to garden, music, and PE, provide students with engaging hands-on experiences that will reduce discipline issues. We will see a reduction in suspension rates as measured by the CA Dashboard, data from local surveys, and students reporting they feel safe and connected to their school community which results in a more positive school climate.

All the actions identified above will be principally directed toward and effective in meeting our goals and the needs of these students. As described above, for each action or group of actions, we provide the basis of our determination for why the action(s) is the most effective use of these funds.

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

The district's goal is to ensure unduplicated students are the top priority for improved and increased services. English learners, foster youth and low-income students will have first priority to all additional services provided. Academic needs are tracked through the district intervention program, iReady. Data collected through iReady drives instruction in all academic avenues to allow LEA to address academic needs and gaps.

District maintains Chromebook computers and hotspots to support learning from home during the 2021-2022 School Year. The district increased the music teacher FTE by .015 and the school counselor by .083 FTE during the 2020-2021 School Year and plans on keeping the FTEs the same. The District's EL, Foster Youth and low-income students have first priority to these resources.

All actions listed in the above section, increase the quality of services provided over and above the baseline.

The District is meeting their percent of increase and improved services by adding FTE to the school counselor and music program.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$134,173.00	\$7,459.00		\$4,396.00	\$145,992.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$69,617.00	\$76,375.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher Support				\$1,110.00	\$1,110.00
1	2	All	BTSA	\$1,664.00			\$296.00	\$1,960.00
1	3	English Learners Foster Youth Low Income	Professional Development	\$11,134.00			\$1,082.00	\$12,216.00
1	4	English Learners Foster Youth Low Income	Staff Collaboration Time	\$903.00			\$58.00	\$961.00
1	5	All	iReady		\$6,919.00			\$6,919.00
1	6	All	Curriculum	\$38,850.00				\$38,850.00
1	7	English Learners Foster Youth Low Income	Library	\$2,667.00			\$1,480.00	\$4,147.00
1	8	English Learners Foster Youth Low Income	Kindergarten Hours	\$5,413.00				\$5,413.00
1	9	English Learners Foster Youth Low Income	Rtl	\$18,135.00				\$18,135.00
1	10	English Learners Foster Youth Low Income	Chromebooks	\$6,080.00				\$6,080.00
1	11	All	iPads					\$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	12	All	Classroom Technology					\$0.00
1	13	English Learners Foster Youth Low Income	IT Specialist	\$24,262.00				\$24,262.00
1	14	English Learners Foster Youth Low Income	P.E. Specialist	\$2,083.00				\$2,083.00
1	15	English Learners Foster Youth Low Income	Music/Art Education	\$3,793.00				\$3,793.00
1	16	English Learners Foster Youth Low Income	Garden Education	\$2,220.00				\$2,220.00
2	1	All	Responsive Classroom		\$540.00			\$540.00
2	2	English Learners Foster Youth Low Income	Community Survey	\$252.00				\$252.00
2	3	All Students with Disabilities	Safety Plan	\$255.00				\$255.00
2	4	English Learners Foster Youth Low Income	Yard Duty Safety	\$101.00				\$101.00
2	5	All	Attendance Incentives				\$370.00	\$370.00
2	6	English Learners Foster Youth Low Income	Facilities	\$10,360.00				\$10,360.00
2	7	English Learners Foster Youth Low Income	School Counselor	\$5,965.00				\$5,965.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$93,368.00	\$95,988.00
LEA-wide Total:	\$93,368.00	\$95,988.00
Limited Total:	\$9,873.00	\$9,873.00
Schoolwide Total:	\$9,873.00	\$9,873.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,134.00	\$12,216.00
1	4	Staff Collaboration Time	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$903.00	\$961.00
1	7	Library	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,667.00	\$4,147.00
1	8	Kindergarten Hours	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,413.00	\$5,413.00
1	9	RtI	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,135.00	\$18,135.00
1	10	Chromebooks	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$6,080.00	\$6,080.00
1	13	IT Specialist	LEA-wide	English Learners Foster Youth	All Schools	\$24,262.00	\$24,262.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	14	P.E. Specialist	LEA-wide	Low Income English Learners Foster Youth Low Income	All Schools	\$2,083.00	\$2,083.00
1	15	Music/Art Education	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$3,793.00	\$3,793.00
1	16	Garden Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,220.00	\$2,220.00
2	2	Community Survey	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$252.00	\$252.00
2	4	Yard Duty Safety	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$101.00	\$101.00
2	6	Facilities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,360.00	\$10,360.00
2	7	School Counselor	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,965.00	\$5,965.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve 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.

