

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Maple Creek Elementary
CDS Code:	12629356008031
LEA Contact Information:	Name: Wendy Orlandi Position: Superintendent Phone: (707)668-5596
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$345,670
LCFF Supplemental & Concentration Grants	\$20,155
All Other State Funds	\$29,245
All Local Funds	\$18,352
All federal funds	\$25,012
Total Projected Revenue	\$418,279

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$373,500
Total Budgeted Expenditures in the LCAP	\$322,879
Total Budgeted Expenditures for High Needs Students in the LCAP	\$65,255
Expenditures not in the LCAP	\$50,621

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$84,330
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$80,477

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$45,100
2020-21 Difference in Budgeted and Actual Expenditures	\$-3,853

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The budgeted expenditures that are not included in the Learning Continuity and Attendance Plan will be used for the following: Classroom instruction; Superintendent salary; Education/testing Coordinator; Books and classroom supplies; Transportation services; Nutrition/food services; Special Education services; Custodial/Maintenance services; Summer Program; Administrative costs.

LCFF Budget Overview for Parents

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LEA contact information:

Wendy Orlandi

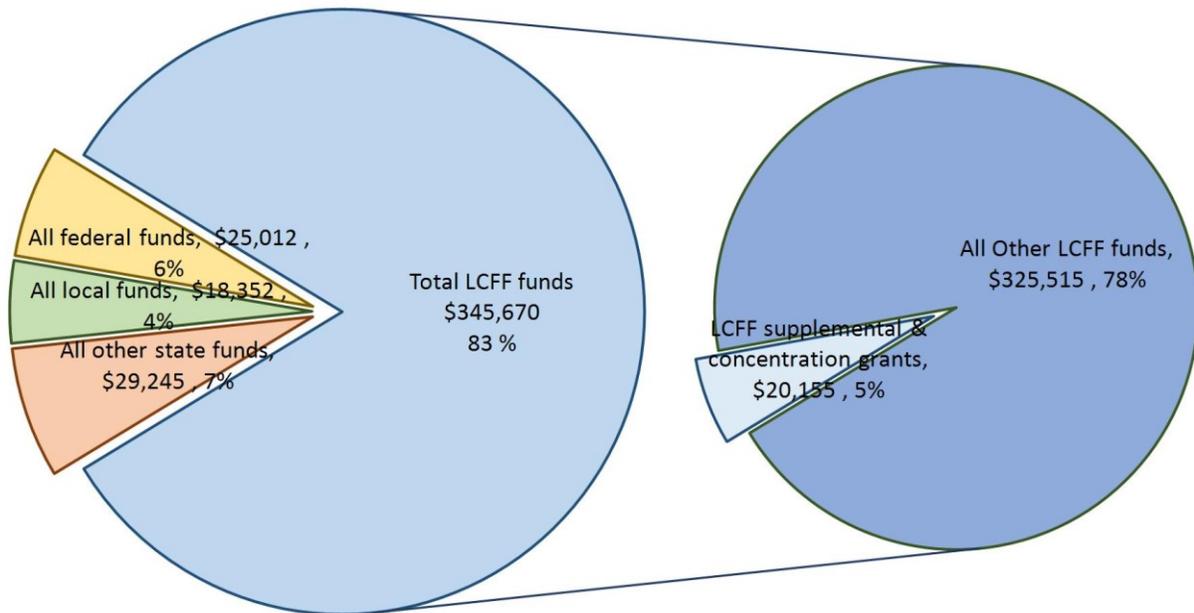
Superintendent

(707)668-5596

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

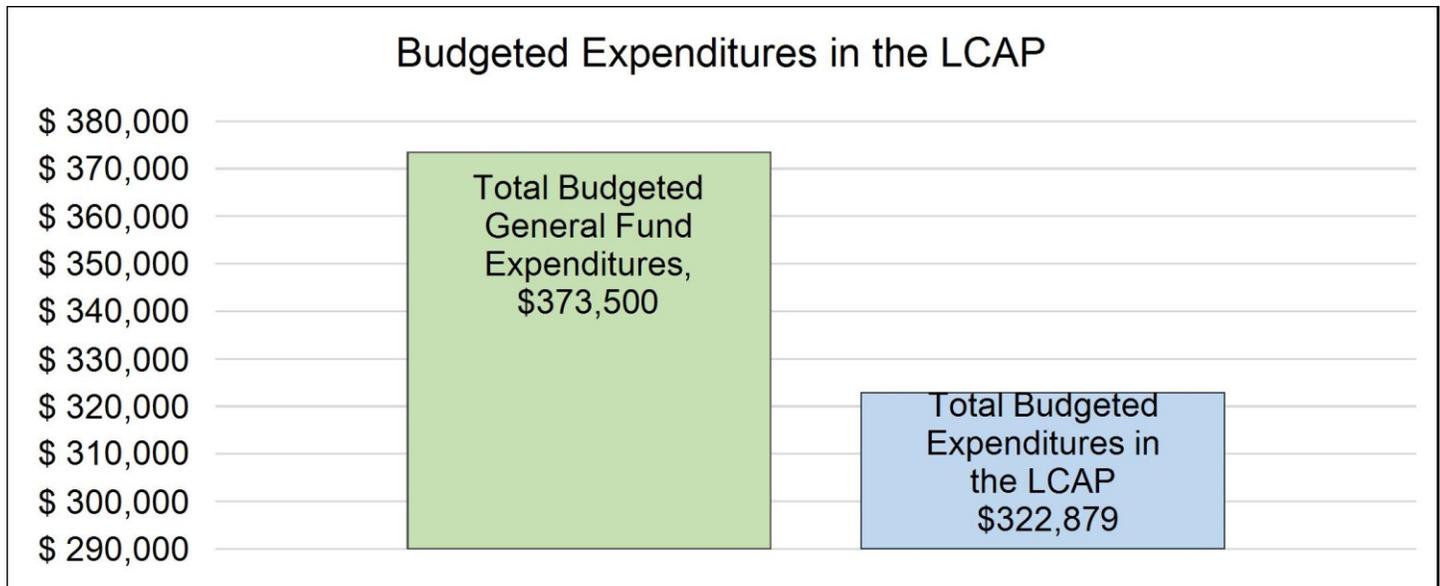


This chart shows the total general purpose revenue Maple Creek Elementary expects to receive in the coming year from all sources.

The total revenue projected for Maple Creek Elementary is \$418,279, of which \$345,670 is Local Control Funding Formula (LCFF), \$29,245 is other state funds, \$18,352 is local funds, and \$25,012 is federal funds. Of the \$345,670 in LCFF Funds, \$20,155 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 Maple Creek Elementary plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Maple Creek Elementary plans to spend \$373,500 for the 2021-22 school year. Of that amount, \$322,879 is tied to actions/services in the LCAP and \$50,621 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

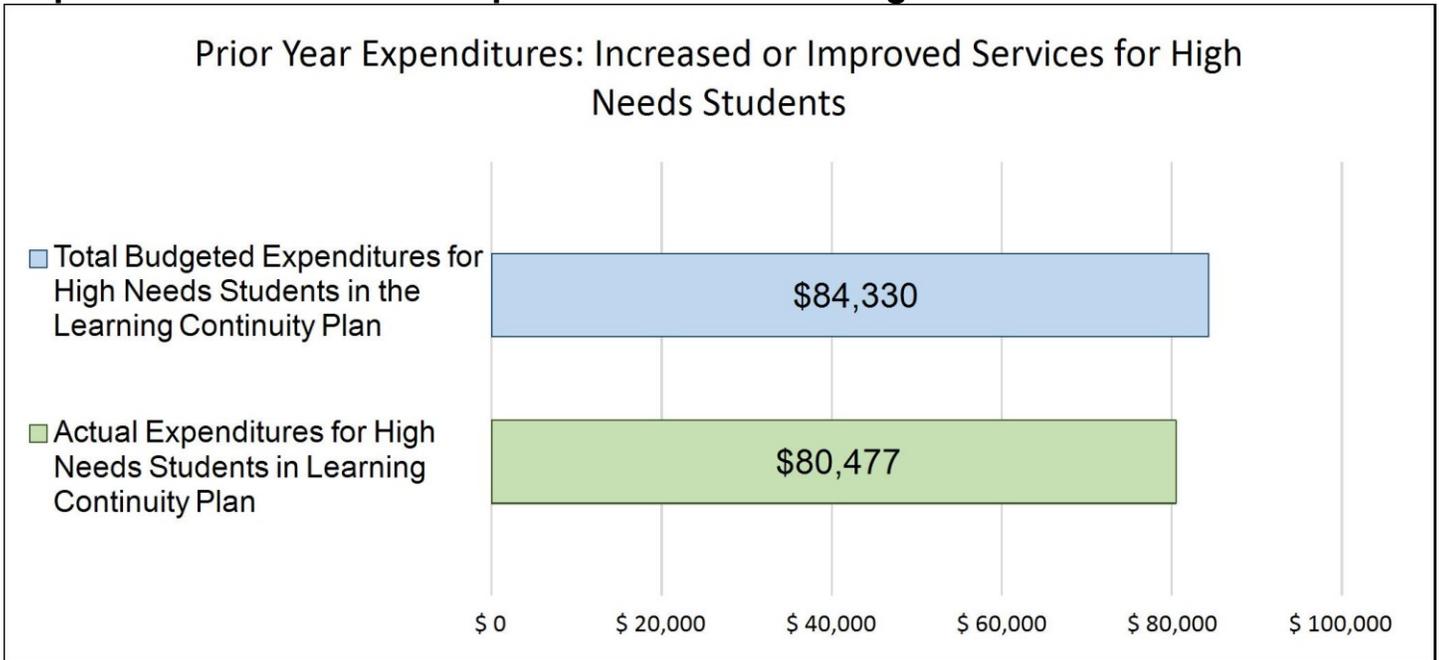
The budgeted expenditures that are not included in the Learning Continuity and Attendance Plan will be used for the following: Classroom instruction; Superintendent salary; Education/testing Coordinator; Books and classroom supplies; Transportation services; Nutrition/food services; Special Education services; Custodial/Maintenance services; Summer Program; Administrative costs.

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

In 2021-22, Maple Creek Elementary is projecting it will receive \$20,155 based on the enrollment of foster youth, English learner, and low-income students. Maple Creek Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Maple Creek Elementary plans to spend \$65,255 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 Maple Creek Elementary budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Maple Creek Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Maple Creek Elementary's Learning Continuity Plan budgeted \$84,330 for planned actions to increase or improve services for high needs students. Maple Creek Elementary actually spent \$80,477 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Maple Creek Elementary	Wendy Orlandi Superintendent	worlandi@maplecreekschool.org <worlandi@maplecreekschool.org (707)668-5596

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

Improve school climate to support a cooperative learning environment

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Metric: Suspension rates</p> <p>Outcome: Maintain 0% suspension rate</p> <p>19-20 0% suspension rate</p> <p>Baseline 0% suspension rate</p>	<p>0% suspension rate</p>
<p>Metric/Indicator Metric: Expulsion rates</p> <p>Outcome: Maintain 0% expulsion rate</p> <p>19-20 0% expulsion rate</p> <p>Baseline 0% expulsion rate</p>	<p>0% expulsion rate</p>
<p>Metric/Indicator Metric: Conflict; Mediation records</p>	<p>Mediation has been used to solve conflicts 66% of the time.</p>

Expected	Actual
<p>Outcome: Mediation and/or a problem solving reflection process will handle 65% of minor conflicts</p> <p>19-20 Mediation and/or a problem solving reflection process will handle at least 65% of minor conflicts</p> <p>Baseline 61% (average 15/16 and 16/17 2nd trimester)</p>	
<p>Metric/Indicator Metric: Report cards</p> <p>Outcome: A minimum of one group project will be completed by all students</p> <p>19-20 A minimum of one group project will be completed by all students</p> <p>Baseline one</p>	<p>All students have participated in several group projects including math projects, STEAM projects, performances, and community presentations.</p>
<p>Metric/Indicator Metric: School Facilities Report (Williams FIT)</p> <p>Outcome: School facilities will be in good or better condition as measured by FIT</p> <p>19-20 School facilities will be in good or better condition as measured by FIT</p>	<p>School facilities were rated in good condition as measured by FIT</p>

Expected	Actual
Baseline good	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Daily instruction will utilize various conflict resolution curriculum, whole school meetings, and community building project assignments. Individual behavior plans and reflections will be used as needed. Professional support will be used as needed to target specific behavior. Students may be provided with a reward for volunteering their time as mediators.	Classroom teachers, Subs, Salary /Benefits 80,480 Instructional Supplies 4,011	Classroom teachers, Subs, Salary /Benefits 1000-1999: Certificated Personnel Salaries LCFF 80,589 Instructional Supplies LCFF 5,268
School facilities will be kept in good condition to provide a safe and comfortable learning environment. Exterior building wall will undergo repair.	Classified Salary/Benefits 17,305 Supplies (Maintenance and Operations) 500 Services (Maintenance and Operations) 1,615	Classified Salary/Benefits 17,550 Supplies (Maintenance and Operations) 2,559 Services (Maintenance and Operations) 2,309

Goal Analysis

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

There was an increase to Maintenance and Operations to keep staff and students on campus safe during COVID, the purchase of a used lawnmower, repairs made to the propane tank, painting the classrooms, and purchases for power outages including a generator. These expenses maintained the safety of persons on campus; The generator is to reduce the number of instructional minutes lost due to power outages; Instructional supplies also saw an increase due to needing individual supplies due to COVID and some items from Books(Goal 2) were coded as instructional supplies. Supply purchases were used to provide individual learning and safety supplies for both staff and students.

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

Maple Creek maintained zero suspension and expulsion rates. Conflicts between peers or staff were minimal. Social/emotional support continued throughout the year and was extended to the home during the COVID campus closure.

Goal 2

All students will have access to and achieve 21st century skills and proficiency in all core academic skills and be prepared for higher education. Parents will be informed about and involved in the education process and decision making.

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 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Metric: Reading logs; records of Summer Learning Program participation</p> <p>Outcome: Students that participate in the Summer Learning Program will have a higher rate of turning in summer reading logs than students that do not participate in the Summer Learning Program.</p> <p>19-20 40% with summer program</p> <p>Baseline 40% with summer program 0% without summer program</p> <p>4-8 students that participated in the writing program had an 16% increase in common core writing rubric scores</p>	<p>Ninety percent of the student population participated in the part or all of the Summer Learning Program (Summer 2019). Seventy five percent of the student population participated in the provided Summer Camp. Of the 90% of students that participated in part or all of the Summer Learning Program, 57% turned in summer reading logs. One hundred percent of the students who participated in all of the Summer Learning Program turned in reading logs. Students who did not participate in any of the program did not turn in any reading logs upon returning to school.</p>
<p>Metric/Indicator Metric:</p>	<p>Poems, Narrative and Informational papers have been written and published by all students. Interviews were conducted prior to the</p>

Expected	Actual
<p>Writing portfolios; writing published in the school newsletter</p> <p>Outcome: All students in grades 1-8 will write, present, and publish a minimum of three essays, one from each writing style, before the end of the year. Grades 4-8 will have additional requirements to conduct a minimum of one interview and a poetry assignment.</p> <p>19-20 100% of students in grades 1-8 completed three writing styles; 100% of students in grades 4-8 completed an interview and poetry assignment.</p> <p>Baseline 100% of students in grades 1-8 completed three writing styles; 100% of students in grades 4-8 completed an interview and poetry assignment.</p>	<p>COVID campus closure. Students in grades 4-8 completed the remaining Argumentative/Opinion assignment during distance learning.</p>
<p>Metric/Indicator Metric: Daily 5 language art assessments</p> <p>Outcome: All students by the third trimester will achieve an average language arts stamina of 31 minutes.</p> <p>19-20 All students by the third trimester will achieve an average language arts stamina of 31 minutes.</p> <p>Baseline 37 minutes</p> <p>Metric/Indicator Metrics: Daily 3 mathematics assessments</p> <p>Outcome:</p>	<p>Average Language Arts stamina is 33 minutes *pre COVID closures</p> <p>Average Mathematics stamina is 34 minutes *pre COVID closures</p>

Expected	Actual
<p>All students by the third trimester will achieve an average math stamina of 31 minutes</p> <p>19-20 All students by the third trimester will achieve an average math stamina of 31 minutes.</p> <p>Baseline 35 minutes</p>	
<p>Metric/Indicator Metric: Quarterly Williams reports, annual review of instructional materials including recommendations and adoption of materials. Ratio of devices to student. Budget for the purchase of classroom library books.</p> <p>Outcome: All students will have access to a broad course of study to include high quality, common core aligned materials for all subjects and supplies. All students will have access to technology. All students will have access to classroom library books.</p> <p>19-20 One device per student</p> <p>\$1000 budget for purchasing books for classroom library</p> <p>Baseline One device per student</p> <p>\$1000 budget for purchasing books for classroom library</p>	<p>All students have access to a broad course of study to include high quality, common core aligned materials for all subjects and supplies. All students have access to technology and we have a one-to-one ratio of students and tablets/computers. All students have access to classroom library books and a budget of \$1,000 to purchase new books and books relevant to students interests and studies. During COVID closure every student was able to borrow a tablet/laptop as needed; Books were loaned out to students; All materials needed were sent home; Lessons were provided via Zoom, Google Classroom, and Telephone.</p>
<p>Metric/Indicator Metric:</p>	<p>100% of students have completed a technology based project as part of their Science Fair projects.</p>

Expected	Actual
<p>Assignment records, presentation, and/or portfolio.</p> <p>Outcome: 4th-8th grade students will complete a minimum of 1 technology based project.</p> <p>19-20 4th-8th grade students will complete a minimum of 1 technology based project.</p> <p>Baseline one project completed</p>	
<p>Metric/Indicator Metric: Personnel records; professional development records; SARC report</p> <p>Outcome: Teaching staff will attend trainings to enable them to use curriculum and technology needed to prepare students for the future. Each teacher will attend at least one professional development class each year. 100% of teachers will be highly qualified and properly credentialed; all new hires must meet these requirements</p> <p>19-20 Each teacher will attend at least one professional development class. 100% of teachers will be highly qualified and properly credentialed; all new hires must meet these requirements</p> <p>Baseline Each teacher attended at least one professional development class</p>	<p>Teaching staff has attended professional development to enable them to use curriculum and technology needed to prepare students for the future. Each teacher has attended at least one professional development class each year. 100% of teachers are highly qualified and properly credentialed; all new hires must meet these requirements. During COVID closure teachers took an enormous amount of online classes and workshops concerning the delivery of instruction online and caring the for the social emotional needs of students and families.</p>
<p>Metric/Indicator Metric:</p>	<p>100% of parents/guardians are involved in the education process and decision making by participating in one or more of the following ways: annual survey; parent conference; LCAP</p>

Expected	Actual
<p>Records of: Survey participation; parent conference attendance; LCAP involvement; attendance at events; response to parent and student surveys; classroom participation; School Site Council attendance; and School Board attendance</p> <p>Outcome: 100% of parents/guardians will be involved in the education process and decision making by participating in one or more of the following ways: annual survey; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council or School Board.</p> <p>19-20 100% parents/guardians will be involved in the education process and decision making by participating in one or more of the following ways: annual surveys; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council or School Board.</p> <p>Baseline 100% parents/guardians were involved in the education process and decision making by participating in one or more of the following ways: annual surveys; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council or School Board.</p> <p>Metric/Indicator Metric: I.E.P.s; progress reports; service record logs; special education purchase records</p> <p>Outcome: All I.E.P students will receive services outlined in their plan. Materials and supplies will be purchased to further support their learning.</p>	<p>involvement; classroom volunteer; attending an event; attending or being a member of the School Site Council or School Board. During COVID closure staff made individual phone calls to each family every day. SSC and board meetings continued via Zoom.</p> <p>All I.E.P students have received services outlined in their plan. Materials and supplies are purchased as needed to further support their learning. During COVID closure all IEP minutes were provided via Zoom. Devices and wifi were provided.</p>

Expected	Actual
<p>19-20 I.E.P. requirements will be met</p> <p>Needed materials and supplies will be purchased</p> <p>Baseline I.E.P. requirements met</p> <p>Needed materials and supplies were purchased</p>	
<p>Metric/Indicator Metric: Maple Creek History Day or Science Fair participation records; Countywide rubrics/assessments will be used to measure the preparedness for countywide events for grades 4-8.</p> <p>Outcome: All students will be required participate in the Maple Creek History Day or Maple Creek Science Fair each year; 4 - 8 grade students will be judged using county level rubrics</p> <p>19-20 Countywide rubrics will be used at Maple Creek History Day for all students 4-8 grade. All students are required to participate.</p> <p>Baseline Countywide rubrics were used at Maple Creek History Day for all students 3-8 grade. All students were required to participate.</p>	<p>All students have participated in the Maple Creek Science Fair. Fourth through Eighth grade student projects have been judged using county level rubrics.</p>
<p>Metric/Indicator Metric: CAASPP participation rate Outcome: All students in 3rd through 8th grade will be required to participate in CAASPP Assessments</p> <p>19-20</p>	<p>18-19 CAASPP participation rate was 100%. 19-20 CAASPP testing has been cancelled.</p>

Expected	Actual
100% participation	
Baseline 100% participation	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The District provides a minimum of one opportunity per year for professional development and growth.	Professional Development 1,656	Professional Development LCFF 1,412
The Superintendent provides and approves the staff training.	Superintendent Salary/Benefits 35,724	Superintendent Salary/Benefits LCFF 35,297
Superintendent will preside over instruction and daily use of career readiness skills, which will include all subjects: mathematics, language arts, science, social studies, physical education/health, technology, visual and performing arts. Common Core curriculum and textbooks will be provided for all students. Fourth through Eighth grade students will be provided with Khan Academy accounts throughout the year, including the summer. Technology purchases will be made as needed to enhance all subjects and provide experience with robotics and coding. Testing coordinator will administer, provide assessment preparation, and training for CAASPP.	Superintendent Salary/Benefits(see goal 2, action 1) Books 7,900 Instructional Supplies (see goal 1, action 1) Technology supplies 423 Classroom Teachers, Subs, Salary/Benefits (see goal 1, action 1) Testing Coordinator Salary/Benefits 10,491 Library Contract 200	Superintendent Salary/Benefits(see goal 2, action 1) Books 471 Instructional Supplies (see goal 1, action 1) Technology supplies LCFF 40 Classroom Teachers, Subs, Salary/Benefits (see goal 1, action 1) Testing Coordinator Salary/Benefits LCFF 6,224 Library Contract LCFF 200
Students will be required to participate in projects that require critical thinking, problem solving, and creativity. This includes instruction and one to one and small group involvement in preparing for Science Fair or History Day.	see goal 1, action 1, Classroom Teachers, Subs, Salary/Benefits see goal 1, action 1, Instructional Supplies	see goal 1, action 1, Classroom Teachers, Subs, Salary/Benefits see goal 1, action 1, Instructional Supplies
Field trips will connect students with higher education and working professionals as well as provide learning experiences that not	see goal 1, action 1, Classroom teachers, Subs, Salary/Benefits	see goal 1, action 1, Classroom teachers, Subs, Salary/Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
available/accessible to low-income students and students that live rurally with transportation hardships.	Field Trips 1,400	Field Trips LCFF 4,639
Daily instruction and use of language arts and mathematics skills will be done in Daily 5 (Language Arts) and Daily 3 (Mathematics) programs.	see goal 1, action 1, Classroom teachers, Subs, Salary/Benefits	see goal 1, action 1, Classroom teachers, Subs, Salary/Benefits
Parents/guardians will be welcomed by all staff to participate in school decisions. Communication will occur through the newsletter, at events, at parents conferences, by phone, by personal contact, by email, and/or in letters.	see goal 1, action 1, Staff Salary/Benefits see goal 2, action 2, Superintendent Salary/Benefits Office/Secretary LCFF 3,260	see goal 1, action 1, Staff Salary/Benefits see goal 2, action 2, Superintendent Salary/Benefits Office/Secretary LCFF 0
Highly qualified staff will be provided for students with disabilities. This is to include, but not be limited to, a credentialed special education resource teacher, speech pathologist, general education teacher, and an aide for any student that is need of such services under his/her I.E.P. Additional materials and supplies for I.E.P. students will be purchased as needed to further their academic growth. A high teacher to student ratio provides more one to one and small group instruction that is principally directed to low-income students. 0.80 FTE teacher salary provides additional support in the core academic area focusing on improving vocabulary (both written and spoken) principally focusing on providing one to tone and small group instruction with low-income students. This vocabulary development is for all students but critical for low-income students to be prepared for academic success and independence in high school and college.	Special Education, Certificated Salary/Benefits 24,688 Classified Salary/Benefits 2,174 Supplies 400 Services 3,415 Chargeback 46 Supp/Conc 0.80 FTE Teacher, Certificated Salary/ Benefits Supp/Conc 69,672	Special Education, Certificated Salary/Benefits Special Education 10,273 Classified Salary/Benefits Special Education 4,436 Supplies Special Education 358 Services Special Education 7 Chargeback Special Education 46 Supp/Conc 0.80 FTE Teacher, Certificated Salary/ Benefits Supp/Conc 70,849
0.20 FTE Teacher will provide curricular enrichment services. In addition, \$500 will be reserved for guest instructors, including online foreign language instructors and swimming instructors.	see goal 1, action 1, Classroom Teachers, Subs, Salary/Benefits Instructional Services LCFF 692	see goal 1, action 1, Classroom Teachers, Subs, Salary/Benefits Instructional Services LCFF 570
A Summer Learning Program will be offered to all students with an incentive for participation and returning summer reading logs.	Staff Salary/Benefits (Summer School) LCFF 4,084	Staff Salary/Benefits (Summer School) LCFF 1,197

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplies (Summer School) LCFF 129 Services (Summer School) LCFF 492	Supplies (Summer School) LCFF 111 Services (Summer School) LCFF 46
Classroom library books will be purchased to provide high interest reading material that will provide vocabulary development.	see goal 2, action 1, Books	see goal 2, action 1, Books

Goal Analysis

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

Goals were met; expenses changed in several areas due to COVID.

Increase in: field trips due to the Summer Program in 2019 (greatest cost was transportation); supplemental/concentration had a minimal increase due to increased hours working with Special Education. IEP students that previously worked in small groups were given more one to one learning time due to some students being in person and some being full distance learning.

Decrease in: Secretary due to no one being hired due to our rural location; books had been budgeted high from carrying over the previous year's expenses that included a large Social Science curriculum purchase and some purchases were coded as instructional supplies; Summer school due to COVID and using a community camp (PAL Camp/Discovery Museum) removed paying certificated teachers from the expenses.

Instructional services decreased due to COVID; professional development decreased due to many free workshops offered during COVID; technology was funded by LLMF and each student was able to borrow a device as needed. LLMF purchased additional devices and a booster for external wifi to improve access for staff and students to continue teaching and learning throughout the school year.

Special education saw changes due to a classified staff member doing resource minutes and then resigning mid year. A certificated teacher took over the classified members position for the remainder of the year. The classified position that was used to work with IEP students was replaced with a certificated staff member, providing a higher level of education to support our special education students. This explains the decrease in the testing coordinator (was moved to Special education, CAASPP testing had been cancelled). Special education services decreased due to a student no longer needing speech services.

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

Successes: Students were provided with daily contact and a broad education throughout the entire year. All Special Education services were provided. Devices were provided and Internet service was available to all at the school. Staff attended countless hours of professional development to better deliver academic lessons as well as social emotional support.

Challenges: Providing access to Internet to families was, and continues to be, the greatest challenge to the district. The district managed to boost the school's wifi so that students can use the parking lot, playground, and covered porch at any time to access Internet services. In the home service was never accessible due to the rural locations of homes.

Goal 3

Staff will understand and respond to the reasons behind student absences and the importance of attendance while involving parents in finding solutions.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Metric: Attendance records; chronically absent records</p> <p>Outcome: Less than 3 students will be chronically absent.</p> <p>Attendance for grades 1-8 will be 85% or higher</p> <p>19-20 Less than 3 students will be chronically absent.</p> <p>Average Daily Attendance for grades 1-8 will be 85% or higher</p> <p>Baseline Less than 3 students were chronically absent. Two students were chronically absent 15/16 school year</p> <p>87% attendance rate for 1-8 grade</p>	<p>At the 19-20 P2 *02/14/20 2 students are chronically absent; Average attendance is 94%.</p>
<p>Metric/Indicator Metric:</p>	<p>0% dropout rate for middle school</p>

Expected	Actual
<p>Middle school dropout rates</p> <p>Outcome: District will maintain 0% dropout rate for middle school</p> <p>19-20 0% dropout rate for middle school</p> <p>Baseline 0% dropout rate for middle school</p>	
<p>Metric/Indicator</p> <p>Metric: Percent of annual survey participation; percent of parent conference attendance; LCAP involvement; participation at events; in the classroom; School Site Council; Fundraising Committee and School Board</p> <p>Outcome: 100% of parents/guardians will be informed of the importance of attendance and be involved in finding solutions. Parents/guardians will participate in one or more of the following: annual survey, parent conference, LCAP involvement, classroom volunteer, attend an event, attend or be a member of the School Site Council, or School Board.</p> <p>19-20 100% of parents/guardians were provided information about the importance of attendance and Independent Study. 100% of parents/guardians were involved one more of the following: annual survey, parent conference, LCAP involvement, classroom volunteer, attend an event, attend or be a member of the School Site Council, or School Board.</p> <p>Baseline 100% were provided information and 100% parents/guardians were involved one more more ways</p>	<p>100% of parents/guardians have been informed of the importance of attendance and are invited to participate in finding solutions. Parents/guardians have participated in one or more of the following: annual survey, parent conference, LCAP involvement, classroom volunteer, attending an event, attending or being a member of the School Site Council, or School Board. During COVID closure parent/guardians received at least one personal phone call every day that school was not held in person.</p>

Expected	Actual
<p>Metric/Indicator Metric: School lunch and snack participation records. Walk/run participation records.</p> <p>Outcome: Low income students will be provided with free/reduced price lunch. All students will be provided with a monthly snack and nutrition instruction. An incentive will be provided for participation the the walk/run program.</p> <p>19-20 All low income students participating in the free/reduced lunch program received a free or reduced priced lunch All students will receive a monthly snack and nutrition instruction. All students participating in the walk/run program will be provided an incentive reward.</p> <p>Baseline All low income students participating received lunch</p>	<p>All low income students participating in the free/reduced lunch program received a free or reduced priced lunch All students received a monthly snack and nutrition instruction. The walk/run reward did not occur due to COVID school closures. Students were provided with free/reduced lunches during the closure. Food was available to be picked up on campus and delivered to bus stops.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Staff (clerical support) will maintain records of parent involvement, create newsletters and flyers, maintain the website, and hold community events.</p>	<p>see goal 2, action 6, Office-Secretary see goal 1, action 1, Instructional Supplies</p>	<p>see goal 2, action 6, Office-Secretary see goal 1, action 1, Instructional Supplies</p>
<p>At the beginning of each year, the Superintendent will provide Independent Study information to all families. Students who did not meet the attendance goal in the prior year will be targeted for extra outreach in the form of personal contact with parents/guardians. The Superintendent will oversee truancy and SARB procedures.</p>	<p>see goal 2, action 2, Superintendent Salary/Benefits see goal 1, action 1, Instructional Supplies</p>	<p>see goal 2, action 2, Superintendent Salary/Benefits see goal 1, action 1, Instructional Supplies</p>
<p>The District will provide home to school transportation</p>	<p>Certificated Staff Salary/Benefits 10,491</p>	<p>Certificated Staff Salary/Benefits 10,740</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Classified Salary/Benefits 20,133 Supplies 4,150 Services 7,665	Classified Salary/Benefits 19,232 Supplies 4,881 Services 5,955
Low-income students will be provided with free/reduced price lunch. All students will be provided with a monthly snack and nutrition instruction. All students participating the the walk/run program will receive an incentive reward.	Food LCFF 1,200 see goal 1, action 1, Classroom teachers, Subs, Salary/Benefits	Food 2,740 see goal 1, action 1, Classroom teachers, Subs, Salary/Benefits

Goal Analysis

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

Increase: Food due to several families requesting lunches delivery during COVID and an increase in enrollment; Transportation saw decrease in classified staff due to COVID, an increase in supplies due to COVID, and a decrease in services due to less maintenance cost at the bus garage. School lunch, individual supplies, and delivery of all of these items increased students ability to stay healthy and participate in distance learning.
 Decrease: Classified staff; services due to reduced in-person hours needed on campus.

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

All students were provided with free-reduced lunches; When campus was closed due to COVID transportation was used to deliver food, materials, and supplies to families; Due to the district providing Independent Study prior to COVID made staff better prepared to moving quickly to distance learning.

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
A 0.80 FTE teacher position provides more one to one and small group instruction for students that have experienced significant learning loss, are foster/homeless youth, and/or IEP students.	\$72,529.87	69,314.36	Yes
A 0.10 FTE teacher position will provide targeted support and instruction for IEP goals	\$2,745.64	2,822.57	No
A 0.10 FTE teacher position will provide enrichment learning	\$2,745.64	2,822.57	No
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. TBD N Health Materials: Masks for students and staff and materials to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	\$300	230.23	No
Outdoor classroom and individual supplies: Additional supplies to limit the number of individuals using shared objects and materials and supplies needed to provide an outdoor classroom	\$1,500	486.04	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.

Teaching position amounts are expected to be similar to the budgeted amount at the end of the year. PPE was less due to shipments of supplies from the STATE; Classroom supplies were less due to some purchases being coded as general classroom supplies paid for with LCFF funds.

Analysis of In-Person Instructional Offerings

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

Successes: On campus, in-person instruction occurred in the fall with outdoor classrooms; IEP resource minutes were provided either in person or online. On campus, in-person instruction was made available whenever possible to all students. IEP in person instructional minutes were offered in person whenever possible. Daily contact was made by a certificated teacher online, by telephone, and/or in-person. Academic and social-emotional support was provided and delivered with paper packets, online class time, telephone, and/or in-person meetings.

Challenges: Full campus closures occurred when air quality was too poor to provide recommended ventilation to prevent COVID due to wildfires and for 6 weeks between and after Thanksgiving and Winter break as recommended by County Health due to the spike in COVID cases. Conducting online resource minutes for some IEP students was challenging; in-person was offered for those students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional Technology to Support Distance Learning: Wifi hotspots, headsets, and laptops/devices for staff to be able to deliver instruction and outreach remotely.	\$1,200	1,179.55	No
Title II federal funding allocated for professional development; (ESSA) Elementary and Secondary Education Act (ESEA), Title II, Part A – Supporting Effective Instruction. Professional development will be provided for certificated staff members to improve quality and/or delivery of education.	\$300	39	No
Appointments with a certificated teacher prior to the start of school are available for both parent and student support and training for distance learning; technology use; academic expectations, and addressing individual family needs.	\$300	163.09	Yes
Funding for technology; increasing wifi access on campus	\$8,000	5,954.48	Yes

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

Title II federal funding for professional development is less due to workshops that occurred in the last month of the school year that have not yet been submitted; Appointments with a certificated teacher were budgeted for every family to have a personalized appointment and not all families chose to have a meeting; Technology was less due to some items being coded for classroom supplies with LCFF funding.

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.

Successes:

Daily record of pupil attendance was be recorded by participation in online instruction, or telephone connection as needed in accordance with CDE requirements. Maple Creek used the Time Value Schoolwork attendance template provided by CDE. Work was required to be submitted either online, or turned in on campus or at the bus stop during scheduled pick up times. Staff attended numerous hours of professional development:

Multiple Zoom trainings to hold virtual classroom sessions and meetings with parents.

Multiple Google Classroom trainings to provide a seamless transition between in person and distance learning. Google Choice Boards ; 10 Hacks for Using Google Classroom; Step-by-Step into Google Slides; Google Classroom: Setting Up, Organizing, Archiving, and More; Game-based Learning ; Google for Education Level 1

Multiple trainings combining academic skills with technology: 21st Century Teaching and Learning; Using Digital Tools to Support Student Learning; Racial Healing: How to Become a Mindful Ally; Combating Unconscious Bias: Strategies for Developing Cultural Awareness; Preparing Your Curriculum for the New Normal; How to Assess Project-based Learning; How to Manage Behavioral Issues in an Inclusive Classroom; COVID-19: Moving Your Class Online

Kim Sutton Seminar: Math Games to Motivate Students

Series of training to support student and family mental health and well being: Trauma-Responsive Resilience Building Approaches to Early Learning in the Context of COVID; The Impact of Stress and Trauma on Young Children's Play; Supporting Children to Cope, Build Resilience and Heal Through Play; Trauma-Responsive Resilience Building Leadership and Supervision; Trauma-Responsive Resilience Building Family Engagement Strategies.

Additional trainings: Racial Healing: How to Become a Mindful Ally; Combating Unconscious Bias: Strategies for Developing Cultural Awareness; Ka'm-t'em Ambassador Program

Challenges: The work load placed on the staff was extensive; Internet access in the home; Student motivation and cooperation in the home was challenging at times

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
A 0.80 FTE teacher position provides more one to one and small group instruction for students that have experienced significant learning loss.	See in-person instruction	see in-person instruction	
A 0.10 FTE teacher position will provide targeted support and instruction for IEP goals	see in-person instruction	see in-person instruction	
Additional after school tutoring will be available with a certificated teacher. Students experiencing learning loss, IEP students, and Foster Youth will be prioritized for tutoring.	\$3,500	3,512.65	Yes

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

Budgeted and Actual expenditures are on target.

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.

Successes: Certificated staff provided one to one and/or small group instruction to target needed academic growth for students at risk for and/or showing signs of pupil learning loss. IEP students were offered 100% of all resource minutes with additional opportunities for support. Tutoring was made available afterschool on Wednesdays, Fridays, and by appointment.
 Challenges: Online services were challenging for some IEP students so in-person resource and tutoring time were offered/provided.

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.

Successes: Certificated staff made daily phone calls every morning to each family. Resources and assistance were offered by phone, online, and posted in weekly emails, newsletters, website and Facebook posts. Due to extensive professional development, staff was prepared with several tools to help students and families with both distance learning and returning to in person learning.
Challenges: Some students showed anxiety and stress with the transitions of returning to school after distance learning.

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.

Successes: Teachers and administrators utilized a layered approach that included individual and mass notification texts and emails, personal phone calls, surveys, virtual 1:1 meeting, home drop-off of materials and snacks/lunches, and links to community services. Daily attendance was recorded. Attendance and work expectations were shared with families prior to the start of school. When a student was absent the family was contacted. Staff worked with families individually to overcome barriers to attendance. SARB procedures were not needed this year.

The LEA developed a tiered engagement process to ensure that all students are participating and receiving a quality education.

Targeted interventions were in place to assist students that are not participating.

1. Verify contact information
2. Conduct a daily phone call to the student and parent
3. Provide a weekly summary of engagement to student and/or parent
4. Create a plan with student/parent to address barriers to participation such as transportation, technology, and telephone/Internet access
5. Provide reasonable alternatives to meet the required instructional minutes
6. Follow SARB guidelines as needed

Challenges: Rural locations of homes created challenges for outreach: Multiple families experienced land lines not working for 2 or more weeks; Internet in the home is unreliable or unavailable.

Analysis of School Nutrition

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

Successes: Free and reduced priced school snacks/lunches that meet USDA school lunch requirements were provided. Meals were served daily at school. Distance learning students had meals delivered daily, weekly, or biweekly depending on need and COVID safety measures. All meal preparations and delivery adhered to safety guidelines as spelled out in the Maple Creek SSSPS.

Challenges: Families being able to be at the bus stop at specific times for lunch deliveries; Containers had to be wild animal proof for requests to leave the lunches at the bus stop.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Learning Loss	Additional after school tutoring will be available with a certificated teacher. Students experiencing learning loss, IEP students, and Foster Youth will be prioritized for tutoring.	\$3,500	see pupil learning loss	
Distance Learning Program	Access to Devices and Connectivity Funding for technology; increasing wifi access on campus \$8,000	see distance learning	see distance learning	
Pupil Learning Loss	Actions to Address Pupil Learning Loss/ Family Engagement: Prior to school start date families may make an appointment with their teacher to discuss learning loss; be trained to use technology; and review expectations for the school year.	see pupil learning loss	see pupil learning loss	

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.

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.

From lessons learned, the LCAP contains: Internet service/learning hubs for families to access at anytime on campus; The afterschool tutoring has been successful and appreciated by families; Curriculum purchases that have both online and paper components; Technology purchases

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

An 0.30 FTE Enrichment teacher position is included in the LCAP to provide engagement, personalized assessment, and targeted plans for intervention.

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.

The district continues to provide small group and one to one instruction for targeted students with a 0.80 certificated teacher position.

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.

There was some academic learning loss for some of our students while others made great strides. All students were in secure homes that provided various enrichment and learning. The LCAP reflects these lessons learned by providing an enrichment teacher to continue highly engaging lessons that students feel connected to; Online curriculum options for students. Assessments, surveys, and observation under various modes of learning showed the district what works best for each student. Afterschool tutoring, enrichment, online access, loaned technology, professional development, social emotional learning, and flexible curriculum contributed to student success and are incorporated into the 21-22 through 23-24 LCAP.

Instructions: Introduction

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

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

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the

effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

California Department of Education
January 2021

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	314,396.00	287,999.00
	234,867.00	66,437.00
LCFF	9,857.00	135,593.00
Special Education	0.00	15,120.00
Supp/Conc	69,672.00	70,849.00

* 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	314,396.00	287,999.00
	314,396.00	207,410.00
1000-1999: Certificated Personnel Salaries	0.00	80,589.00

* 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	314,396.00	287,999.00
		234,867.00	66,437.00
	LCFF	9,857.00	55,004.00
	Special Education	0.00	15,120.00
	Supp/Conc	69,672.00	70,849.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	80,589.00

* 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	103,911.00	108,275.00
Goal 2	166,846.00	136,176.00
Goal 3	43,639.00	43,548.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$79,821.15	\$75,675.77
Distance Learning Program	\$9,800.00	\$7,336.12
Pupil Learning Loss	\$3,500.00	\$3,512.65
Additional Actions and Plan Requirements	\$3,500.00	
All Expenditures in Learning Continuity and Attendance Plan	\$96,621.15	\$86,524.54

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$7,291.28	\$6,361.41
Distance Learning Program	\$1,500.00	\$1,218.55
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$3,500.00	
All Expenditures in Learning Continuity and Attendance Plan	\$8,791.28	\$7,579.96

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$72,529.87	\$69,314.36
Distance Learning Program	\$8,300.00	\$6,117.57
Pupil Learning Loss	\$3,500.00	\$3,512.65
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$84,329.87	\$78,944.58

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
Maple Creek Elementary	Wendy Orlandi Superintendent	worlandi@maplecreekschool.org <worlandi@maplecreekschool.org (707)668-5596

Plan Summary [2021-22]

General Information

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

Maple Creek Elementary School District is a rural, small necessary school serving 11 students in grades TK through Eight. The diverse population has a wide range of needs from Special Education to GATE students. Seventy three percent of students are low income. Eighty two percent of the students are Hispanic, African American, Native American, Okinawan, and a mix of Native American and Caucasian. The school tailors instruction to meet each student's specific needs and interests. Creativity, curiosity, cooperation, and collaboration are encouraged. The academic program is rigorous allowing students to excel within their talents and achieve success with their greatest challenges. Maple Creek does not have any English Language Learners and does not offer High School so the following metrics are not applicable to the district: API, UC/CSU AG course completion, EL reclassification, AP scores, EAP college preparedness, High school dropout rate, and High School graduation rate. Maple Creek does not have any bargaining units.

Reflections: Successes

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

Students and parents feel safe at school and staff to parent communication has been frequent. Staff connected not only to students, but to families. Distance learning was individualized and built upon the interests and talents of each family. All IEP resource minutes were met and students continued to make progress on their goals despite the challenges of the pandemic. The school adapted to many changes, continuing to provide the best education possible in all situations.

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.

Due to our low student population the LCFF Evaluation rubrics are not applicable. CAASPP results (as available) are combined with local assessments for teachers to establish recommendations and generalized reports to stakeholders. Based on local assessments and teacher observations, none of our students are performing two or more performance levels below the "all student" performance. However, there are

areas in which low-income and I.E.P. students struggle. The common thread to these areas is vocabulary. These students struggle with comprehension of assessment questions/directions as they attempt to demonstrate their learning independently. Research shows that students in low-income households lag behind their counterparts in vocabulary development due to a variety of reasons. Our students are no exception. Having teachers with students on a one-one basis ensures that vocabulary instruction is targeted to individual needs since not all students misunderstand or lack the same vocabulary words. To address this need a 0.80 FTE teacher is employed so that small groups and/or one to one instruction is provided for our low income, foster youth, and IEP students. The other greatest challenge is that our rural location makes it difficult to recruit part time staff and Internet access for families. To address this need learning hubs will be provided on campus to increase access to the Internet. Part time staffing continues to be a problem as the district is unable to provide full time positions.

LCAP Highlights

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

Students, staff, and parents worked together on social emotional wellbeing meeting the Goal 1. Despite the emotional strain of the last year and a half, student are feeling safe and joyful thanks to the community effort to care for them. Facilities were kept clean and added safety measures were taken for both COVID and wildfires.

Goal 2 has shown success with one hundred percent of parents/guardians participated in one or more ways through parent conferences, board meetings, fundraising meetings, school site council meetings, and surveys. In addition to online sessions and paper packets, teachers made daily phone calls throughout distance learning to connect with families. Internet service provided on the school grounds was essential for students and families to access a quality Internet connection. The flexibility of the small school district allowed students to continue to make growth despite challenges due to the pandemic and wildfires in California.

Classified staff provided transportation, meals, and supplies throughout the year allowing us to meet Goal 3.

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.

Maple Creek School District has never been identified for CSI.

Support for Identified Schools

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

Maple Creek School District has never been identified for CSI.

Monitoring and Evaluating Effectiveness

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

Maple Creek School District has never been identified for CSI.

Community Engagement

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

2019-2020 School Year

08/23/19 Staff Meeting; reviewed goals and created a data chart for tracking progress.

08/30/19 Board Meeting; Made a minor change to previous year LCAP (an expense had been reported twice).

09/25/19 Staff Meeting; discussed data and goals and how to meet them.

10/18/19 Board Meeting; invited public input; discussed LCAP and related Dashboard information; discussed Foster Youth needs; discussed transportation and possibility of purchasing a van; shared data and discussed Summer Program.

10/31/19 School Event; invited attendees to participate in the LCAP process.

11/15/19 Board Meeting; invited public input; reviewed data

12/3 and 4/19 Parent Conferences; invited input

12/09/19 School Site Council Meeting; discussed data and goals; recommended foster youth library fund

12/20/19 School Event; invited input

01/10/20 Board Meeting; invited public input; board agreed with SSC recommended foster youth library fund

01/31/20 Board Meeting: invited public input

02/14/20 School Event; invited input

03/03/20 Surveys provided to students, staff, and parent/guardians

03/13/20 Board meeting; input invited; discussed transportation and attendance

04/07/20 School Site Council Meeting; discussed surveys; annual review; uncertainty of COVID-19 situation; rough draft of new LCAP; invited public input

04/10/20 Board Meeting: discussed surveys; annual review; rough draft of new LCAP; uncertainty of COVID-19 situation; invited public input

2020-2021 School Year

08/13/20 School Site Council: Discussed goals and budget concerns; Council agreed that ventilation (new windows and/or air filters) take priority over playground repairs. Other items discussed included the painting of the classrooms that occurred over the summer; the use of the van for meal delivery; and library funds. Items are in more detail in the Superintendent's response letter 08/14/20

10/09/20 Board Meeting: Discussed status of 19/20 update and LCAP; invited public to provide input on any aspects of the school and educational program; topics included Language Arts and math goals and that the stamina goal may need to change; technology/device loans; playground improvements; fire suppression

10/16/20 Surveys: Staff; Students; Parent/Guardians. Parent Survey: Quality of Education, safety, and communication a strength; Enjoy distance learning flexibility; Internet at home has poor connectivity; Paper packets are preferred by parents. Staff survey: Staff feels valued, involved, and connected to the students and community; Staff wishes students had better online connectivity at home and telephone landlines. Student surveys: Students feel safe and not bullied; Students had mixed feelings about having distance learning in the morning, most like it and all miss their friends; to encourage home reading students reported that enjoy graphic novels, comic books, and fantasy novels.

11/12/20 School Site Council Meeting: Reviewed surveys; discussed school plans and goals. Discussed language arts and math stamina goals; technology needs; library funds for foster youth, IEP students, and our diverse student population; playground safety; and fire suppression.

11/13/20 Board Meeting: Public input welcomed, a parent expressed appreciation for the flexible distance learning options

12/11/20 Board Meeting: Public Input welcomed

01/22/21 Board Meeting: 19-20 Annual update was shared; public input was welcomed in review of 19-20 update, development of the 20-21 review and development of the LCAP for the next 3 years

02/12/21 Board Meeting: Facility repairs were discussed; Invited public input

02/26/21 Email staff survey: Strengths of school are individualization of educational needs and community. Desired improvements: generator for the well, better outdoor classroom shelter, stronger wifi connection outdoors. Priorities/goals: More environmental education, local and Native history education and global education.

03/15/21 Board Meeting: Summer Program was discussed; invited public input

04/01/21 Summer Program survey

04/09/21 Board Meeting: Discussed survey results; ELO/IPI funding discussed; tutoring; increased in person instruction; administrative professional development; facility health and safety improvements; invited public input

04/26/21 ELO funding survey

05/14/21 Board Meeting: Public Input welcomed; ELO approved

05/24/21 School Site Council

06/07/21 Board Meeting: Budget and LCAP public hearing

06/09/21 Board Meeting: Public input welcomed; Budget and LCAP approved.

A summary of the feedback provided by specific stakeholder groups.

2019-2020 School Year: The School Board, staff, and School Site Council expressed that the district has been providing outreach and assistance to help families attend school regularly. The School Site Council recommended a library fund for Foster Youth.

2020-2021 School Year: Stamina goals varied greatly throughout the year as students and staff often had to adapt to changes (distance learning; outdoor classroom; indoor learning). A focus on improvement of stamina seems more appropriate. Staff is searching for ways to continue outdoor classrooms; environmental education; and morning flexibility with subjects and activities based on student and/or family choice. Students appreciate graphic novels and comic books. That will be taken into consideration when purchasing books for the classroom library.

The district does not have an ELAC or bargaining units.

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

2019-2020 School Year: School Site Council and the School Board recommends adding a library fund for the purchase of books that address the needs of homeless and foster youth students; School Site Council and the School Board approved the purchase of a van for transportation; Parent surveys showed that parents were happy with the purchase of the van.

2020-2021 School Year: Stamina goals varied greatly throughout the year as students and staff often had to adapt to changes (distance learning; outdoor classroom; indoor learning). A focus on improvement of stamina seems more appropriate; adjustments made in Goal 2. Staff is searching for ways to continue outdoor classrooms; environmental education; and morning flexibility with subjects and activities based on student and/or family choice. Increasing in-person for the 2020-2021 school year instructional minutes is supported by parents, guardians, staff, and students. Parents and staff support for tutoring is reflected in Goal 2. ELO survey indicated support for an Enrichment teacher, tutoring, Internet hubs, and counseling and is reflected in the ELO plan and the LCAP.

Goals and Actions

Goal

Goal #	Description
1	Improve school climate to support a cooperative learning environment

An explanation of why the LEA has developed this goal.

Students and staff need a safe and healthy environment in order to focus on learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric: Suspension rates	0% suspension rate 2019-2020				Maintain 0% suspension rate
Metric: Expulsion rates	0% expulsion rate 2019-2020				Maintain 0% expulsion rate
Metric: Conflict; Mediation records	50% of students in grades 3-8 have had peer mediation training. 30% of students in TK-2nd grade have been introduced to the peer mediation process. 2019-2020				100% of 3-8 grade students will have peer mediation training. 100% of TK-2nd grade students will be introduced to the peer mediation process.
Metric: Report cards	A minimum of one group project has been completed by all students. During the pandemic, a group poetry project was completed digitally. 2019-2020				A minimum of one group project will be completed by all students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric: School Facilities Report (Williams FIT)	School facilities are in good condition as measured by FIT. 2020-2021				School facilities will remain in good condition as measured by Williams FIT. 100% of exterior wall repairs will be complete. Wooden play structure's safety concerns will be remedied. Kitchen upgrade will be completed.

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Climate Instruction	Daily instruction will utilize various conflict resolution curriculum, whole school meetings, and community building project assignments. Individual behavior plans and reflections will be used as needed. Professional support will be used as needed to target specific behavior. Students may be provided with a reward for volunteering their time as mediators.	\$101,103.00	No
2	School Facilities	School facilities will be kept in good condition to provide a safe and comfortable learning environment.	\$40,253.00	No
3	Improve kitchen facilities	Upgrades to kitchen facilities to improve the cleaning and sterilization for school lunch services.	\$0.00	No
4	Exterior wall repair	One exterior wall will be repaired each year for the next three years.	\$0.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	All students will have access to and achieve 21st century skills and proficiency in all core academic skills and be prepared for higher education. Parents will be informed about and involved in the education process and decision making.

An explanation of why the LEA has developed this goal.

All students need access and opportunity for academic and social emotional growth. Physical and mental health, the school environment, the family, and the community play a role. Goal 2 encompasses a wide range of actions to improve academic, environment, engagement, and personalized supports for students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric: Records of Summer Learning Program participation	40% participation rate prior to COVID pandemic. 2018-2019				45% of students will participate in the Summer Learning Program.
Metric: Writing portfolios	100% of students in grades 1-8 completed three writing styles; 100% of students in grades 4-8 completed an interview and poetry assignment. 2019-2020				Students and parents will be able to see progress on report cards and will have an online and/or a hard copy of writing assignments. 100% of students in grades 1-3 will completed three writing styles; 100% of students in grades 4-8 will complete four

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					writing styles and an interview.
Metric: Daily 5 language art assessments	Baseline the first week of school average 2 minutes K-3; 8 minutes 4-8. 2020-2021				All students by the third trimester will improve their average language arts stamina by 15%
Metrics: Daily 3 mathematics project records; report cards	All students participated in at least one math project during the school year. 2020-2021				All students will participate in a minimum of one math project each trimester.
Metric: Dashboard Indicators surveys and summaries; Quarterly Williams reports, annual review of instructional materials including recommendations and adoption of materials, SARC report, Instructional Materials Sufficiency annual public hearing. Ratio of devices to student. Budget for the purchase of classroom library books.	All students have access to a broad course of study to include high quality, common core aligned materials for all subjects and supplies. There is one device per student. Students are able to borrow devices. Wifi booster is mounted outside of the school building. \$1000 budget for purchasing books for classroom library with priority going towards foster youth, homeless youth, IEP students, diversity, and then student needs and interests. 2020-2021				All students will have access to a broad course of study to include high quality, common core aligned materials for all subjects and supplies. All students will have access to technology. All students will be able to borrow devices for distance learning and have access to the school's Wifi. All students will have access to classroom library books.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric: Assignment records, presentation, and/or portfolio.	One technology project was completed. 2019-2020				4th-8th grade students will complete a minimum of 1 technology based project.
Metric: Personnel records; professional development records; SARC report	Each teacher attended at least one professional development class. 2020-2021				One certificated staff will attend at least one professional development opportunity per year. 100% of certificated teachers will continue to be highly qualified. One staff member will hold an administrative credential
Metric: Records of: Survey participation; parent conference attendance; LCAP involvement; attendance at events; response to parent and student surveys; classroom participation; School Site Council attendance; and School Board attendance	100% parents/guardians were involved in the education process and decision making by participating in one or more of the following ways: annual surveys; parent conference; LCAP involvement; attend or be a member of the School Site Council or School Board. Classroom volunteering and event attendance did				100% parents/guardians will be involved in the education process and decision making by participating in one or more of the following ways: annual surveys; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council or School Board.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	not occur due to the COVID pandemic. 2020-2021				
Metric: I.E.P.s; progress reports; service record logs; special education purchase records	I.E.P. requirements met Needed materials and supplies were purchased. Technology devices are available to borrow. 2020-2021				All I.E.P. students will receive services outlined in their plan. Materials and supplies will be purchased, as needed, to support their learning.
Metric: Maple Creek History Day or Science Fair participation records; Countywide rubrics/assessments will be used to measure the preparedness for countywide events for grades 4-8.	100% of students participated in the Maple Creek Science Fair for the 2019-2020 school year. Alternative science and history projects were completed for the 2020-2021 school year.				100% of students will participate in science and/or history projects. Maple Creek History Day and Science Fair will alternate each year. Alternative projects and accommodations due to distance learning and/or student interest can be approved by a certificated teacher.
Metric: CAASPP participation rate Outcome: All students in 3rd through 8th grade will	100% participation in 2018-2019; Testing was cancelled for 2019-2020.				100% of students in 3-8th grade will be required to participate in CAASPP assessments and/or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
be required to participate in CAASPP Assessments					alternative local assessments.
Metric: Tutoring and family outreach attendance/contact records	Students that have attended after school tutoring services: 100% of foster youth students; 33% of IEP students; 55% of low-income students 40% of low income families, 100% of foster youth families, 50% of IEP families attended an early outreach meeting; 100% of families received an invitation for an early outreach meeting.				100% of foster youth students; 100% of IEP students, and 75% of low-income students attend afterschool tutoring services. 100% of families will be invited to an early outreach meeting; 100% of foster youth and IEP families will attend an early outreach meeting. 50% of low income families will attend an early outreach meeting.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	The District provides a minimum of one opportunity per year for professional development and growth including teaching the recently adopted academic standards and/or curriculum frameworks. Funding will be provided for one certificated staff member to obtain an administrative credential. All certificated teachers are fully credentialed and highly qualified. The Superintendent provides and approves the staff training.	\$485.00	No

Action #	Title	Description	Total Funds	Contributing
2	Broad Course of Study	Superintendent will preside over instruction and daily use of career readiness skills, which will include all subjects: mathematics, language arts, science, social studies, physical education/health, technology, visual and performing arts. Standards-aligned, Common Core curriculum and textbooks will be provided for all students. Second through Eighth grade students will be provided with Khan Academy accounts throughout the year, including the summer. Technology purchases will be made as needed to enhance all subjects and provide experience with robotics and coding. Testing coordinator will administer, provide assessment preparation, and training for CAASPP.	\$55,257.00	No
3	Project Based Learning	Students will be required to participate in projects that require critical thinking, problem solving, and creativity. This includes instruction and one to one and small group involvement in preparing for Science Fair, History Day, or alternative projects approved by the classroom teacher.	\$0.00	No
4	Field trips	Field trips will connect students with higher education and working professionals as well as provide learning experiences that not available/accessible to low-income student and students that live rurally with transportation hardships.	\$2,943.00	No
5	Daily Instruction	Daily instruction and use of language arts and mathematics skills will be done in Daily 5 (Language Arts) and Daily 3 (Mathematics) programs.	\$0.00	No
6	Communication	All parents/guardians will be welcomed by all staff to participate in school decisions. Communication will occur through the newsletter, at events, at parents conferences, by phone, virtual meetings, by personal contact, by email, and/or in letters.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
7	Students with Disabilities	Highly qualified staff will be provided for students with disabilities. This is to include, but not be limited to, a credentialed special education resource teacher, speech pathologist, general education teacher, and/or an aide for any student that is in need of such services under his/her I.E.P. Additional materials and supplies, including technology, for I.E.P. students will be purchased as needed to further their academic growth and ensure access to all state academic content standards.	\$11,787.00	No
8	Student support (Supplemental Concentration)	A high teacher to student ratio provides more one to one and small group instruction that is principally directed to low-income students. A 0.80 FTE teacher salary provides additional support in the core academic area focusing on improving vocabulary (both written and spoken) principally focusing on providing one to one and small group instruction with low-income, foster and homeless youth, and IEP students. This vocabulary development is for all students but critical for low-income students to be prepared for academic success and independence in high school and college.	\$65,255.00	Yes
9	Enrichment Program	A 0.30 FTE Teacher will provide curricular enrichment services; individualized assessments, goals, and intervention strategies. IEP and foster/homeless youth will be prioritized.	\$0.00	No
10	Summer Program	A Summer Learning Program will be offered to all students with an emphasis on social emotional experiences and academic support. Priority is given to IEP students, foster and homeless youth. 2021 Summer will be limited to tutoring due to COVID and lack of family interest.	\$229.00	No
11	Library Fund	Classroom library books will be purchased to provide high interest reading material that will provide vocabulary development. Foster and homeless youth, as well as IEP students will be given priority for purchases.	\$2,200.00	No

Action #	Title	Description	Total Funds	Contributing
12	Additional Academic Supports	Free after school tutoring will be offered twice a week for students that have lost in-person instructional time during the COVID pandemic. Services will be available for all students as space allows. IEP, Foster and Homeless Youth will be given priority. Tutoring will be extended over the summer as requested and as available. Prior to Fall start date family outreach days and services will be available.	\$0.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Communication with all families and meeting students needs and improving attendance.

An explanation of why the LEA has developed this goal.

The following actions were developed through community engagement as factors that influence attendance and students well being.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric: Attendance records; chronically absent records	Less than 3 students were chronically absent. 2019-2020 94% attendance rate for 2019-2020 in-person instruction days.				Less than 3 students will be chronically absent. The average daily attendance rate will be 90% or higher.
Metric: Middle school dropout rates Outcome: District will maintain 0% dropout rate for middle school	0% dropout rate for middle school 2019-2020				Middle school drop out rate will be 0%
Metric: Percent of annual survey participation; percent of parent conference	100% of parents participated in one or more of the following ways: events, surveys, volunteering				100% of parents will participate in one or more of the following ways: events, surveys, volunteering

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
attendance; LCAP involvement; participation at events; in the classroom; School Site Council; Fundraising Committee and School Board	in the classroom, parent conferences, School Board, School Site Council, Fundraising Committee. 100% of parents/guardians were informed of the importance of attendance and were invited to be involved in finding solutions. *volunteering in the classroom and event attendance did not occur during the COVID pandemic. 2020-2021				in the classroom, parent conferences, School Board, School Site Council, Fundraising Committee. 100% of parents/guardians will be informed of the importance of attendance and will be invited to find solutions. The school will utilize the newsletter; meetings; events; letters; phone calls; emails; text; Facebook posts, and/or virtual meetings to express the importance of attendance.
Metric: School lunch and snack participation records.	All low income students were able to receive free or reduced priced lunches. All students were able to receive a school lunch. 2019-2020 All students were provided with snack and nutrition instruction. 2018-2019				All low income students will be provided with a free or reduced priced lunch/snack. All students will be provided with nutrition education.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Communication and participation	Staff (clerical support) will maintain records of parent involvement, create newsletters and flyers, maintain the website, and hold community events. Records of participation will be kept for low-income, foster youth, and IEP families.	\$0.00	No
2	Independent Study/Distance Learning	At the beginning of each year, the Superintendent will provide Independent Study and/or distance learning information to all families. Students who did not meet the attendance goal in the prior year will be targeted for extra outreach in the form of personal contact with parents/guardians. The Superintendent will oversee truancy and SARB procedures.	\$0.00	No
3	Transportation	The District will provide home to school transportation. The District has an MOU with HCOE to provide transportation for foster care to their school or origin.	\$40,867.00	No
4	School lunch program	Low-income students will be provided with free/reduced price lunch. All students will be provided with nutrition instruction.	\$2,500.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
11.52%	20,155

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.

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

A 0.80 FTE teacher position will provide targeted support and instruction for foster/homeless youth; students who have experienced significant learning loss; IEP students; and English Learners if the LEA acquires any English Learners.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$239,862.00	\$55,983.00	\$320.00	\$26,714.00	\$322,879.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$280,715.00	\$42,164.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	School Climate Instruction	\$43,139.00	\$34,885.00		\$23,079.00	\$101,103.00
1	2	All	School Facilities	\$31,253.00	\$9,000.00			\$40,253.00
1	3	All	Improve kitchen facilities					\$0.00
1	4	All	Exterior wall repair					\$0.00
2	1	All	Professional Development	\$300.00			\$185.00	\$485.00
2	2	All	Broad Course of Study	\$52,017.00	\$2,920.00	\$320.00		\$55,257.00
2	3	All	Project Based Learning					\$0.00
2	4	All	Field trips	\$2,943.00				\$2,943.00
2	5	All	Daily Instruction					\$0.00
2	6	All	Communication					\$0.00
2	7	Students with Disabilities	Students with Disabilities		\$8,337.00		\$3,450.00	\$11,787.00
2	8	Foster Youth Low Income	Student support (Supplemental Concentration)	\$65,255.00				\$65,255.00
2	9	All	Enrichment Program					\$0.00
2	10	All	Summer Program	\$229.00				\$229.00
2	11	All	Library Fund	\$2,200.00				\$2,200.00
2	12	All	Additional Academic Supports					\$0.00
3	1	All	Communication and participation					\$0.00
3	2	All	Independent Study/Distance Learning					\$0.00
3	3	All	Transportation	\$40,026.00	\$841.00			\$40,867.00
3	4	All	School lunch program	\$2,500.00				\$2,500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$65,255.00	\$65,255.00
LEA-wide Total:	\$65,255.00	\$65,255.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$65,255.00	\$65,255.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	8	Student support (Supplemental Concentration)	LEA-wide Schoolwide	Foster Youth Low Income		\$65,255.00	\$65,255.00

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any

student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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