2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Fieldbrook Elementary School District
CDS Code:	12627946007850
LEA Contact Information:	Name: Justin Wallace Position: Superintendent Email: jwallace@fbk8.org Phone: (707) 839-3201
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	$1137059
LCFF Supplemental & Concentration Grants	$95899
All Other State Funds	$128148
All Local Funds	$107550
All federal funds	$76167
Total Projected Revenue	$1,448,924

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$1516267
Total Budgeted Expenditures in the LCAP	$1252536
Total Budgeted Expenditures for High Needs Students in the LCAP	$119291
Expenditures not in the LCAP	$263,731

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$74889
Actual Expenditures for High Needs Students in Learning Continuity Plan	$81501

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$23,392
2020-21 Difference in Budgeted and Actual Expenditures	$6,612

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).	Expenses that did not get captured in the LCAP are related to normal business costs in running a school. Those costs include utilities, legal counsel retainers, annual auditor fees , retirement contributions for STRS and PERS, as well as administrative office supplies. Additionally, we contract our Business services with Northern Humboldt Union High School District. All of these costs do not directly impact students so they were not identified in the LCAP.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fieldbrook Elementary School District

CDS Code: 12627946007850

School Year: 2021-22

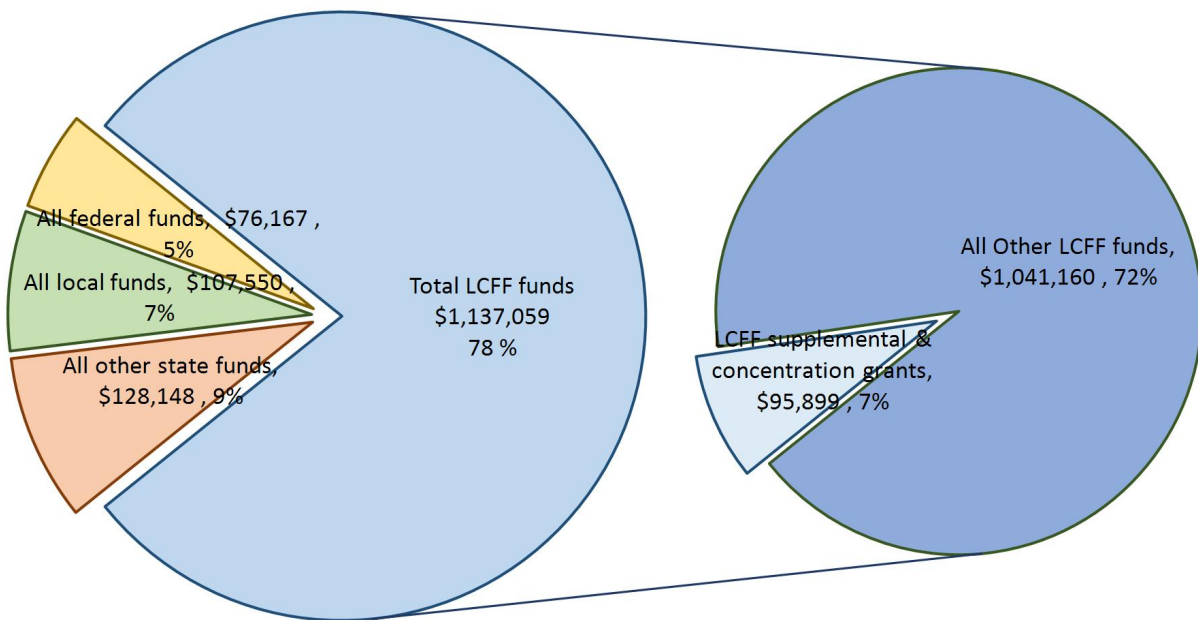LEA contact information:

Justin Wallace

Superintendent

jwallace@fbk8.org

(707) 839-3201

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

All federal funds, $76,167 , 5%

All local funds, $107,550 , 7%

All other state funds, $128,148 , 9%

Total LCFF funds $1,137,059 78 %

All Other LCFF funds, $1,041,160 , 72%

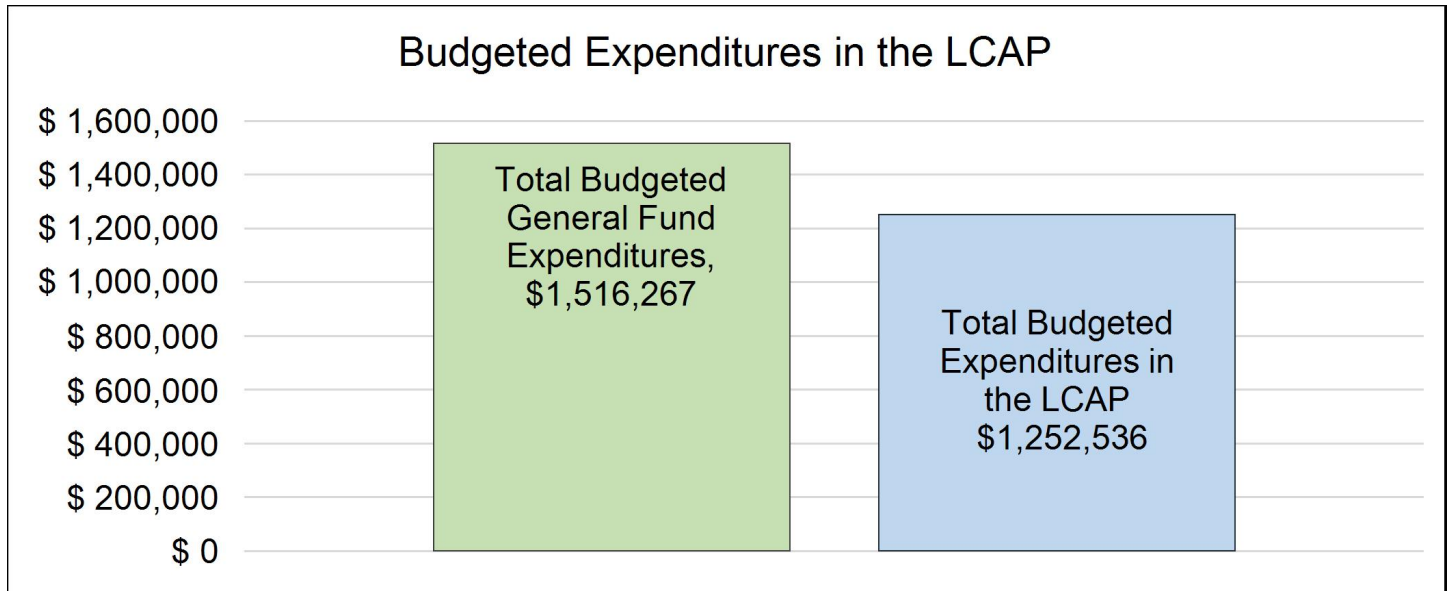LCFF supplemental & concentration grants, $95,899 , 7%

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

The total revenue projected for Fieldbrook Elementary School District is $1,448,924, of which $1137059 is Local Control Funding Formula (LCFF), $128148 is other state funds, $107550 is local funds, and $76167

is federal funds. Of the $1137059 in LCFF Funds, $95899 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.

Budgeted Expenditures in the LCAP

$ 1,600,000	
$ 1,400,000	Total Budgeted General Fund Expenditures, $1,516,267
$ 1,200,000	
$ 1,000,000	
$ 800,000	Total Budgeted Expenditures in the LCAP $1,252,536
$ 600,000	
$ 400,000	
$ 200,000	
$ 0	

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

Fieldbrook Elementary School District plans to spend $1516267 for the 2021-22 school year. Of that amount, $1252536 is tied to actions/services in the LCAP and $263,731 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
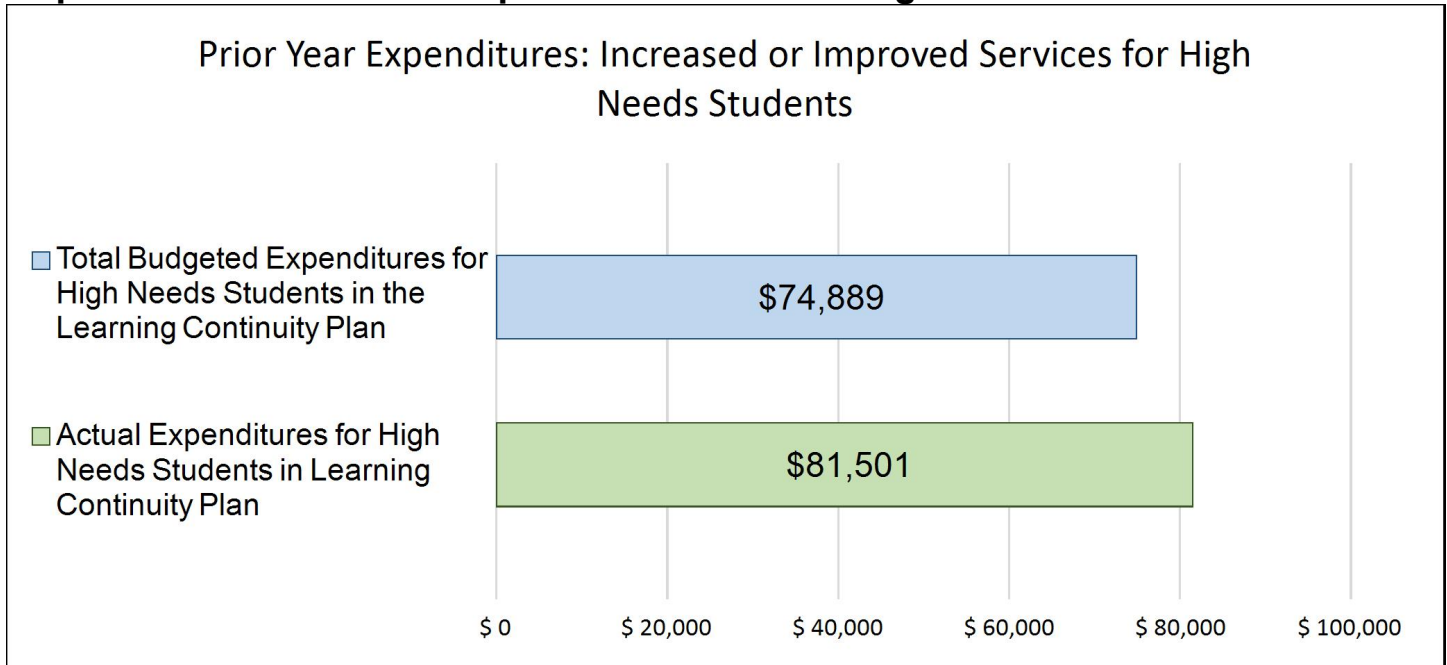
Expenses that did not get captured in the LCAP are related to normal business costs in running a school. Those costs include utilities, legal counsel retainers, annual auditor fees , retirement contributions for STRS and PERS, as well as administrative office supplies. Additionally, we contract our Business services with Northern Humboldt Union High School District. All of these costs do not directly impact students so they were not identified in the LCAP.

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

In 2021-22, Fieldbrook Elementary School District is projecting it will receive $95899 based on the enrollment of foster youth, English learner, and low-income students. Fieldbrook Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fieldbrook Elementary School District plans to spend $119291 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for
High Needs Students in the
Learning Continuity Plan — $74,889

☐ Actual Expenditures for High
Needs Students in Learning
Continuity Plan — $81,501

$ 0 $ 20,000 $ 40,000 $ 60,000 $ 80,000 $ 100,000

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

In 2020-21, Fieldbrook Elementary School District's Learning Continuity Plan budgeted $74889 for planned actions to increase or improve services for high needs students. Fieldbrook Elementary School District actually spent $81501 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
Fieldbrook Elementary School District	Justin Wallace Superintendent	jwallace@fbk8.org (707) 839-3201

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

Maintain current academic growth, and increase student accessibility for support services and extra-curricular activities. Maintain employment of properly credentialed teachers, and sufficient instructional materials aligned with the Common Core State Standards. Maintain safe, clean learning facilities.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 7: Course Access (Conditions of Learning)
Local Priorities:	Basic 1 and Implemenatation of State Standards 2: 100% of certificated staff will attend professional development

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Priority 4 Student achievement / CAASPP scores **19-20** Metric and Outcome 1. ELA: Increase from 26.6 points to 30 points above Level 3. Maintain Green rating. SED group to increase to 4.2 points below L3 2. Math: Increase from 3.2 to 20 points above Level 3 to raise to Green rating. SED group to increase to 6.7 points below L3 **Baseline** 1. ELA: 46.2 points above level 3 Green(Very High) Performance Level; 4.4 decrease; Performance Level Math: 5 points above level 3 (High); 2.6 point increase from prior year; Green (Very High) Performance Level.	1.1. Results from Spring 2019 - ELA: Decreased from 26.6 points to 12.2 points above Level 3. Maintain Green rating. SED group was up 21 points 2. Math: maintained at 3.1 below standard with a yellow rating rating. SED group maintained at 12.6 points below standard.
Metric/Indicator 2. Priority 1 Teachers appropriately assigned / sufficient materials for every student / school facilities maintained in good repair, Priority 2 Implementation of State Standards, and Priority 7 - A broad course of study / programs and	100% properly credentialed and assigned teachers 100% of students (including unduplicated pupils and Students with Disabilities) have sufficient materials based on Board resolution of sufficiency of IM and SARC Facility is being maintained in good repair per FIT

Expected	Actual
services will be provided for all students, including unduplicated pupils and Students with Disabiities. **19-20** 100% properly credentialed and assigned teachers 100% of students (including unduplicated pupils and Students with Disabilities) have sufficient materials based on Board resolution of sufficiency of IM and SARC Facility is being maintained in good repair per FIT 100% of the teacher plan books will reflect broad course of study and academic lessons based upon state standards **Baseline** 2. 100% properly credentialed teachers documented in personnel files. IM Resolution documented 100% of students had sufficient materials. Annual FIT documented facilities to be in good repair as of 3/1/2018. 100% of the teacher plan books reflected that broad courses of study and academic lessons based upon state standards and adopted curricula were provided to all students including unduplicated pupils and Students with Disabilities.	100% of the teacher plan books reflected broad course of study and academic lessons based upon state standards
Metric/Indicator 3. Priority 2 Implementation of State Standards **19-20** OMIT THIS OUTCOME DUPLICATE OF 2 Metric and Outcome 3. 100% of teacher plans, class schedules and signin sheets will indicate all students, including students with disabilities and low income/at-risk students, are receiving regular grade level academic curricula, supplemental services if needed (as determined by a Student Study Team), and have access to the Homework Club four days per week and enrichment classes/activities. **Baseline**	Outcome omitted as it is a duplicate of 2

Expected	Actual
3. IM Resolution reflects 100% of curricula adopted according to state standards. 100% of teacher plan books reflect broad courses of study and academic lessons based upon state standards and adopted curricula for all students including unduplicated pupils and Students with Disabilities.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide additional support to the cafeteria fund in order to ensure all low-income/at-risk students receive a nutritious lunch every day to increase academic learning.	RS 0001 OBJ 7616 7000-7439: Other Outgo LCFF Supplemental and Concentration $10,735	7000-7439: Other Outgo LCFF Supplemental and Concentration 4733
1. Maintain availability of support for the after-school Homework Club for days per week, provide opportunities for a variety of academic/extra- curricular activities.	RS 0001, GL 1110, 1228, OBJ 1100, 1120 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $10,529	1000-1999: Certificated Personnel Salaries Certificated/Classified Personnel Salaries $25836.63
2. Provide counseling time three days per week.	RS 0001, OBJ 1207 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $26,252	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $24962.62
3. Provide classroom aides to maintain academic support for intervention program by allowing small group instruction.		
4. Provide teachers to support the intervention program, one-on-one and small group instruction.	RS 0001, OBJ 2105 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $48,653	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $51219.48
5. Purchase supplemental materials and supplies.	RS 3010, OBJ 1133 1000-1999: Certificated Personnel Salaries Title I $22,468	1000-1999: Certificated Personnel Salaries Title I $18762.43
6. Provide professional development training in integrating CCSS.		
7. Provide technology support for low- income students who have limited access to technology.	RS 3010, 7510, OBJ 2105 2000-2999: Classified Personnel Salaries Title I $12,076	2000-2999: Classified Personnel Salaries Title I $8042.59
	RS 0001, 3010, 7510 OBJ 4310 4000-4999: Books And Supplies Title I $3,268	4000-4999: Books And Supplies Supp/Conc, Title I, Low Performing $4122.70

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	RS 0001, 7510 OBJ 5210 5000-5999: Services And Other Operating Expenditures Title I $2,200	5000-5999: Services And Other Operating Expenditures Supp/Conc, Low Performing Block Grant $782.00
	RS 0001, OBJ 2255 2000-2999: Classified Personnel Salaries Title I $5,457	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $5431.97
Continue to support the music program by continuing to employ music teacher to teach classroom music, strings, recorder, ukulele and choir. Support African Drums. Purchase additional materials and supplies for the music program. Maintain counseling services for all students. Provide classroom aides to maintain academic support within classrooms. 5. Provide CCSS aligned textbooks 6. Maintain a safe, enriching after school program	RS 0000, OBJ 1000-3999 1000-1999: Certificated Personnel Salaries LCFF $11,253	1000-1999: Certificated Personnel Salaries LCFF $11986.31
	RS 1100, OBJ 4310 5000-5999: Services And Other Operating Expenditures Lottery $150	5000-5999: Services And Other Operating Expenditures Lottery $75
	RS 1100, OBJ 1207 4000-4999: Books And Supplies Lottery $750	4000-4999: Books And Supplies Lottery $484.96
	RS 0000, OBJ 2105 1000-1999: Certificated Personnel Salaries Lottery $4,632	1000-1999: Certificated Personnel Salaries Lottery $4405.27
	RS 6300, OBJ 4110 2000-2999: Classified Personnel Salaries LCFF $17,730	2000-2999: Classified Personnel Salaries Title I, SUMS $17208.42
	RS 0011, OBJ 2900 4000-4999: Books And Supplies Lottery $7,102	4000-4999: Books And Supplies Lottery $17500.10
	2000-2999: Classified Personnel Salaries Locally Defined $27,316	2000-2999: Classified Personnel Salaries Locally Defined $28671.68
	4000-4999: Books And Supplies Locally Defined $79	4000-4999: Books And Supplies Locally Defined $1470.63
1.. Maintain properly credentialed teachers for all teaching positions. 2.. Provide training to ensure all teachers integrate Common Core State Standards	RS 4035, 1400, 4127, 5820, 0000 OBJ 1100 1000-1999: Certificated Personnel Salaries Title II, Education Protection	1000-1999: Certificated Personnel Salaries Title II, Education Protection Account, Title IV, REAP, LCFF $585058.41

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.. Purchase of supplemental materials and supplies.	Account, Title IV, REAP, LCFF $590,654 RS 7817, OBJ 5210 5000-5999: Services And Other Operating Expenditures SUMS Grant $7,968 RS 1100, 1400, 4127 OBJ 4310, 4353, 4312 4000-4999: Books And Supplies Lottery, LCFF, Education Protection Account, Title IV $22,692	5000-5999: Services And Other Operating Expenditures SUMS Grant, Title IV $10244.82 4000-4999: Books And Supplies Lottery, LCFF, Title IV $13044.52
1. Provide support and instruction for students with disabilities. 2. Provide material and supplies for students with disabilities.	RS 6500, 3310, OBJ 1104 1000-1999: Certificated Personnel Salaries Special Education $52,425 RS 6500, OBJ 2140 2000-2999: Classified Personnel Salaries Special Education $1,957 RS 6500 OBJ 5800 5000-5999: Services And Other Operating Expenditures Special Education $3,801 RS 3310, 6500 OBJ 4310 4000-4999: Books And Supplies Special Education $4,868	1000-1999: Certificated Personnel Salaries Special Education $76361.64 2000-2999: Classified Personnel Salaries Special Education $28173.60 5000-5999: Services And Other Operating Expenditures Special Education $12675.28 4000-4999: Books And Supplies Special Education $1168.12 7000-7439: Other Outgo Special Education $28775.00
Provide personnel to manage a local breakfast program to ensure that all low income/at-risk students will receive a nutritious morning meal to help stimulate their academic abilities.	RS 0001, OBJ 2000-3999 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $3,276	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $3251.90

Goal Analysis

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

The District's total expenditures were in line with our projected budget. There were changes in the sources of those funds, but the outcomes were the same. We did not contribute to the cafeteria fund due to the COVID pandemic. We transitioned to the summer lunch program which enabled us to provide meals with little to no cost to the district, therefore, we did not need to support the program as in years past. Additional funds were used to support our special ed population through the increased FTE for our resource teacher during the year.

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

Successes: The district was able to maintain a lunch program and provide meals to all families during the pandemic to alleviate many food insecurities for our students. With our declining enrollment, the district maintained staffing to allow for more intervention opportunities for our students and secure highly qualified teachers in the classrooms. The declining enrollment also had a negative effect on our ELA scores as students who are no longer enrolled had above standard testing scores in ELA. Due to the pandemic, the district increased resources provided to unduplicated populations and increased staffing to meet the needs of the students. Funding was allocated from different sources to address staffing and material needs due to the pandemic.

Goal 2

Increase regular and timely attendance on a daily basis.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Priority 5 - School attendance rates, chronic absenteeism **19-20** Metric and Outcome 1. 100% of parents will continue to be contacted concerning absences and tardies daily. ADA will increase to 96% in 20192020. **Baseline** 1. 100% of parents contacted daily about absences and tardies. ADA was 95.1% in 20172018.	100% of parents were contacted concerning absences and tardies daily. ADA was 92.18 % in 2019/2020.
Metric/Indicator 2. Priority 5 - School attendance rates, chronic absenteeism **19-20** Metric and Outcome 2. Reduce chronic absenteeism rate to no more than 5% of student population. **Baseline** 2. Chronic absentee rate was maintained at 1% for 2017-2018. Data tracked daily by PowerSchool and reported every two weeks.	The Chronic Absanteeism rate was 14.84% for the 19/20 school year
Metric/Indicator 3. Priority 5 - School attendance rates, chronic absenteeism	Middle school dropout rate - 0%.

Expected	Actual
19-20 Metric and Outcome 3. Maintain middle school dropout rate of 0%. **Baseline** 3. Middle school drop-out rate is 0%.	
Metric/Indicator 4. Priority 6 - Pupil suspension and expulsion rates. **19-20** Metric and Outcome 4. a. Maintain suspension rate of 2% or less as tracked by DataQuest, CALPADS, and SEIS. 4.b. Expulsion rate will remain at 0% as tracked by DataQuest, CALPADS, and SEIS. **Baseline** 4. Suspension rate is 2%. Expulsion rate is 0%.	Suspension and expulsions rates were 0%
Metric/Indicator 5. Priority 6 - Pupil, parent and staff safety and connectedness **19-20** Metric and Outcome 5. 96% of pupils surveyed will indicate they feel safe at school. 87% of students will feel connected at school. 88% of parents surveyed will feel safe and connected at school. 100% of staff surveyed will indicate they feel safe at school. 75% of staff surveyed will indicate they feel connected to staff, and 92% will indicate they feel connected to their students. **Baseline** 5. 92% of students surveyed indicated they felt safe at school. 78% of students surveyed indicated they felt connected at school. 78% of the parents surveyed indicated they felt safe and connected at school. 89% of the staff surveyed indicated they felt safe at school. Staff surveys indicated	95% of pupils surveyed indicated they feel safe at school. 92% of students feel connected at school. 96% of parents surveyed feel safe and connected at school. Staff surveys were not completed prior to the Covid-19 Pandemic.

Expected	Actual
that 43% felt connected to staff, and 86% felt connected to their students.	
Metric/Indicator 6. Priority 3 - Parent Involvement **19-20** Metric and Outcome 6. 98% of parents surveyed will continue to indicate the school stressed the importance of regular attendance. **Baseline** 6. 94% of parents surveyed indicated the school stressed the importance of regular attendance	100% of parents surveyed felt we stressed the importance of regular attendance

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Maintain secretarial time in order to continue dissemination of notices going home, including telephone calls, on the importance of attendance (including ed. code and legal requirements) 2. Improve student and parent information regarding importance of timely school attendance on a daily basis. 3. Implement practice of monthly review of attendance records to identify students at risk of being chronically absent. Contact families in need of information and support for removing barriers to student attendance for those students identified as at-risk of being chronically absent.	RS 0000, OBJ 2406 2000-2999: Classified Personnel Salaries LCFF $4,044 No additional cost No additional cost	2000-2999: Classified Personnel Salaries LCFF $50991 Not Applicable Not Applicable 0 Not Applicable Not Applicable 0
1. Maintain frequency of computer analysis at every two weeks in order to track absences and tardies through the use of PowerSchool, and notify parents in a timely fashion according to EC48260.	Cost in goal 2 action 1 $0 Cost in goal 2 action 1 $0	Not Applicable Not Applicable 0 Not Applicable Not Applicable 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2. Maintain secretarial time in order to track absences and tardies and send out truancy notices as warranted. 3. Surveys will be done every Spring, and will include student questions pertaining to 'feeling safe at school' and connectedness.		
DELETE ACTION (DUPLICATE)	NA 0	Not Applicable Not Applicable 0

Goal Analysis

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

All actions and services were implemented as planned. Additional funds were expended for the secretary position due to staffing changes and reorganization of duties.

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

The Pandemic and resulting school closure posed a challenge for attendance reporting creating much higher rates of chronic absenteeism and absences due both to the inability to provide in-person instruction and the ADA freeze. The District historically has much better attendance rates in the spring and early summer which would have negated the stark increases in both absences and chronic absences reported. The district's utilization of classified staff to communicate with families to follow up on absences and tardies has been successful by creating consistency in scheduling and better data collection.

Goal 3

Implement programs and activities to empower and challenge higher achieving students.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Awards and Recognitions

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Priority 4 - Pupil Achievement / CAASPP Scores **19-20** Metric and Outcome 1. ELA: 52 points above Level 3 (Very High); 1 point increase; Blue (Highest) Performance Level. Math: 9 points above Level 3 (High); 5 point increase from prior year; Green (High) Performance Level. **Baseline** 1. ELA: 46.2 points above level 3 (Very High); 4.4 decrease Math: 5 points above level 3 (High); 7.8 points increase from prior year; Green (Above Average) Performance Level	See Goal 1
Metric/Indicator 2. Local - Awards and Recognitions **19-20** Metric and Outcome 2. 30% of pupils will participate in after-school enrichment activities.	45% of students participated in after school enrichment programs and 68% of students were recognized for extracurricular awards and participation during school wide assemblies and through awards.

Expected	Actual
49% of students will receive awards of recognition for Honor Roll, school-wide special projects, and regional events such as, but not limited to, History Day, Science Fair, Regional and County Spelling Bees. **Baseline** 2. 23% of pupils attended after-school enrichment class as tracked on signin sheets. 45% of students received awards of recognition for Honor Roll, school-wide special projects, and regional events such as, but not limited to, History Day, Science Fair, Regional and County Spelling Bees.	
Metric/Indicator 3. Priority 3 - Parent Involvement **19-20** Metric and Outcome 3. 98% of parents will attend parent/teacher conferences as tracked by classroom teachers. 50% of parents will participate in spring survey. 45% of parents, including parents of students with disabilities, will participate in family fun nights, special events, and LCAP planning sessions as tracked by sign-in sheets. **Baseline** 3. 98% of parents attended parent/teacher conferences as tracked by classroom teachers. 35% of parents participated in the spring survey. 25% of parents, including parents of students with disabilities, participated in family fun nights, special events (i.e. Lego Rumble, Art Show), and LCAP planning sessions, combined, as tracked by sign-in sheets.	96% of parents attended parent/teacher conferences as tracked by classroom teachers. 68% of parents participated in spring survey. 63% of parents, including parents of students with disabilities, participated in family fun nights, special events and LCAP planning sessions offered up until the time of school closure as tracked by sign--in sheets.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain availability of enrichment activities such as foreign language, sports and field trips.	RS 0000, OBJ 5801, 5816 5000-5999: Services And Other Operating Expenditures LCFF $8,000	5000-5999: Services And Other Operating Expenditures LCFF, Lottery $3000
	RS 0000, OBJ 2950 2000-2999: Classified Personnel Salaries LCFF $3,511	Not Applicable Not Applicable 0
	RS 0000, OBJ 1132 1000-1999: Certificated Personnel Salaries LCFF $6,085	1000-1999: Certificated Personnel Salaries LCFF $2403
	RS 0000, GL 1300, OBJ 4310 4000-4999: Books And Supplies LCFF $500	4000-4999: Books And Supplies LCFF $1156
	RS 0000, GL 1300, OBJ 5800, 5801 5000-5999: Services And Other Operating Expenditures LCFF $1,955	5000-5999: Services And Other Operating Expenditures LCFF $2225
		2000-2999: Classified Personnel Salaries LCFF $1,646
1.Provide professional development training in integrating CCSS with the newly adopted ELA and math curricula. to further engage high achieving students 2.Purchase of supplemental materials and supplies to further engage high achieving students	See Goal 1, Action 4 See Goal 1, Action 4	Not Applicable Not Applicable 0 Not Applicable Not Applicable 0

Goal Analysis

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

All actions and services were implemented as planned.

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

The district was able to provide a wide number of enrichment activities and programs as planned to students that included field trips, guest speakers, and additional staffing to help facilitate learning. Later, however, many trips and activities were canceled due to the pandemic and school site closure. Those funds were utilized for purchase yearbooks for all students and provide additional consumable materials for students.

Goal 4

Maintain a safe,clean and welcoming environment for students, parents and staff, expand facilities in order to provide an additional classroom, and provide the most updated technology for our students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Priority 1 - School facilities maintained in good repair. **19-20** 1. Maintain facilities in good repair as documented by FIT. Maintain 100% of surveyed parents agreeing that clean, safe and welcoming facilites are properly maintained. **Baseline** 1. 100% of the parents who responded to the LCAP Survey (representing 35% of total parent population) agree that clean, safe, and welcoming facilities that are properly equipped are important to them. Shed built to expand facilities and allow for the opening of an additional classroom. Upgrading of parking lot in 2018-2019.	FIT - See Goal 1 100% of the parents who responded to the LCAP Survey (representing 68% of total parent population) agree that clean, safe, and welcoming facilities that are properly equipped are important to them.
Metric/Indicator 2. Priority 2 Implementation of state standards **19-20**	100% of students had access to a broad course of student and CCSS aligned instruction and materials

Expected	Actual
2. Internet/technology services to assist 100% of students in accessing CCSS. **Baseline** 2. Paid invoices and signed Technology Services Agreement indicate a secure infrastructure and availability of internet services for students.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Maintain full time Director of maintenance to ensure clean, safe and welcoming facilities.	RS 0000,8150 OBJ 2000-3999 2000-2999: Classified Personnel Salaries LCFF $70,916	2000-2999: Classified Personnel Salaries LCFF $72119
2. Custodian to make sure facilities are in good operation, clean and safe	RS 0000, OBJ 2000-3999 2000-2999: Classified Personnel Salaries LCFF $17,634	2000-2999: Classified Personnel Salaries LCFF $13846
3. Ensure that there is are adequate materials and supplies to maintain a clean, safe and functional space for students, parents and faculty	RS 0000, 8150, GL 1193, OBJ 4000-4999 4000-4999: Books And Supplies LCFF $ 11,967	4000-4999: Books And Supplies LCFF $17104
4.Provide fast and reliable internet service and technology supplies for our students so they can use on-line CCSS aligned curriculum.	RS 0000, 8150, 0230, GL 1193, OBJ 50005999 5000-5999: Services And Other Operating Expenditures LCFF $88,875	5000-5999: Services And Other Operating Expenditures LCFF $59539.45
	RS 0000, GL 1133, OBJ 5000-5999 5000-5999: Services And Other Operating Expenditures LCFF $12,565	5000-5999: Services And Other Operating Expenditures LCFF $10701.08
	RS 1100, 0000, GL 1133, OBJ 4000-4999 4000-4999: Books And Supplies LCFF $2,984	4000-4999: Books And Supplies LCFF, Lottery, Title IV, REAP $6253

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	RS 0000, GL 1133, OBJ 2000399 9 2000-2999: Classified Personnel Salaries LCFF $8,185	2000-2999: Classified Personnel Salaries LCFF $8148

Goal Analysis

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

All actions and services were implemented as planned.

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

Overall there were few challenges and many successes in the implementation of this goals. The district was able to update and maintain a 1:1 device to student ratio. Staffing met the technology needs to maintain all connectivity. The campus is in good repair as shown through our FIT. Improvement to the grounds included a school garden, benches and repainted common areas.

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
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.	6547.43	1713	No
4 days paid time for teachers to complete PD and plan for distance learning	10332.30	10915	Yes
HEPA filters for each classroom and occupied space	1200	1180	No
Health Materials: Additional thermometers to screen student temperature and additional supplies to respond to students who display symptoms	500	440	Yes
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	3000	2320	No
Social Emotional curriculum and training	2000	6367	Yes
Classroom aides for small groups	34742.19	37620	Yes
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	3000	1850	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	18901.58	17074	No
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	2230	2420	Yes

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

There were two notable differences in our planned actions and what was actually implemented. First, we had a significant decrease in spending for PPE at the school site. Many items were offset with donations and family participation. The perceived amount of PPE needed was far less than what we actually needed on campus. Second, we had a 300% increase in spending for social emotional curriculum and training. The increase was used to train staff and provide materials to assist with the social and emotional struggles of our students and their families.

Analysis of In-Person Instructional Offerings

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

The district has been able to offer in-person instruction for almost half of the school year. We feel that our safety measures and processes have enabled us to keep students and staff safe, while allowing for learning to take place in-person. Families are supportive of the offerings we have provided and the flexibility for families to move fluidly between in-person and distant learning. We currently have 90% of all students enrolled attending in-person learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home.	5550	2928	Yes
Additional Technology to Support Distance Learning: Wifi hotspots, headsets, and laptops/devices for staff.	3000	7665	Yes
Counselors: Maintain staffing and supports to provide core and supplemental counseling services to students.	9884.50	7233	Yes
Collaboration Time: Continue weekly hour of time for teachers to collaboration with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	5000	0	Yes
Digital Curriculum Subscriptions: Ensure that students have digital access to all curriculum and texts they may need.	650	5623	Yes

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

The district maintained overall spending expectations to support distance learning but the funds were used in different areas. Specifically, collaboration moneys for staff to meet, plan and work together were reallocated to provide for online materials and licenses that allowed students to work from home using hardware provided by the school. Also, the district utilized funds to strengthen and replace older devices used by staff while also maintaining a number of Chromebooks to be lent to families as needed.

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.

The district met many of the challenges of distance learning. We were able to facilitate instruction in all areas utilizing Zoom and Google Classroom. Students and families were able to switch between in-person and distance learning to meet the needs of their

student. The district has enough devices to be 1:1 for all students. Families were able to request a Chromebook and hotspot for internet service as needed. The office staff monitored attendance and followed up with families daily if a student was absent. In the event that a family was struggling to have their child attend classes, a meeting was set up with the teacher, parents, student and the Superintendent to discuss actions that would benefit the student and allow them to access their education. In-house training on the use of technology and funding for Professional Development in the areas of social emotional needs through distance learning and curriculum development were made available to all staff. Staffing was adjusted and positions were added to meet the needs of our diverse population. A new yard monitor was hired to help with recess and sanitizing duties, certificated and classified staff worked together to provide breaks and support in areas of need, and new roles were assigned to meed the constant changes that the global pandemic created.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
NWEA Maps software and licenses	1500	3690	No
Seesaw licenses	500	550	Yes

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

The district met all planned actions in this category. Actual expenditures exceeded our initial budget due to a change in services and options in our contract with NWEA for the testing platform we use.

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.

The district maintained our current assessments which allowed us to compare students growth from pre-pandemic to now. With those tools, the teachers were able to focus their teaching to meet the needs of the students we serve.

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.

Our district employs a .6 FTE counselor for the school. With this position, we have provided a multi-tiered system of support for all students. We have regularly scheduled class visits where Second Step is taught; we have small groups and individualized counseling during and after school. We have found our counselor to be very effective, and we receive positive feedback from families.

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.

One of the biggest hurdles was getting families to engage through distance learning. We have great success with students, but parent/family engagement has been more difficult. The district is successful at identifying families that need extra assistance through our attendance tracking. This allows us to have staff discussions on ways to overcome barriers that families have. To mitigate this, the district has provided delivered lunches, free internet hotspots to families, counseling services, tutoring and intervention supports, as well as by facilitating additional contacts to resources around the community.

Analysis of School Nutrition

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

Fieldbrook has contracted lunch services with our local Fieldbrook Market and Deli. The lunches are popular and are made with fresh ingredients. The district purchased new lunch containers that can travel and be transported while maintaining sanitary standards. We deliver lunches when the school is in a full distance learning model. We plan to coordinate with neighboring districts to support summertime meal programs.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	500	270	No
Mental Health and Social and Emotional Well-Being	Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL): Maintain existing staffing and supports to implement district programs and support school initiatives. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context.	1000	180	Yes

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.

Our district planned to see greater needs in the areas of food insecurities and PBIS. However, due to fewer students being on campus daily, the quantities of materials needed has decreased significantly. We have ample supplies for the cafeteria to provide meals to students, and we have a fully stocked PBIS award room that the teachers and staff can utilize to promote positive behavior.

Overall Analysis

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

The District was able to reflect upon which programs and resources were still viable during distance learning as well as identify how to support programs during hybrid models of in-person learning. The district has updated all devices that the students and staff use for in-person and distance learning. Also, the district has focused attention towards programs that allow regular assessment of student

growth as well as flexibility between in-person and distance learning. Emphasis is made in the areas of technology renewal, curriculum materials, and Social/emotional supports through programs and staffing.

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

The district will continue to utilize district-wide assessment programs including Core Growth and NWEA MAPS. The district has historical pre-pandemic data to compare and measure growth and learning loss. Professional Development will be a priority to allow staff training in the areas of greatest need both academically and socially for our students. Further emphasis on the flexible use of spaces on campus and furnishings for those areas will allow more access and fluid use by our students and the staff providing intervention services.

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.

None occurred.

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.

(This response will be completed after Stakeholder input is collected and a draft of the new 2021-24 LCAP is available for review.)

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

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

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

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

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

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

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	1,123,545.00	1,233,580.61
	0.00	0.00
Certificated/Classified Personnel Salaries	0.00	25,836.63
LCFF	254,237.00	251,864.84
LCFF Supplemental and Concentration	99,445.00	89,598.97
LCFF, Lottery	0.00	3,000.00
LCFF, Lottery, Title IV, REAP	0.00	6,253.00
Locally Defined	27,395.00	30,142.31
Lottery	12,634.00	22,465.33
Lottery, LCFF, Education Protection Account, Title IV	22,692.00	0.00
Lottery, LCFF, Title IV	0.00	13,044.52
Not Applicable	0.00	0.00
Special Education	63,051.00	147,153.64
SUMS Grant	7,968.00	0.00
SUMS Grant, Title IV	0.00	10,244.82
Supp/Conc, Low Performing Block Grant	0.00	782.00
Supp/Conc, Title I, Low Performing	0.00	4,122.70
Title I	45,469.00	26,805.02
Title I, SUMS	0.00	17,208.42
Title II, Education Protection Account, Title IV, REAP, LCFF	590,654.00	585,058.41

* 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	1,123,545.00	1,233,580.61
	0.00	0.00
1000-1999: Certificated Personnel Salaries	724,298.00	749,776.31
2000-2999: Classified Personnel Salaries	220,755.00	288,749.64
4000-4999: Books And Supplies	42,243.00	62,304.03
5000-5999: Services And Other Operating Expenditures	125,514.00	99,242.63
7000-7439: Other Outgo	10,735.00	33,508.00
Not Applicable	0.00	0.00

* 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	1,123,545.00	1,233,580.61
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Certificated/Classified Personnel Salaries	0.00	25,836.63
1000-1999: Certificated Personnel Salaries	LCFF	17,338.00	14,389.31
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	36,781.00	24,962.62
1000-1999: Certificated Personnel Salaries	Lottery	4,632.00	4,405.27
1000-1999: Certificated Personnel Salaries	Special Education	52,425.00	76,361.64
1000-1999: Certificated Personnel Salaries	Title I	22,468.00	18,762.43
1000-1999: Certificated Personnel Salaries	Title II, Education Protection Account, Title IV, REAP, LCFF	590,654.00	585,058.41
2000-2999: Classified Personnel Salaries	LCFF	122,020.00	146,750.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	51,929.00	59,903.35
2000-2999: Classified Personnel Salaries	Locally Defined	27,316.00	28,671.68
2000-2999: Classified Personnel Salaries	Special Education	1,957.00	28,173.60
2000-2999: Classified Personnel Salaries	Title I	17,533.00	8,042.59
2000-2999: Classified Personnel Salaries	Title I, SUMS	0.00	17,208.42
4000-4999: Books And Supplies	LCFF	3,484.00	18,260.00
4000-4999: Books And Supplies	LCFF, Lottery, Title IV, REAP	0.00	6,253.00
4000-4999: Books And Supplies	Locally Defined	79.00	1,470.63
4000-4999: Books And Supplies	Lottery	7,852.00	17,985.06
4000-4999: Books And Supplies	Lottery, LCFF, Education Protection Account, Title IV	22,692.00	0.00
4000-4999: Books And Supplies	Lottery, LCFF, Title IV	0.00	13,044.52
4000-4999: Books And Supplies	Special Education	4,868.00	1,168.12
4000-4999: Books And Supplies	Supp/Conc, Title I, Low Performing	0.00	4,122.70
4000-4999: Books And Supplies	Title I	3,268.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	111,395.00	72,465.53
5000-5999: Services And Other Operating Expenditures	LCFF, Lottery	0.00	3,000.00
5000-5999: Services And Other Operating Expenditures	Lottery	150.00	75.00

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
5000-5999: Services And Other Operating Expenditures	Special Education	3,801.00	12,675.28
5000-5999: Services And Other Operating Expenditures	SUMS Grant	7,968.00	0.00
5000-5999: Services And Other Operating Expenditures	SUMS Grant, Title IV	0.00	10,244.82
5000-5999: Services And Other Operating Expenditures	Supp/Conc, Low Performing Block Grant	0.00	782.00
5000-5999: Services And Other Operating Expenditures	Title I	2,200.00	0.00
7000-7439: Other Outgo	LCFF Supplemental and Concentration	10,735.00	4,733.00
7000-7439: Other Outgo	Special Education	0.00	28,775.00
Not Applicable	Not Applicable	0.00	0.00

* 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	898,291.00	984,449.08
Goal 2	4,044.00	50,991.00
Goal 3	20,051.00	10,430.00
Goal 4	201,159.00	187,710.53

* 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	$82,453.50	$81,899.00
Distance Learning Program	$24,084.50	$23,449.00
Pupil Learning Loss	$2,000.00	$4,240.00
Additional Actions and Plan Requirements	$1,500.00	$450.00
All Expenditures in Learning Continuity and Attendance Plan	$110,038.00	$110,038.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$32,649.01	$24,137.00
Distance Learning Program		
Pupil Learning Loss	$1,500.00	$3,690.00
Additional Actions and Plan Requirements	$500.00	$270.00
All Expenditures in Learning Continuity and Attendance Plan	$34,649.01	$28,097.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$49,804.49	$57,762.00
Distance Learning Program	$24,084.50	$23,449.00
Pupil Learning Loss	$500.00	$550.00
Additional Actions and Plan Requirements	$1,000.00	$180.00
All Expenditures in Learning Continuity and Attendance Plan	$75,388.99	$81,941.00

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
Fieldbrook Elementary School District	Justin Wallace Superintendent	jwallace@fbk8.org (707) 839-3201

Plan Summary [2021-22]

General Information

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

Fieldbrook School District is a small, rural one-school district with seven classrooms serving students from Transitional Kindergarten through eighth grades. We pride ourselves on offering solid academic programs in a family-type setting, and promoting each student's self-worth and ability to become a responsible, contributing citizen. Fieldbrook School serves only one sub group: low income/at-risk students. We do not have any Foster Youth or English Language Learners, or any students who have been reclassified.

Fieldbrook School lies in the heart of Fieldbrook Valley, a very small, rural community with one market, a winery, and a volunteer fire department. The school is the focal point of the community, and as such, we make every attempt to include the community in activities, performances and decision-making. Board meetings are posted at the local market, and activities, performances, and sporting events are advertised there, as well. For sports, Fieldbrook School sponsors girls' and boys' basketball teams for 5th - 8th graders, coed volleyball for grades 6-8 and promote participation in county-wide cross county and track events for all grades. These teams compete during their seasons with other local school districts.

Fieldbrook School offers a wonderful music program that includes classroom music, beginning violins, recorder, chorus, orchestra, guitar and ukulele. We also provide an after-school program until 5:30, Monday through Friday. As part of the after-school program we offer a Homework Club, and an Enrichment Class.

Being a K-8th grade school, we do not track A-G or CTE completion rate, percent of students scoring 3 or above on AP tests, percent of students scoring Ready on EAP, drop-out or graduation rates for high school students, therefore metrics are not included. In addition, API currently not being calculated by the state.

Reflections: Successes

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

Goal 1 in the 2019-20 LCAP stated "Maintain current academic growth, and increase student accessibility for support services and extra-curricular activities. Maintain employment of properly credentialed teachers, and sufficient instructional materials aligned with the Common Core State Standards. Maintain safe, clean learning facilities." The successes in that area were that- "100% of teachers properly credentialed and assigned", "All students have access to CCSS Instructional Materials" and "- CCSS are implemented in the instructional program in all classrooms, serving all students, including students with disabilities" Prior to the COVID 19 school closure, student were enrolled in all required areas of study including P.E., visual art, dramatic arts and outdoor education. After the school switched to distance learning the students continued with study in ELA, mathematics, and the arts. 100% of the teachers were highly qualified with the appropriate credentials. 100% of students with disabilities participated in programs indicated in student IEPs. Modifications after COVID distant learning included more work with general education teacher. Technological access was increased with hotspots and purchasing internet service for students.

Goal 2 in the 2019-20 LCAP stated "Increase regular and timely attendance on a daily basis." The successes in that area were that 100% of families were contacted when their child was absent or tardy. Suspension rates were 2% and expulsions were 0%. Survey results also showed that students and families felt safe at school and staff felt connected to their students. THe district also maintained a 0% dropout rate.

Goal 3 in the 2019-20 LCAP stated "Implement programs and activities to empower and challenge higher achieving students." The successes in that area included "100% of students received awards of recognition", 98% of families participated in parent/teacher conferences " and "59% of parents, including parents of students with disabilities participated in family fun nights, special events and LCAP planning sessions as tracked by sign-in sheets."

Goal 4 in the 2019-20 LCAP stated "maintain a safe, clean and welcoming environment for students, parents and staff, expand facilities in order to provide an additional classroom, and provide the most updated technology for our students." The successes in that area were "100% of students were able to access CCSS on-line and computer-based resources used in the instructional program." Due to COVID 19, the district moved a majority of our curriculum to a web-based format and our technology infrastructure was capable of meeting all increased demands for all students.

See Plan Highlights section for descriptions of how these successes will be maintained and built upon over the next 3-year time span.

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.

Goal 1 in the 2019-20 LCAP stated "Maintain current academic growth, and increase student accessibility for support services and extra-curricular activities. Maintain employment of properly credentialed teachers, and sufficient instructional materials aligned with the Common Core State Standards. Maintain safe, clean learning facilities." The area of needed improvement in relation to this goal are in our ELA and math scores. The school as a whole has seen a decline in both areas. Our overall ELA scores are still above the state average, but our math scores on average have dropped to 3.2 points below level 3 and triggered a dashboard indicator color of yellow.

Goal 2 in the 2019-20 LCAP stated "Increase regular and timely attendance on a daily basis." The district had an increase in chronic absenteeism which grew to 9.8%. Due to the Covid 19 Pandemic and early school closure the absentee rate is higher, and if the shortened school year directly contributed to that higher rate.

Goal 3 in the 2019-20 LCAP stated "Implement programs and activities to empower and challenge higher achieving students." The area of need is to reactivate our after school enrichment program that provides needed activities and forms of engagement and growth for our students. The program was discontinued due to a lack of staffing and capacity to facilitate the program.

Goal 4 in the 2019-20 LCAP stated "maintain a safe, clean and welcoming environment for students, parents and staff, expand facilities in order to provide an additional classroom, and provide the most updated technology for our students." Although the district did not meet the goal of 100% of families agreeing that the facilities were well maintained, we did reach 98% and therefore it is not considered a significant need.

See Plan Highlights section for descriptions of how these needs will be addressed in the 2021-22 year.

LCAP Highlights

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

The 2021 LCAP contains many of the supports provided in years past. These supports were discussed through our stakeholder engagement opportunities and supported. Primarily, continued focused support in our social/emotional programs including funding a school counselor is a action in our LCAP. Additional staffing and resources provided to mitigate learning loss due to the COVID-19 Pandemic is an area that all stakeholders wanted addressed and the district has responded with creating new positions on staff. The aftercare program will be reinvented to encompass successful programs such as music, homework club, math and English interventions and visual and performing arts. Additionally, we have also focused funding to meet the needs of our low income populations including staff time to work with only that group of students, materials and resources to meet their specific academic, social/emotional and behavioral needs. Finally, the district is in a position to restart our lunch program by hiring a cook, and providing site cooked breakfast and lunch for our students next year. The

community is excited for this new endeavor and anticipate community support through building relationships with local farms and food producers.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

Over the course of the 2020-2021 school year, stakeholders participated in and received information from monthly Board meetings, focus groups, staff meetings, and newsletters. Parents, students and staff members also completed surveys.
School Board meetings were held on the following dates: 7/31/20, 8/10/20, 9/14/20, 10/12/20, 11/9/20, 12/14/20, 1/11/20, 1/19/21, 2/8/21, 3/8/21, 4/12/21, 5/10/21, 6/10/21.

Stakeholders that attended included Board members, parents, community members, and school staff. Information was shared at many Board meetings. The superintendent asked for feedback from all stakeholders regarding successes, challenges, and concerns.

Staff meetings were held every week. There are no collective bargaining units for either certificated or classified staff. The LCAP was on many agendas. The superintendent shared information and solicited feedback from staff members regarding students, facilities, success and challenges. Problems were addresses and solutions were suggested. Appropriate action was agreed upon and a goal was set for solving problems.

The School Site Council met 2/23/2021 and was facilitated by the superintendent. The committee consisted of Board members, community members, staff, and parents. The superintendent solicited feedback from stakeholders after looking at feedback from surveys. The Annual Update was reviewed. Goals for the 2020-2021 LCAP were discussed and actions were suggested. AB 86 funding was discussed. Stakeholders made suggestions on how the money could be best spent.
Surveys were given to students, parents and staff members. Surveys provided valuable information including making our school more culturally conscious, how well the students are doing academically, and how the school climate was for students.

A summary of the feedback provided by specific stakeholder groups.

Stakeholders expressed their concerns and made suggestions for next year (2021-22) based on experiences this year, 2020-21. By group, these included:

1. Parents/Guardians expressed their concerns regarding children missing peer interaction and making connections with classroom teachers and campus staff. Parents are concerned that their children are behind academically due to the school closure during the pandemic. Parents want to see all students able to attend school for five full days each week. Many families hoped that the school could provide more educational opportunities in the fields of recycling, reducing our carbon footprint, and being more environmentally conscious. Also, there was hope that the school cafeteria could be utilized to teach more programs in cooking and proper health and nutrition. There were multiple inquiries about adding a gymnasium to the campus, however the cost is not feasible at this time to consider and will require a bond in the district to complete.

2. Staff expressed their concerns regarding the mixed instructional model of in-person learning and Zoom. They wanted more in-person instructional time. The staff wanted training and curriculum to help with social emotional needs of students and to address learning loss.

3. The Site Council (which has taken the responsibility of serving as out Parent Advisory Committee) discussed how the school is doing well with providing technology and instruction, giving students access to music programs and communicating with families in a timely manner. There was a desire to have the school do more outreach with the local community with emphasis on our local tribes and cultural awareness.

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

Our stakeholders influenced the LCAP in many ways. Parents were concerned about their children's mental health and we have addressed those concerns through our counselor and supporting of professional development for all staff in the areas of social/emotional student needs. Students expressed a curiosity for more outside learning opportunities and field-trips. With the creation of a school garden, lunch program and relations with local farmers, we anticipate building curriculum to enrich the activities on the campus related to the lunch program. Teachers want to be supported in the classroom with current technology and training on the use of the technology. The district has a dedicated technology person on campus to help with acquiring, teaching best practices and implementation of all new technology on campus, as well as maintaining current systems in place.

Goals and Actions

Goal

Goal #	Description
1	All students regardless of race, language, home address, physical or mental abilities are provided a high-quality educational program which is aligned to California state standards and utilizes up to date technology in an inclusive, caring learning environment that is safe, well maintained and welcoming to all students, families and community members in order to encourage stakeholder feedback so the school can respond to stakeholders' needs in a timely and culturally responsive manner.

An explanation of why the LEA has developed this goal.

The district has a need to continually support identified groups on campus. Stakeholder input expressed a need to support students academically and specifically in the areas of math and English. Staff identified that additional support would be needed to ensure students continue to show academic progress. During prior years, the district has seen a decline in ELA and math scores on our CAASPP tests. The school board supports keeping the facilities in good repair as to provide the safest and most welcoming campus we can.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of Teacher Misassignments	0% of teachers are misassigned				0% rate of teacher misassignments
Student access to CCSS aligned instructional materials	100% of students have access to CCSS aligned instructional materials				100% of students have access to standards aligned instructional materials
Facilities in Good Repair	82% of facilities are rated in good repair. Overall, the facilities are rated as good on average.				All facilities are rated as "good repair" using the FIT
ELA CAASPP as reported on Ca Dashboard	12.2 points above standard (18/19 school year)				15 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math CAASPP as reported on Ca Dashboard	3.1 below standard (18/19 school year)				5 points above standard
CAST	33% met or exceeded the standard (18/19 school year)				45% met or exceeded the standard
School Attendance	95.7% of total enrollment using the 18/19 P2 calculations				have an Average Daily Attendance of 95% of the total enrollment using the P2 cutoff.
Access to Visual and Performing Arts	100% of enrolled students have access to one option for visual and performing arts				100% of enrolled students have access to two options for visual and performing arts
Recognition and Awards	Baseline to be established during the 21-22 school year				100% of students enrolled will receive an award or recognition for accomplishments in at least one school-wide assembly.
Student Access and Enrollment in all Required Areas of Study	All Students have access and are enrolled in all required areas of study including math, ELA, science, history/social studies, health education, physical education, and visual and performing arts.				All Students have access and are enrolled in all required areas of study including math, ELA, science, history/social studies, health education, physical education, and visual and performing arts.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Programs and services developed and provided to unduplicated pupils	100% of families are provided the National School Lunch Program (NSLP) survey. Meals are available for all students at the school site.				100% of families are provided the National School Lunch Program (NSLP) survey. Meals are available for all students at the school site.
Programs and Services developed and provided to individuals with exceptional needs.	Parents are provided with Procedural Safeguards for Individual Learning Plans (IEP). Parents are encouraged to join or participate in School Site Council, Special Education Local Plan Area (SELPA) trainings and parent advisory committees.				Parents are provided with Procedural Safeguards for Individual Learning Plans (IEP). Parents of students with exceptional needs tare members of School Site Council, Special Education Local Plan Area (SELPA) trainings and parent advisory committees.
Parent/Teacher Conferences	During the 19-20 school year we had 86% of families attend a parent/teacher conference in person or through ZOOM.				95% of families will attend at least one parent teacher conference during the school year.
Volunteer Lists	Baseline will be established in the 2021-22 school year.				50% of all enrolled families will volunteer to help in a classroom, join a committee, or prepare for events during the school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Attendance at after-school events	Baseline will be established in the 2021-22 school year				70% of all enrolled families will participate in an organized after school event as tracked through attendance logs.
State Local Indicator reflection tool for Implementation of CSS	See CA Dashboard for 2018-19 results for ratings of all subjects and each of 5 components				Average ratings of "Fully Implemented" in all
Site Council review of program effectiveness for unduplicated and students with disabilities	Annual review determined programs for SED and SWD met student needs and goals based on local criteria				Maintain annual review

Actions

Action #	Title	Description	Total Funds	Contributing
1	Meal Program	Provide additional support to the cafeteria fund in order to ensure all low-income/at-risk students receive a nutritious lunch every day to increae academic learning.	$25,132.00	Yes
2	Maintenance and operations	Provide staffing and supplies to maintain the campus facilities including cleaning, repairs, and upkeep.	$111,780.00	No
3	HCOE Co-op contract	The district will maintain a contract to allow access to county supports to maintain grant applications such as the Consolidated Application and receive assistance in LCAP review process. Both of which assist in providing services to all students.	$2,077.00	No

Action #	Title	Description	Total Funds	Contributing
4	Highly Qualified Teachers	All teachers employed at Fieldbrook School are highly qualified with appropriate credentials allowing us to reduce the class sizes and maintain a low student to teacher ratio on campus.	$590,939.00	No
5	Special Education Program	The district will provide academic instruction, support and materials for our students with disabilities in the least restrictive environment as stated in their IEP.	$164,755.00	No
6	Additonal Certificated Teachers	All teachers employed at Fieldbrook School are highly qualified with appropriate credentials allowing us to reduce the class sizes and maintain a low student to teacher ratio on campus. Additional teachers were hired to meet the needs of our unduplicated population and provide one on one and small group interventions for our low income students.	$26,304.00	Yes
7	Additional Instructional Aides	Additional instructional aides were hired to meet the needs of our unduplicated population and provide one on one and small group interventions for our low income students.	$16,212.00	Yes
8	Music	The district will provide a certificated music teacher to provide instruction meeting CCSS in the arts.	$19,735.00	No
9	Technology	The district will continue to provide staff to assist with maintaining and repairing hardware on campus and assisting with implementation of technology in the classrooms. The technology will be utilized by all students enrolled in the district and provide a platform for engagement.	$45,274.00	No

Action #	Title	Description	Total Funds	Contributing
10	Instructional Materials, Textbooks , Services ,and Supplies	The district will supply CCSS aligned curriculum and materials to all students enrolled.	$34,816.00	No
11	Fieldtrips	The district will fund enrichment opportunities for students allowing them to travel to different locations around the county to experience opportunities in the arts, local native populations, and the sciences.	$4,000.00	No
12	Kindergarten Summer School	The district will provide summer school enrichment program for all kindergarten students that are classified as low income.	$8,825.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Provide all students with a continuum of supports and services that address their academic, behavioral, and social-emotional needs

An explanation of why the LEA has developed this goal.

During the pandemic, many families reported on their concern for their child's emotional well-being, perceived lack of academic growth and behavior. The staff also reported out on concerns of a similar nature. The district had focused prior professional development to aide with social emotion concerns for students. The district is focused on providing a multi-tiered system of supports through our counselor and support staff to address these concerns. Additionally, the aftercare program will be utilized to extend services in academics and social emotional well-being. Providing a counseling program to all students with added emphasis to meet the needs of our unduplicated students who have greater socio-economic barriers to overcome.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Intervention success rate	New metric, baseline to be established 2021-22 % of intervention students who obtain expected goals in a six week timeline.				Annual increase in success rate of 5% above baseline
Chronic Absentee Rate	8.3% (2018-19)				5% or lower
Suspension Rate	0% (2018-19)				5% or lower
Expulsion Rate	0%				0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate	0%				0%
Surveys of Stakeholders (parents, students, staff), participation rates and % indicating school is safe and they feel connected	1. 57% of families responded the LCAP and Climate survey, 2021 1a. 96 % felt school was safe 1b. 94 % felt connected 2. 82% of students responded the Climate survey, 2021 2a. 88 % felt school was safe 2b. 92 % felt connected 3.100% of staff responded the Climate survey, 2021 3a. 100 % felt school was safe 3b. 90 % felt connected				1. 75% of families will respond to survey, 1a. 100 % will felt school is safe 1b. 100 % will feel connected 2. 90% of students will respond to survey 2a. 100 % will feel school is safe 2b. 100 % will feel connected 3. 100% of staff will respond to survey 3a. 100 % will feel school is safe 3b. 100 % will feel connected

Actions

Action #	Title	Description	Total Funds	Contributing
1	Library Services	The District will support students with library services including access to the county office library for books and curriculum that are CCSS aligned and that can support our social/emotional and behavioral programs for all students.	$3,914.00	No

Action #	Title	Description	Total Funds	Contributing
2	Counselor	The District will provide a certificated counselor and provide the resources needed to teach our 2nd step curriculum to all students on campus to support our MTSS and social/emotional programs.	$48,092.00	No
3	Counseling supports for unduplicated students	The district will provide a counselor to support our low income population with counseling services and to help facilitate outreach and coordination with other services provided outside the district.	$26,066.00	Yes
4	Aftercare Program	Provide additional support to the Aftercare Program fund in order to ensure all low-income/at-risk students have access to enrichment opportunities and academic support through the aftercare program.	$16,752.00	Yes
5	Professional Development	The district will continue to provide funding for staff to attend professional development opportunities that emphasize multi-tiered systems of support and social emotional well-being of students.	$2,000.00	No
6	Administration	The district will maintain the principal position to coordinate staff trainings, follow through with the district vision, and work with students and staff to improve the school climate. Additionally the principal will provide direction for programs to best meet the needs of our students.	$97,849.00	No
7	Athletics	The district will support athletic programs including cross-county, volleyball, basketball and track allowing all enrolled students access to participate in at least one team sport opportunity each year.	$8,014.00	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
9.10%	95,899

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

Required Descriptions

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

There are no actions being provided to the entire school. All actions which are contributing to the increased or improved services for low-income students are solely directed towards that group.

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

Goal 1 action 1 provides free breakfast and lunch for our low income students. This action helps relieve food insecurities that this population has experienced and provides proper nutrition enabling students to be ready to learn while on campus.
Goal 1 action 6 provides a dedicated credentialed teacher to provide intervention, tutoring and support to our low income students. The additional services can be accessed after school allowing for a free daycare option and academic support. This mimics our homework club which has shown to increase attendance and improved test scores in our low-income population.
Goal 1 action 7 provides additional aide time to support our intervention and aftercare programs. These aides provide additional adults to assist in the program, allowing us to place our low income students in these programs without a financial hardship for parents. surveys have indicated that many of our low income families need aftercare and tutoring support.
Goal 1 action 12 provides for a summer program for our low-income students in kindergarten. This provides much needed childcare and academic instruction to our most vulnerable population. Additional instruction time for our kindergarten students has yielded improved readiness scores based on local assessment data.
Goal 2 action 3 provides for dedicated counseling time for our low income students and families to access. This position also coordinates services for low income families to obtain support throughout the county.

Goal 2 action 4 provides staffing and materials enabling our low-income students to attend aftercare programs regardless of their ability to pay.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$828,850.00	$282,378.00	$2,932.00	$138,376.00	$1,252,536.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,055,068.00	$197,468.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Low Income	Meal Program	$12,629.00			$12,503.00	$25,132.00
1	2	All	Maintenance and operations	$97,375.00	$14,405.00			$111,780.00
1	3	All	HCOE Co-op contract				$2,077.00	$2,077.00
1	4	All	Highly Qualified Teachers	$436,679.00	$75,162.00		$79,098.00	$590,939.00
1	5	Students with Disabilities	Special Education Program	$3,000.00	$138,158.00		$23,597.00	$164,755.00
1	6	Low Income	Additonal Certificated Teachers	$26,304.00				$26,304.00
1	7	Low Income	Additional Instructional Aides	$16,212.00				$16,212.00
1	8	All	Music	$19,735.00				$19,735.00
1	9	All	Technology	$27,321.00			$17,953.00	$45,274.00
1	10	All	Instructional Materials, Textbooks , Services ,and Supplies	$5,000.00	$23,736.00	$2,932.00	$3,148.00	$34,816.00
1	11	All	Fieldtrips		$4,000.00			$4,000.00
1	12	Low Income	Kindergarten Summer School		$8,825.00			$8,825.00
2	1	All	Library Services	$3,400.00	$514.00			$3,914.00
2	2	All	Counselor	$37,847.00	$10,245.00			$48,092.00
2	3	Low Income	Counseling supports for unduplicated students	$26,066.00				$26,066.00
2	4	Low Income	Aftercare Program	$16,752.00				$16,752.00
2	5	All	Professional Development	$2,000.00				$2,000.00
2	6	All	Administration	$90,734.00	$7,115.00			$97,849.00
2	7	All	Athletics	$7,796.00	$218.00			$8,014.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$97,963.00	$119,291.00
LEA-wide Total:	$26,304.00	$26,304.00
Limited Total:	$71,659.00	$92,987.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Meal Program	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$12,629.00	$25,132.00
1	6	Additonal Certificated Teachers	LEA-wide	Low Income	All Schools	$26,304.00	$26,304.00
1	7	Additional Instructional Aides	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$16,212.00	$16,212.00
1	12	Kindergarten Summer School	Limited to Unduplicated Student Group(s)	Low Income	Kindergarten8825		$8,825.00
2	3	Counseling supports for unduplicated students	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$26,066.00	$26,066.00
2	4	Aftercare Program	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$16,752.00	$16,752.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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