

# LCFF Budget Overview for Parents

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

CDS Code: 12627036007694

School Year: 2021-22

LEA contact information:

DeAnn Waldvogel

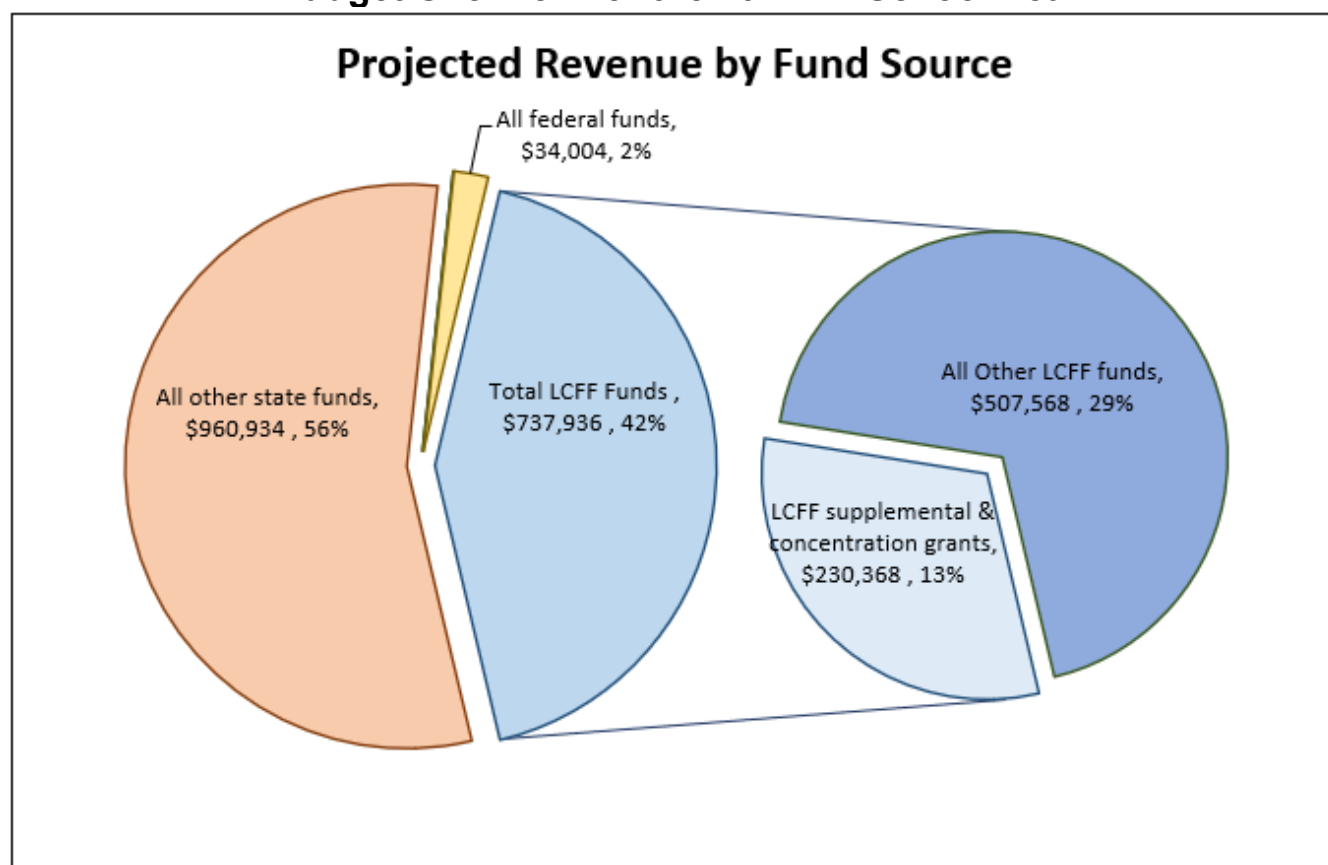
Superintendent-Principal

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(707) 668-5674 EXT:126

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

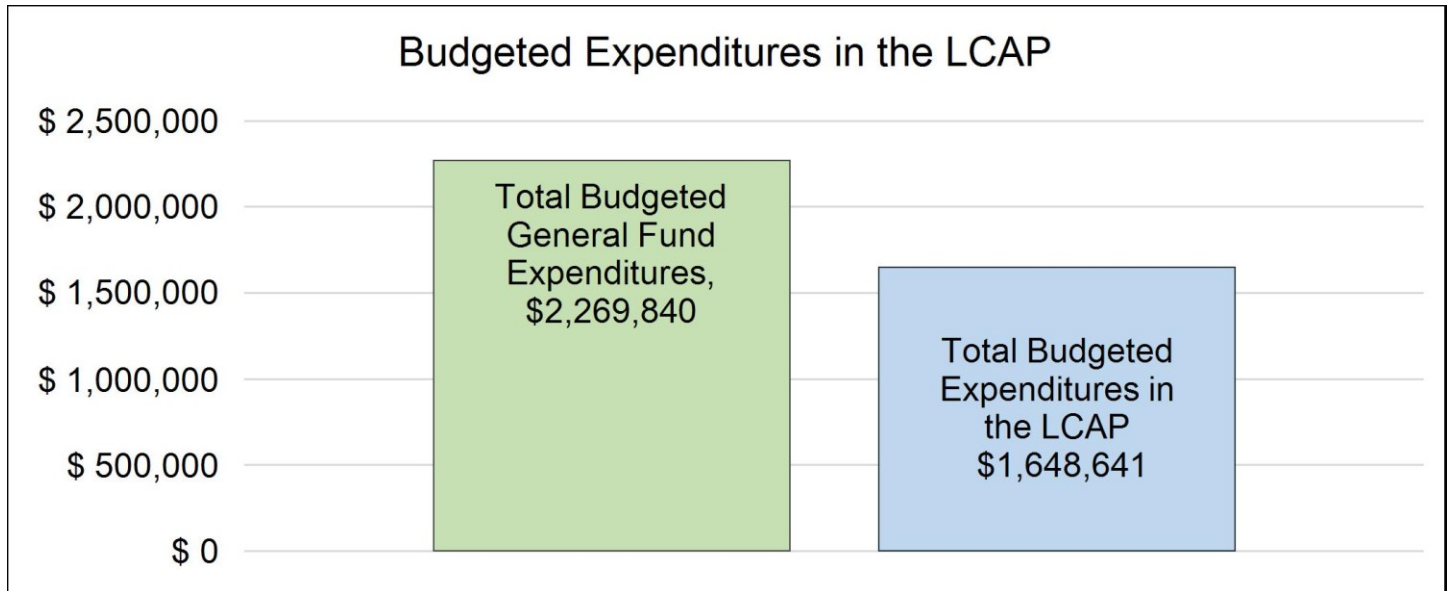


This chart shows the total general purpose revenue Blue Lake Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Blue Lake Union Elementary School District is \$1,732,874, of which \$737,936 is Local Control Funding Formula (LCFF), \$960,934 is other state funds, \$ is local funds, and \$34,004 is federal funds. Of the \$737,936 in LCFF Funds, \$230,368 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

Blue Lake Union Elementary School District plans to spend \$2269840 for the 2021-22 school year. Of that amount, \$1648641 is tied to actions/services in the LCAP and \$621,199 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

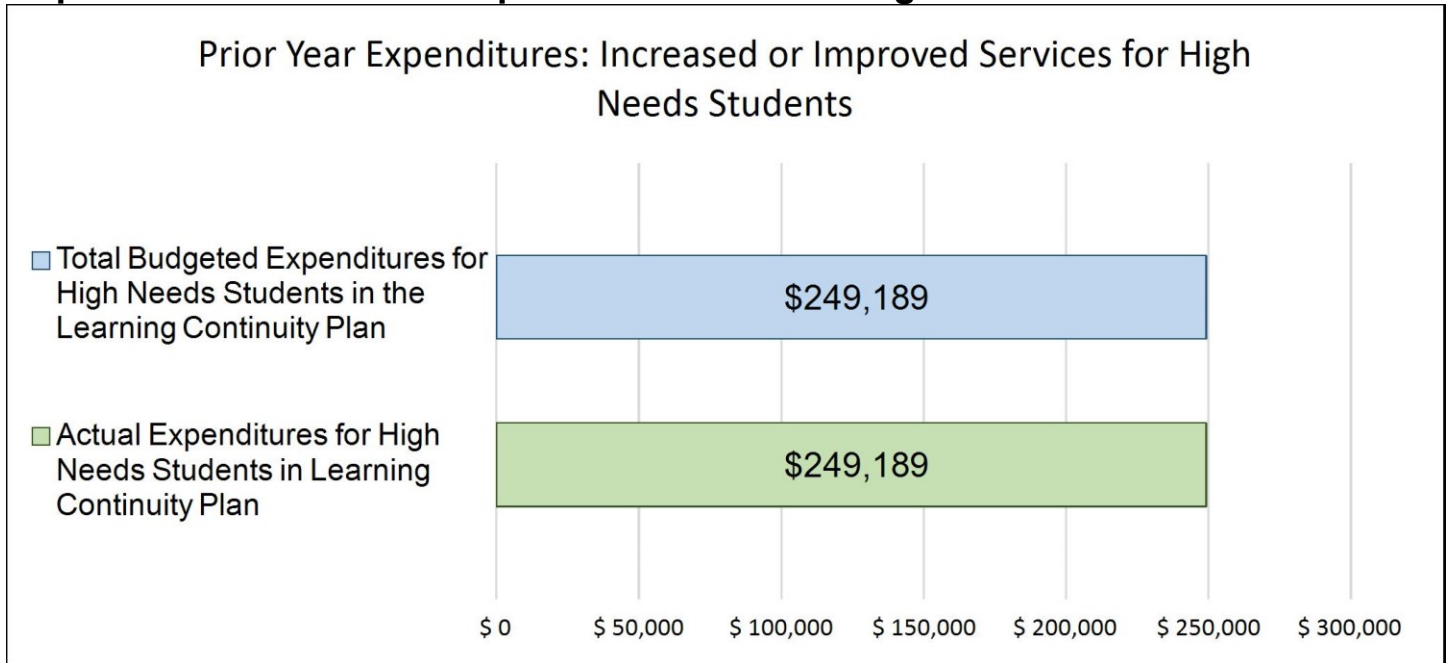
The total revenue projected for Blue Lake Union Elementary School District is \$1,732,874, of which \$737,936 is LCFF Funds, and \$230,368 of the LCFF is generated based on the enrollment of high needs students (foster youth, English language learners, low-income students. \$960,934 is all state funding. Federal funding revenue is \$34, 004. The general fund expenditures are excluding covid/care funding and Pension holding account (in/out).

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

In 2021-22, Blue Lake Union Elementary School District is projecting it will receive \$230368 based on the enrollment of foster youth, English learner, and low-income students. Blue Lake Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Blue Lake Union Elementary School District plans to spend \$249189 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

In 2020-21, Blue Lake Union Elementary School District's Learning Continuity Plan budgeted \$249,189 for planned actions to increase or improve services for high needs students. Blue Lake Union Elementary School District actually spent \$249,189 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
Blue Lake Union Elementary School District	DeAnn Waldvogel Superintendent-Principal	dwaldvogel@bluelakeschool.org (707) 668-5674 EXT:126

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

Parents and students will be engaged in the learning community at Blue Lake School.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> <b>Basic (1)</b> Annual SARC  <b>19-20</b> 100% Credentialed Teachers  <b>Baseline</b> 100% Credentialed Teachers	<b>MET:</b> 100% of teachers are credentialed.
<b>Metric/Indicator</b> <b>Parental Involvement (3)</b> Parent Decision Making  <b>19-20</b> 67% Completed Surveys  <b>Baseline</b> 87% Completed Surveys	<b>NOT MET:</b> 67 families representing 103 students completed the survey. 57% of families completed surveys.

Expected	Actual
<p><b>Metric/Indicator</b>  <b>Pupil Engagement (5)</b>  Attendance Rate</p> <p><b>19-20</b>  96.5% Based on SIS/Schoolmaster</p> <p><b>Baseline</b>  92%  SIS/Schoolmaster</p>	<p>Due to COVID, attendance rates were not calculated.</p>
<p><b>Metric/Indicator</b>  <b>Pupil Engagement (5)</b>  Chronic Absenteeism</p> <p><b>19-20</b>  SIS/Edupoint: 7%</p> <p>California Dashboard: 8.8%</p> <p><b>Baseline</b>  <b>2015-2016:</b> 20%  <b>2016-2017:</b> 8% SIS/Schoolmaster</p> <p><b>Metric/Indicator</b>  <b>Pupil Engagement (5)</b>  Middle School Dropout Rate</p> <p><b>19-20</b>  0%</p> <p><b>Baseline</b>  0%</p>	<p>Due to COVID-19,absenteeism was not calculated for the CA Dashboard.</p> <p><b>MET:</b> 0% of our students dropped-out.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>* Translate and post the BLS Handbook in Spanish 100% of the time.</li> <li>* Post the Newsletters on our website in Spanish 100% of the time</li> <li>* Utilize Blackboard Connect to keep parents informed for upcoming events</li> </ul>	<p>(a) salaries: \$338 LCFF RS0000 GL-FN-OBJ 1110-2700-2403; \$509 GL-FN-OBJ 1110-2700-1303</p> <p>(b) benefits: \$94 LCFF RS0000 GL-FN-OBJ 1110-2700-3XX2's; \$101 GL-FN-OBJ 1110-2700-3XX1's</p> <p>(c) services \$13438 LCFF RS0000 GL-FN-OBJ 0000-7200-5800</p> <p>LCFF Base \$14,480</p>	<p>LCFF Base \$14,480</p>
<ul style="list-style-type: none"> <li>* Maintain a student store with donated items from local stores and business to encourage engagement and attendance.</li> <li>* Give daily tickets for attendance and positive behavior</li> <li>* Monthly raffle for two students with 95% attendance</li> <li>* Trimester raffle for 100% attendance.</li> </ul>	<p>(a) salaries: \$2702 LCFF RS0000 GL-FN-OBJ 1110-2700-2403</p> <p>(b) benefits: \$824 LCFF RS0000 GL-FN-OBJ 1110-2700-3XX2's</p> <p>(c) supplies: \$250 LCFF RS0000 GL-FN-OBJ 1110-1000-4310 0000: Unrestricted LCFF Base \$3776</p>	<p>0000: Unrestricted LCFF Base \$3,776</p>
<ul style="list-style-type: none"> <li>* Increase family involvement with additional school events.</li> <li>* Use phone calls from the superintendent-principal, SART and SARB process to increase engagement and attendance for all students.</li> </ul>	<p>(a) salaries: \$8140 LCFF RS0000 GL-FN-OBJ 1110-2700-1303</p> <p>(b) benefits: \$1760 LCFF RS0000 GL-FN-OBJ 1110-2700-3XX1's</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$9,900</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>* Purchase postcards, flyers and banners to bring an awareness of attendance using the slogan, "Attendance Adds Up: 7 or less is best!"</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$9,900</p> <p>(c) supplies: \$500 Lottery RS1100 GL-FN-OBJ 1110-1000-4310 4000-4999: Books And Supplies Lottery \$500</p>	<p>4000-4999: Books And Supplies Lottery \$500</p>
<p>To assist attendance, district bus transportation will be maintained to and from school.</p>	<p>(a) salaries: \$19,488 LCFF Transportation RS0210 GL-FN-OBJ 1194-3600-2203</p> <p>(b) benefits: \$5933 LCFF Transportation RS0210 GL-FN-OBJ 1194-3600-3XX2's</p> <p>(c) supplies/diesel: \$2548 LCFF Transportation RS0210 GL-FN-OBJ 1194-3600-4365</p> <p>(d) services: \$20,757 LCFF Transportation RS0210 GL-FN-OBJ 1194-3600- 5207/5450/5624/5634/5800/5864/ 5866</p> <p>0000: Unrestricted Other \$48,726</p>	<p>0000: Unrestricted Other \$49,233</p>
<p>The district will provide funds for transportation for families who are homeless.</p>	<p>(c) supplies: bus tickets \$100 Title I RS3010 GL-FN-OBJ 1110-1000-5261</p>	<p>5000-5999: Services And Other Operating Expenditures Title I 0</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Title I \$100	
The district will hire highly qualified teachers to offer a broad course of study and provide state standards aligned curriculum to all students.	(a) salaries: \$290,401 LCFF RS0000 OBJ 1000's	1000-1999: Certificated Personnel Salaries LCFF Base \$538,271
	(b) benefits: \$139,261 LCFF RS0000 OBJ 3000's	
	1000-1999: Certificated Personnel Salaries LCFF Base \$429,662	
	(a) salaries: \$8,383 Lottery RS1100 OBJ 1000's	Lottery \$24,647
	(b) benefits: \$1,174 Lottery RS1100 OBJ 3000's	
	(d) supplies: \$10,538 Lottery RS1100 OBJ 4000's	
	Lottery \$20,095	
	(a) salaries: \$55,517 EPA RS1400 OBJ 1000's	1000-1999: Certificated Personnel Salaries Other \$32,598
	(b) benefits: \$21,103 EPA RS1400 OBJ 3000's	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>1000-1999: Certificated Personnel Salaries Other \$76,620</p> <p>(a) salaries: \$17,294 Title I RS3010 OBJ 1000's</p> <p>(b) benefits: \$6,882 Title I RS3010 OBJ 3000's</p> <p>(c) supplies: \$3,377 Title I RS3010 OBJ 4000's</p> <p>(d) services: \$5,000 Title I RS3010 OBJ 5000's</p> <p>(e) indirect costs: \$1190 Title I RS3010 OBJ 7000's</p> <p>1000-1999: Certificated Personnel Salaries Title I \$33,743</p> <p>(a) salaries: \$5,816 Title II RS4035 GL-FN-OBJ 1110-1000- 1100</p> <p>(b) benefits: \$2,314 GL-FN-OBJ 5770-1120-3XX1's</p> <p>1000-1999: Certificated Personnel Salaries Title II \$8,130</p>	<p>1000-1999: Certificated Personnel Salaries Title I \$40,170</p> <p>1000-1999: Certificated Personnel Salaries Title II \$8,192</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	(a) salaries: \$10,958 REAP RS5820 OBJ 1000's  (b) benefits: \$4,361 REAP RS5820 OBJ 3000's  (c) services: \$7,932 REAP RS5820 OBJ 5000's 1000-1999: Certificated Personnel Salaries Federal Funds \$23,251	1000-1999: Certificated Personnel Salaries Federal Funds \$21,330
<p>Highly qualified teachers and aides will offer a broad course of study and provide state standards aligned curriculum to EL, foster youth, and low income students and differentiate when needed so the students can access and progress in general education while maintaining small class sizes in grades K-8 in order to provide support for students as they focus on the reinforced skills that serve as the foundation for subsequent learning.</p>	(a) salaries: \$105,614 S/C RS0001 OBJ 1000's and \$45,220 OBJ 2000's  (b) benefits: \$47,680 S/C RS0001 OBJ 3XX1's and \$13,616 OBJ 3XX2's  (c) supplies: \$460 S/C RS0001 OBJ 4000's  1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$212,590	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$260,690

## 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 2019-2020 budget year was impacted by the global pandemic and resulted in a pause or shift of LCAP actions and related funds. Unspent budgeted LCAP funds were used to support other LCAP actions in that year or became one-time funding sources for the following budget year(s). In some instances, these one-time remaining funds were used to support the actions necessary -- as a result of the pandemic -- to respond to needs of supporting students, families, teachers, and staff. Some of the needs were as follows: learning disruption, distance learning, social and emotional struggles, food insecurities, and safety. In addition, remaining one-time funds may be reallocated in future budgets to support future textbook adoptions, one-time program supports, one-time instructional materials purchases, etc.

**Action 1** was partially implemented. All newsletters and the BLS Handbook were translated in Spanish. We did not translate calls or emails in Spanish. All of our Spanish speaking families speak fluent English.

**Action 2** was partially implemented. Up until March 2020, monthly raffles occurred for 95% attendance and the student store was being utilized. With the onset of COVID, the school store ended as a safety precaution and to focus on other immediate needs.

**Action 3** was partially implemented. There was an increase in texts, emails, surveys, and flyers bringing awareness to attendance. We had a holiday craft night that included literacy aspects. Due to COVID, the math night and game night were suspended.

**Action 4** was fully implemented until March 2020. We had a bus route for the morning and afternoon until the pandemic.

**Action 5** was fully implemented until March 2020. We reimbursed a family for mileage due to a lack of housing until March 2020.

**Action 6** was fully implemented. All teachers are highly qualified.

**Action 7** was fully implemented. All teachers are highly qualified to teach and to differentiate instructions for English learner, foster youth, and low income students. We also continued to maintain small class sizes to provide support for all students as they focus on the reinforced skills that serve as the foundation of subsequent learning until March 2020.

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

**Action 1: Success** ~ The use of texts using our Blackboard Connect system was critically important to disseminate information. **Challenges** ~ Families respond better to texts, and we discovered the limitation in our Blackboard connect for texting only 120 characters.

**Action 2: Success** ~ Students responded well the the student store. **Challenges** ~ We were unable to collect donated items or distributing materials early on in the pandemic for safety.

**Action 3: Success** ~ The holiday craft and literacy night was very well attended. **Challenges** ~ We could not gather to hold events.

**Action 4: Success** ~ We continued with our routes until March 2020. We then used the bus route stops to disperse breakfast, lunch, supper, and snack to families. **Challenges** ~ Families did not always show-up to pick-up their meals.

**Action 5: Success** ~ We were able to give families funds for gas to get students to school. **Challenges** ~ The families who needed the most help were hard to locate and support in anyway possible.

**Action 6: Success** ~ Our teachers were **absolutely** amazing at becoming online instructors overnight. **Challenges** ~ Everything initially was a struggle, such as delivery of food, materials, and Zoom instruction.

**Action 7: Success** ~ The school worked hard to provide a broad course of student until March 2020. **Challenges** ~ Once COVID hit, we no longer had onsite music, P.E., or activities that needed students to gather resulting initially in less of a broad course study.

## Goal 2

Students will be offered a broad course of study to increase achievement levels in core academics that will improve the foundation for college and career readiness.

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:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> <b>Basic (1)</b> Annual SARC  <b>19-20</b> 100% Credentialed Teachers  <b>Baseline</b> 100% Credentialed Teachers	<b>MET:</b> 100% of are teachers are credentialed.
<b>Metric/Indicator</b> <b>Basic (1)</b> Sufficient State Aligned Curriculum  <b>19-20</b> 100%	<b>MET:</b> All students have needed materials and textbooks. We have 100% sufficient materials.

Expected	Actual
<p>Sufficient Material</p> <p><b>Baseline</b> 100% Sufficient Material</p> <p><b>Metric/Indicator</b> <b>Implementation CCSS (2)</b> Professional Development</p> <p><b>19-20</b> <b>CCSS Professional Development</b> * 100% of teachers</p> <p><b>CCSS Implementation Survey</b></p> <p>* ELA: 5 ~ Full &amp; Sustainability</p> <p>* ELD: 5 ~ Full &amp; Sustainability</p> <p>* Math: 5 ~ Full &amp; Sustainability</p> <p>* NGSS: 1 ~ Exploration &amp; Research Phase</p> <p>* History-Social Science: 3 ~ Initial Implementation</p> <p><b>Baseline</b> 92% CCSS PD Training</p>	<p><b>MET:</b> 100% received CCSS professional development through curriculum workshops/training though it was less than due to COVID-19.</p> <p>* ELA: 5 ~ Full &amp; Sustainability</p> <p>* ELD: 5 ~ Full &amp; Sustainability</p> <p>* Math: 5 ~ Full &amp; Sustainability</p> <p>* History-Social Science 5 ~ Full Implementation &amp; Sustainability</p> <p><b>NOT MET:</b></p> <p>* NGSS: 1 ~ Exploration &amp; Research Phase</p>

Expected	Actual
<p><b>Metric/Indicator</b>  <b>Implementation CCSS (2)</b>  Access to State Standards &amp; ELD Standards</p> <p><b>19-20</b>  100 % Have Access to Standards</p> <p><b>Baseline</b>  100 % Have Access to Standards</p>	<p><b>MET:</b> 100% of students have access to the standards.</p>
<p><b>Metric/Indicator</b>  <b>Pupil Achievement (4)</b>  CAASPP ELA</p> <p><b>19-20</b>  <b>CA DASHBOARD</b></p> <p>* All Students: <b>-28.5 DFS</b></p> <p>* Socioeconomically Disadvantaged: <b>-43.2 DFS</b></p> <p>* Students with Disabilities: <b>-90.4 DFS</b></p> <p>* White Students: <b>-27.5 DFS</b></p> <p><b>Baseline</b>  41% Met and/or Exceeded</p>	<p><b>NO DATA:</b> Due to COVID 19, CAASPP was not administered.</p>
<p><b>Metric/Indicator</b>  <b>Pupil Achievement (4)</b>  English Proficiency</p> <p><b>19-20</b>  <b>ELPAC</b></p>	<p><b>Initial ELPAC</b>  *Not Reported: &lt;10</p> <p><b>Summative ELPAC</b>  *Not Reported: &lt;10</p> <p><b>EL Proficiency Rate:</b></p>



Expected	Actual
<p>Increase the Average Overall Performance by 30 points: 1574.1</p> <p><b>Baseline</b> CELDT: 0% Increased One Overall Performance Level</p>	<p>Pending</p>
<p><b>Metric/Indicator</b> <b>Pupil Achievement (4)</b> EL Reclassification</p> <p><b>19-20</b> <b>ELPAC</b> * 1% Reclassification * Reclassification of one ELL Student</p> <p><b>Baseline</b> CELDT * 0% Reclassification</p>	<p><b>MET:</b> Reclassification of four students. 3.6% Reclassification.</p>
<p><b>Metric/Indicator</b> <b>Pupil Achievement (4)</b> CAASPP Math</p> <p><b>19-20</b> <b>CA DASHBOARD</b></p> <p>* All Students <b>-54.3 DFS</b></p> <p>* Socioeconomically Disadvantaged <b>-80.0 DFS</b></p> <p>* Students with Disabilities <b>-157 DFS</b></p> <p><b>Baseline</b> 25% Met and/or Exceeded</p> <p><b>Metric/Indicator</b> <b>Course Access (7)</b> Increased ELA &amp; Math Scores on District Assessments for unduplicated students to increase GE access to curriculum</p>	<p><b>NO DATA: Due to COVID 19, CAASPP was not administered.</b></p> <p><b>NO DATA:</b>  Due to COVID-19, After-School Teacher Tutoring was interrupted.</p>

Expected	Actual
<p><b>19-20</b>  * 25% of unduplicated students will participate in After-School Teacher Tutoring.</p> <p>* 55% of the students will meet their individual goals.</p> <p>* 90% will increase Math scores on District Assessments (Curriculum Based Assessments).</p> <p>* 91% will increase ELA scores on District Assessments (DIBELS assessments).</p> <p><b>Baseline</b>  * 23% of unduplicated students participate in After-School Teacher Tutoring.</p> <p>* 87% of the students increased ELA &amp; Math scores on District Assessments.</p>	<p>Due to COVID-19, District Assessments/Curriculum Assessments were not finalized.</p>
<p><b>Metric/Indicator</b>  <b>Course Access (7)</b>  Students will be offered routine art, music, health, and P.E. instruction to increase their access to a broad course of study.</p> <p><b>19-20</b>  * 100% of students were offered <b>Art</b> instruction</p> <p>* 100% of students were offered <b>Music</b> instruction</p>	<p><b>MET:</b></p> <p>COVID-19 interrupted our broad course of student. However, it was offered until March 2020.</p> <p>* 100% of students were offered <b>Art</b> instruction even through COVID-19.</p> <p>* 100% of students were offered <b>Music</b> instruction until March 2020, and then it was limited.</p>

Expected	Actual
<ul style="list-style-type: none"> <li>* 100% of students were offered <b>Health</b> instruction</li> <li>* 100% of students were offered <b>P.E.</b> instruction</li> </ul> <p><b>Baseline</b></p> <ul style="list-style-type: none"> <li>* 100% of students were offered <b>Art</b> instruction</li> <li>* 100% of students were offered <b>Music</b> instruction</li> <li>* 100% of students were offered <b>Health</b> instruction</li> <li>* 100% of students were offered <b>P.E.</b> instruction</li> </ul>	<ul style="list-style-type: none"> <li>* 100% of students were offered <b>Health</b> instruction.</li> <li>* 100% of students were offered <b>P.E.</b> instruction until March 2020, and then it was limited to Zoom instruction and logging physical activity.</li> </ul>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>* A credentialed teacher will provide RTI services and EL services.</li> <li>* Provide EL Professional Development</li> <li>* Provide Counseling Services</li> </ul>	<p>"Expenditures reflected in Goal 1 Action 7"</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration</p> <p>(a) salaries: \$49,460 S/C RS0001 OBJ 1000's</p> <p>(b) benefits: \$10,718 S/C RS0001 OBJ 3000's</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$60,178</p>	<p>"Expenditures reflected in Goal 1 Action 7"</p> <p>Not Applicable</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$60,178</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>* Maintain a minimum of .40 FTE (two days per week) of music instruction for students K-8.</p> <p>* Maintain a minimum of two days a week at one and half hours per day of after-school (ASES) music instruction.</p>	<p>(a) salaries \$10,171 LCFF RS0000 OBJ 2105</p> <p>(b) benefits \$3,095 LCFF RS0000 GL-FN-OBJ 1228-1000-3XX2's</p> <p>2000-2999: Classified Personnel Salaries LCFF Base \$13,266</p> <p>Not Applicable</p>	<p>2000-2999: Classified Personnel Salaries Locally Defined \$16,943</p> <p>Not Applicable</p>
<p>* Teachers will provided a minimum of 14 hours of after-school tutoring to students working below grade level and create measurable goals for student improvement.</p> <p>* The District will contract with CALSOAP to offer tutoring.</p>	<p>(a) salaries: \$17,882 S/C RS0001 GL-FN-OBJ 1500-1000-1100</p> <p>(b) benefits: \$7,754 S/C RS0001 GL-FN-OBJ 1500-1000-3XX1's</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$25,636</p> <p>(c) CALSOAP \$1,283 LCFF RS0000 GL-FN-OBJ 1500-1000-5819 LCFF Base \$1,283</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$27, 620</p> <p>Used Low-Performing Block Grant</p> <p>Not Applicable 0</p>
<p>* Provide 1 book per student for summer reading.</p> <p>* Provide a field trip to the local and county library to obtain library cards for students.</p>	<p>(a) salaries: \$147 RS0000 OBJ 2000</p> <p>(b) benefits: \$45 RS0000 OBJ 3000</p>	<p>4000-4999: Books And Supplies LCFF Base \$2,628</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>* Provide backboard materials for Science Fair and History Day</p> <p>* Maintain subscriptions for Accelerated Reader</p> <p>* Purchase the subscription for Accelerated Math</p> <p>* Maintain subscription for STAR 360</p> <p>* Purchase NGSS adopted Science Curriculum</p>	<p>(c) supplies: \$2,000 RS0000 OBJ 4000</p> <p>(d) services: \$436 RS0000 OBJ 5000</p> <p>4000-4999: Books And Supplies LCFF Base \$2,628</p> <p>(d) supplies: \$517 Lottery RS1100 GL-FN-OBJ 1110-1000-4310 4000-4999: Books And Supplies Lottery \$517</p> <p>(c) textbooks/instructional materials \$84,637 LCFF Instructional Materials RS0212 GL-FN-OBJ 1110-1000-4110 4000-4999: Books And Supplies Other \$84,637</p>	<p>4000-4999: Books And Supplies Lottery 0</p> <p>4000-4999: Books And Supplies Locally Defined \$11,950</p>
<p>*Teachers will be provided a minimum of two days of professional development with a focus on differentiated instruction to serve all students in the one or more of the following areas: ELA, Math, Social Studies, NGSS/Science, Art, Music, ELL services, and/or PD for improving core subject instruction.</p>	<p>"Salary and Benefit Expenditures Reflected in Goal 1 Action 6"</p> <p>1000-1999: Certificated Personnel Salaries LCFF Base</p>	
<p>* Hire or contract qualified special education personnel – certificated and classified -- to support students in accessing and progressing in the general education curriculum and to make academic progress within special education programs. Personnel include:</p>	<p>(a) salaries: \$54,373 Sp.Ed. RS3310 OBJ 1000's and \$82,657 Sp.Ed. RS6500 OBJ 1000's</p>	<p>Special Education \$318,662</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Occupational Therapist Speech Therapist Behavioral Specialist Resource Specialist Special Day Class Teacher RSP and SDC aides SDC SCIA's	(a) salaries: \$47,965 Sp.Ed. RS6500 OBJ 2000's  (b) benefits: \$25,847 Sp.Ed. RS3310 OBJ 3000's and \$36,634 Sp.Ed. RS6500 OBJ 3000's  (c) contracted services: \$22,184 Sp.Ed. RS6500 OBJ 5000's  (d) other tuition and indirect costs: \$3,466 Sp.Ed. RS3310 OBJ 7000's and \$58,778 Sp.Ed. RS6500 OBJ 7000's Special Education \$331,904	
* We will contract with HCOE for teacher training on accessing the data for CAASPP Interim Assessments.  * Teachers will administering routine CAASPP Interim Assessments and used the data to inform their instruction.	\$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.

The 2019-2020 budget year was impacted by the global pandemic and resulted in a pause or shift of LCAP actions and related funds. Unspent budgeted LCAP funds were used to support other LCAP actions in that year or became one-time funding sources for the following budget year(s). In some instances, these one-time remaining funds were used to support the actions necessary -- as a result of the pandemic -- to respond to needs of supporting students, families, teachers, and staff. Some of the needs were as follows: learning disruption, distance learning, social and emotional struggles, food insecurities, and safety. In addition, remaining one-time funds may be reallocated in future budgets to support future textbook adoptions, one-time program supports, one-time instructional materials purchases, etc.

**Action 1** was fully implemented. RTI and EL services were implemented Monday through Friday.

**Action 2** was fully implemented. A 1.0 FTE Psychologist/Counselor was hired.

**Action 3** was fully implemented until March 2020. The .40 FTE music coordinator worked minimally from March -June as we navigated through mandated Distance Learning for all.

**Action 4** was fully implemented until March 2020. Teacher provided after-school tutoring to students working below grade level until March 2020. Tutoring was paused due to the pandemic. We also had CALSOAP tutors until March 2020.

**Action 5** was fully implemented. All students received a summer reading book to increase literacy.

**Action 6** was not implemented. Our projects take place during the last trimester (March-June 2020). Due to COVID-19, we did not have students participate in science fair or complete science projects.

**Action 7** was partially implemented. 6-8 did not purchase new ELA materials. All other items were purchased: History Books, Accelerated Reader, STAR 360, Accelerated Math/Freckle. Additional online curriculum to Moby Max and Scholastic magazines were also purchased.

**Action 8** was fully implemented. All teachers received professional development related to curriculum and standards. However, it was not as robust as it could have been due to the pandemic.

**Action 9** was fully implemented. Qualified personnel was hired for special education onsite as well as contracted through Humboldt County Office of Education.

**Action 10** was not implemented. Due to the pandemic, CAASPP testing was canceled by the state.

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

**Action 1: Success** ~ The RTI/EL teacher was instrumental in supporting staff and families with technology support and additional Zoom Support. **Challenges** ~ There were difficulties in not having the students in-person to deliver instruction. Zoom at times seemed a barrier to progress.

**Action 2: Success** ~ Having a credential psychologist/counselor on staff became a huge asset to support students and families especially social/emotional. **Challenges** ~ We still could have used additional counselors. All families needed support to deal with the pandemic.

**Action 3: Success** ~ It was a success in all aspects until March 2020. However, only a few benefited from music instruction after March 2020. **Challenges** ~ Students wanted to be together to play music. Zoom music classes were doable, but difficult to hear each other, Internet lag time, or frozen screens.

**Action 4: Success** ~ Meeting one-to-one with students helped create real progress. **Challenges** ~ The pandemic initially paused all teacher-tutoring resulting in stalled student progress. The loss of CALSOAP tutors negatively impacted students progress who routinely met with the tutor for academic support.

**Action 5: Success** ~ All students received a summer reading book to increase literacy. **Challenges** ~ None.

**Action 6: Success** ~ The back boards and foam boards were available for subsequent years because they were not utilized in 19-20. **Challenges** ~ The logistics of supporting students to conduct a detailed science experience at home and then create a back board was too difficult for students and families.

**Action 7: Success** ~ History Books, Accelerated Reader, STAR 360, and Accelerated Math/Freckle were purchased as well as additional online curriculum to Moby Max and Scholastic magazines were also purchased. **Challenges** ~ Switching instructional models and using new academic platforms.

**Action 8: Success** ~ It was great getting PD for related to curriculum and standards. **Challenges** ~ Initially, finding PD support for the overnight change to online instruction was difficult to locate and arrange. However, it was not as robust as it could have been due to the pandemic.

**Action 9: Success** ~ Qualified personnel was hired for special education onsite as well as contracted through Humboldt County Office of Education. **Challenges** ~ Not having access after March 2020 due to COVID-19.

**Action 10:** Due to the pandemic, CAASPP testing was canceled by the state.



## Goal 3

Students and staff will be in a safe and healthy learning environment where they feel connected to a supportive school culture and a positive school climate.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                              Priority 3: Parental Involvement (Engagement)  
                              Priority 5: Pupil Engagement (Engagement)  
                              Priority 6: School Climate (Engagement)  
                              Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Basic (1) School Facilities/FIT  <b>19-20</b> 98.5% Good Repair  <b>Baseline</b> 94% Good Repair	<b>MET:</b> Our School is in Good Repair.
<b>Metric/Indicator</b> Parent Involvement (3) Parent Decision Making	<b>NOT MET:</b> Due to COVID-19, LCAP survey did not include questions about lunch time and recess time as we were in Distance Learning. Families and stakeholders did not list in the comment

Expected	Actual
<p><b>19-20</b> 79% Adequate Time for Lunch</p> <hr/> <p>92% Adequate Time to Play</p> <p><b>Baseline</b> 71% Adequate Time for Lunch</p> <hr/> <p>83% Adequate Time to Play</p> <p><b>Metric/Indicator</b> Pupil Engagement (5) Attendance Rate</p> <p><b>19-20</b> 96.5% Based on SIS/Edupoint</p> <p><b>Baseline</b> 92% Based on SIS/Schoolmaster</p> <p><b>Metric/Indicator</b> Pupil Engagement (5)</p>	<p>section of the surveys any concerns about adequate lunch or time to play in the previous year. We have not had verbal or written concerns as in years past.</p> <p>2021: Baseline to be determined in 2022 2020: N/A due to COVID-19 2019: N/A due to COVID-19 2018: 95% 2017: 92%</p> <p>2021: Baseline to be determined in 2022 2020: N/A due to COVID-19 2019: 8.8%</p>

Expected	Actual
<p>Chronic Absenteeism</p> <p><b>19-20</b> SIS/Edupoint: 7.5%</p> <p>California Dashboard: 9%</p> <p><b>Baseline</b> <b>2015-2016:</b> 20% <b>2016-2017:</b> 8% SIS/Schoolmaster</p> <p><b>Metric/Indicator</b> School Climate (6) Suspension Rate</p> <p><b>19-20</b> <b>California Dashboard</b> * All students: 1% or lower * White students: 1% or lower * Low Income: &lt; 3%</p> <p><b>Baseline</b> California Dashboard <b>Red</b> 9.7% All Students <b>Red</b> &gt;.8% White <b>Red</b> &gt;6.6% Low Income</p> <hr/> <p>SIS System Schoolmaster 1% All Students</p> <p><b>Metric/Indicator</b> School Climate (6) Pupil Expulsion</p>	<p>2018: 10.3%</p> <p><b>MET:</b> 0% No students were suspended.</p> <p><b>MET:</b> No Students were expelled.</p>

Expected	Actual
<p><b>19-20</b> 0% Maintain</p> <p><b>Baseline</b> 0% Maintain</p> <p><b>Metric/Indicator</b> School Climate (6) School Connectedness</p> <p>Student's belief that teachers care about their learning</p> <p><b>19-20</b> <b>CHKS = California Healthy Kid Survey</b></p> <p><b>* CHKS: Adults care about student learning:</b></p> <p>* Grade 5 = 75%</p> <p>* Grade 7 = 93%</p> <p><b>* CHKS Staff ~ Supportive Environment: = 90%</b></p> <p><b>* School Survey: Adults care about student learning</b></p>	<p><b>NOT MET</b></p> <p><b>School Survey:</b></p> <ul style="list-style-type: none"> <li>Families ~67 families representing 103 students took the survey which equals 57% of families.</li> <li>Students ~ 95 students in grades 3rd-8th took the survey which equals 82% of students grades 3rd - 8th.</li> <li>Staff ~ 53% of the staff took the school survey</li> </ul> <p><b><u>Three Climate Survey Questions:</u></b></p> <p><b>My child feels safe and connected to school.</b></p> <ul style="list-style-type: none"> <li>Parent ~ 83% Strongly Agree &amp; Agree</li> </ul> <p><b>I feel welcome to participate at school.</b></p>



## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide PBIS ongoing training	(a) salaries \$14,753 LCFF Base RS0000	0000: Unrestricted LCFF Base \$24,364
Provide Restorative Justice training	GL-FN-OBJ 1110-2700-1303	
Create Expectation Station Posters	(a) salaries \$4,054 LCFF Base RS0000	
Use the SWIS behavior tracking to better support social, emotional, and behavioral needs.	GL-FN-OBJ 1110-2700-2403	
	(b) benefits: \$3,550 LCFF Base RS0000	
	GL-FN-OBJ 1110-2700 3XXX's	
	(d) contracted services: \$2,007 LCFF Base RS0000	
	GL-FN-OBJ 1110-1000-5800	0000: Unrestricted LCFF Base \$24,364
	0000: Unrestricted LCFF Base \$24,364	
* Maintain a Student Council with monthly meetings to create activities that promote connectedness with teachers and students.	"Salary and Benefit Expenditures Reflected in Goal 1 Action 6"	
* Provide California Healthy Kid Survey to Students		
* Provide California School Staff Survey		
* Provide California Parent Survey	1000-1999: Certificated Personnel Salaries LCFF Base	Not Applicable
* Provide a school generated survey		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Prepare healthy breakfasts and lunches onsite using local produce and meat when possible to increase meal production and consumption.</p> <p>Prepare ASES supper and snack onsite with menus that coordinating with breakfasts and lunches.</p> <p>Create a gardening club in ASES</p>	Expense in Cafeteria Fund 13	Not Applicable
<p>* Continue waste-reduction program</p> <p>* 8th grade students will collectively serve 45 hours of community service assisting with food waste and composting.</p> <p>Complete new lighting project with additional funds.</p> <p>To maintain a rating of “good repair” or “exemplary” on the Facilities Inspection Tool (FIT) the district will provide equipment, supplies, and a qualified Facility’s Coordinator to create a safe and healthy learning environment free from any structural or mechanical deficiencies impacting the school’s daily operation.</p> <p>The Facility’s Coordinator will assist administration in all necessary components for preparing the school and school grounds for modernization state aide funding.</p> <p>School Site Council, teachers, and parents will create a campaign to raise funds to replace the east play structure.</p>	<p>(d) waste disposal \$300 LCFF Base: (Maintenance) Object Code: (d) 5000 5000-5999: Services And Other Operating Expenditures LCFF Base \$300</p> <p>N/A Not Applicable \$0</p> <p>(a) salaries \$38,319 LCFF Base RS0000 GL-FN-OBJ 1193-8100-22XX's</p> <p>(b) benefits \$10,744 LCFF Base RS0000 GL-FN-OBJ 1193-8100-3XXX's</p> <p>(c) supplies \$10,000 LCFF Base RS0000 GL-FN-OBJ 1193-8100-5XXX's</p> <p>(d) contracted services \$5,112 LCFF Base RS0000 GL-FN-OBJ 1193-8100-5800</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Base \$0</p> <p>Not Applicable</p> <p>0000: Unrestricted LCFF Base \$94,775</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	0000: Unrestricted LCFF Base \$64,175	
<p>The school will continue monthly Lunch on the Lawn to foster connectedness and a positive school climate.</p>	<p>"Facilities Coordinator's Salary and Benefit Expenditures Reflected in Goal 3 Action 6"</p> <p>(a) salaries: Nutrition Clerk and Cafeteria Staff \$1,967 LCFF Base RS0000 OBJ 7616 and Principal \$988 LCFF Base RS0000 OBJ 1000's</p> <p>(b) benefits: \$1,025 LCFF Base RS0000 OBJ7616 and OBJ 3000's</p> <p>2000-2999: Classified Personnel Salaries LCFF Base \$3,980</p>	<p>2000-2999: Classified Personnel Salaries \$3,980</p>
<p>Maintain SEPAC to continue conversations related to students in speech, resource, and SDC. The SEPAC will meet each trimester to discuss considerations and recommendations for meeting students with disabilities.</p> <p>Maintain SEAT to discuss SEPAC considerations and recommendations. SEAT will meet monthly to plan for student support systems and outreach, support implementation as well as monitoring and responding to data</p>	<p>(a) salaries \$3365 LCFF Base RS0000 GL-FN-OBJ 1110-2700-1303</p> <p>(b) benefits \$665 LCFF Base RS0000 GL-FN-OBJ 1110-2700-3XX1's</p> <p>1000-1999: Certificated Personnel Salaries LCFF Base \$4,030</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$0</p>



## 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 2019-2020 budget year was impacted by the global pandemic and resulted in a pause or shift of LCAP actions and related funds. Unspent budgeted LCAP funds were used to support other LCAP actions in that year or became one-time funding sources for the following budget year(s). In some instances, these one-time remaining funds were used to support the actions necessary -- as a result of the pandemic -- to respond to needs of supporting students, families, teachers, and staff. Some of the needs were as follows: learning disruption, distance learning, social and emotional struggles, food insecurities, and safety. In addition, remaining one-time funds may be reallocated in future budgets to support future textbook adoptions, one-time program supports, one-time instructional materials purchases, etc.

**Action 1** was partially implemented. Ongoing training occurred until March 2020.

**Action 2** was fully implemented. Student Council met monthly until March 2020. School and CHKS surveys were administered.

**Action 3** was partially implemented. We have continued to prepare meals onsite until March 2020 for breakfast, lunch, supper, and snack. The gardening club for ASES was not created.

**Action 4** was partially implemented. We continued to separate our recycling out in glass, cans, plastic, and paper until March 2020.

**Action 5** was fully implemented/project completed

**Action 6** was partially implemented. We maintained "Good Repair" Status on the Facilities Inspection Tool. With the pandemic, we were not able to move forward with the playground construction.

**Action 7** was fully implemented until March 2020 at which time Lunch-on-the-Lawn could no longer occur.

**Action 8** was not implemented. The SEPAC and SEAT advisory committees were not implemented again due to the lack of available/interested parents and stakeholders.

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

**Action 1: Success** ~ Until March 2020, teachers/staff continued to utilize PBIS practices and tried new strategies when Distance Learning was mandated. **Challenges** ~ Our PBIS store and reward system was put on pause with the school closure and COVID restrictions.

**Action 2: Success** ~ Until March 2020, student council gave our students a voice about activities and programs on campus. **Challenges** ~ Our focus drastically shifted with the school closure. Students felt a loss of connection.

**Action 3: Success** ~ Until March 2020, we continued to prepare meals onsite. With Seamless Summer Option meal waiver, we were able to anyone in the community 18 years and younger. **Challenges** ~ Meal production was greatly increased with most items being prepacked.

**Action 4: Success** ~ Until March 2020, reducing waste using recycling was a daily practice. Waste on campus reduced as all items left campus. **Challenges** ~ COVID practices increased waste to ensure safety, sanitation, and single-use items.

**Action 5: Success** ~The LED lighting provides a safe more visible campus with efficient lighting. **Challenges** ~ Increased lighting has attracted individuals to the campus during the evening hours as a "hang-out" spot sometimes resulting in property damage and/or increased trash left on the property.

**Action 6: Success** ~We have continued to maintain "Good Repair" status. **Challenges** ~ We were unable to move forward with purchasing and installing a new playground.

**Action 7: Success** ~ We had increased attendance for Lunch-on-the-Lawn until March 2020 by alternating the days it was was held each month. **Challenges** ~ There is a loss of connection with families due to COVID and pausing our Lunch-on-the Lawn event that engaged families.

**Action 8: Success** ~None. **Challenges** ~ This has not be effective committee because we have been unable to establish it. It has continued to be more effective to have special education staffing meetings to discuss ways to improve services and student progress.

# 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
Onsite Learning Cohort Groups/Pods	\$4,000	\$60,892	Yes
Personal Protection Equipment	\$7,000	\$15,403	No
Extra Custodial Supplies	\$5,000	\$11,466	No
Classroom Safety, Sanitation Supplies, and Air Filtration	\$7,000	\$49,604	No
Additional Staffing	\$35,434	\$40,602	Yes
Projectors	Added Later	\$16,388.78	No 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.

**Learning Cohorts:** When we originally created the LCP, we were unclear about in-person learning options and whether we would be able to offer onsite learning groups. We offered onsite learning cohorts starting on August 27, 2020 and had a greater interest than anticipated. We served five cohorts of thirteen students each including our SDC class. This number of students served in cohorts greatly increased needed expenditures. Students in the cohort groups were seen by teachers and support providers for direct instruction.

**PPE:** We underestimated the cost. We did not anticipate the number of students being served daily.

**Extra Custodial Supplies:** We underestimated the cost for increased custodial supplies to stay compliant with state and local guidelines and mandates.

**Classroom Safety, Sanitation Supplies, and Air Filtration:** We underestimated the cost of supplies and the cost for air filtration for every room on our campus.

**Additional Staffing:** We underestimated the cost of increased staffing and had not increased in minimum wage.

**Projectors:** When returning to onsite learning, it became necessary to update our projectors to effectively project instructional material for the class.

## **Analysis of In-Person Instructional Offerings**

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

### **Successes:**

- We started serving students at the start of the school year in learning cohorts. This greatly helped students with a sense of routine and helped families return to work.
- Our team did an amazing job implementing safety signage, social distancing stickers, increased outdoor seating, and videos to assist everyone in the required and necessary changes for masking, maintaining social distancing, and sanitizing.
- Our cafeteria staff increased production to feed not only students from our school, but all people 18 and under in the community.
- Collaboration with the Blue Lake City, teachers, staff, families, and the community was instrumental in a smooth transition to students working in Learning Cohorts and returning to campus in their grade-level groups.
- Collaboration in all aspects was increased not only with stakeholders for our school, but also with neighboring schools and local administration. The increased collaboration was a lifeline for many individuals.
- Returning to campus on March 3, 2020 felt like a monumental success by having grade-level groups. We came back using an AM/PM model with Distance Learners meeting each afternoon for Zoom Classes.
- Staff worked together between AM/PM sessions to thoroughly clean classes.
- Training staff, families, and students in using the Qualtrics Symptom app created smooth drop-offs.

### **Challenges:**

- We were initially limited in how groups could be formed. The cohorts were not ideal learning groups as they required siblings/family groups to stay together resulting in multi-graded groups.
- Multi-graded learning groups created significant challenges in implementing Zoom classes, activities across age levels, and the lack of age/grade peer groups.
- AM/PM model posed a lack of time for collaboration amongst staff.
- Teachers had only a 45 minute break between cohorts and at the end-of-the-day they provided Distance Learning Zoom for families who did not want to return to in-person learning.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Individual Instructional Home Supplies	\$2,000	\$4,000	Yes
Devices and Equipment	\$18,000	\$23,000	Yes
Additional Tech Support	\$15,000	\$10,680	No Yes
Counseling Services	\$10,000	\$32,285	Yes
Collaboration Time	\$9,000	\$9,000	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.

**Individual Instructional Home Supplies:** We underestimated the number of individual needed supplies.

**Device & Equipment:** With supply and demand, the cost of devices and equipment increased.

**Counseling Services:** We underestimated the time needed and cost to support our Distance Learners and social-emotional needs.

**Collaboration Time:** We allocated correctly.

## Analysis of the Distance Learning Program

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

### Successes:

- We were able to get devices in the hands of all students needing a device.
- Teachers were able to take HCOE training to effectively deliver instruction via Zoom.
- Teachers became online instructors and experts and using Google Classroom, Class Dojo, Zoom, Online Curriculum, and a multitude of online educational tools.
- Our staff and students were resilient and persevered even in the face of challenges.
- Staff worked additional hours to reach reluctant learners, to problem-solve challenges of attendance and stalled academic progress for some students, and to work together to find solutions for students, families, and staff.

### Challenges:

- Not all families had reliable Internet services.
- Some of our families could not access Internet from home because our rural location which was not accounted for by our State.
- Some families lost their jobs, were without child care, or lacked the knowledge to teach academic concepts to their child.
- Student could be reluctant to turn on cameras and engage in Zoom sessions because 1) Internet stability, or 2) they were shy, or 4) they were not able to focus, or 5) they were engaged in other tasks like video games, or 6) home distractions, 7) increased home responsibilities., etc.
- Students were not making as much progress as needed for expected academically.
- Students were experiencing increased social-emotional needs.
- Our counselor was taxed with increased needs and not enough time, resources, people-power.
- Zoom fatigue for students, families, teachers, and support staff.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Online Curriculum	\$17,000	\$15,239	No
Online Curriculum to support special education students, at-risk students, academic intervention, English Learners, Foster/Homeless Youth	\$12,000	\$3,855	Yes
Classroom supplies to support learning loss	\$5,000	\$4,000	Yes
Professional Development	\$5,000	\$0	No 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.

**Online Curriculum:** We did not have any substantive difference.

**Online Curriculum to Support Unduplicated Students:**We greatly overestimated the cost.

**Classroom Supplies to Support Learning Loss:** We overestimated the cost and overlooked supplies on-hand.

**Professional Development:** We will be using the allotted funds for Learning Loss training before coming back in 2021-2022 school year.

## Analysis of Pupil Learning Loss

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

### Successes:

- Staff worked relentlessly to create programs to support struggling learners.
- Online assessment platforms were available and accessible.
- Anticipated summer school option for all students.

### Challenges:

- Assessing students remotely created concerns over appropriate home testing environment, additional help given during assessments, valid assessment data.
- Time and available quality professional development
- Teachers and staff are exhausted and although they are eager to support summer school learning, they need a long break to rejuvenate.
- Finding qualified staff is difficult as many are not looking to be employed at a school district



## Analysis of Mental Health and Social and Emotional Well-Being

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

### Successes:

- Our counselor had weekly sessions with each grade to provide SEL lessons and monitor the well-being of the class as a whole.
- Our counselor met with students on an individual basis for support.
- Counseling and behavioral supports were available to all students.
- An outside counseling agency partnered with the school to provide ongoing and family counseling over the summer
- Our staff was responsive to student needs and worked collaboratively to support each other, students, and families.
- There is a strong team approach with the teachers, counselor, support staff, and administrator working together to ensure we serve the needs of families and students.

### Challenges:

- Students, families, and staff have been greatly impacted in a myriad of ways due to the pandemic.
- At times, students, families, and staff were overwhelmed, angry, and sadden by the restrictions and all aspects related to the COVID-19 as well as the lack of power to change the situation.
- The isolation created a disconnect for students and families with the school. There was an overall decrease in school connectiveness.

## Analysis of Pupil and Family Engagement and Outreach

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

### Successes:

- The school increased text, emails, phone calls, and surveys.
- Administration made weekly phone calls to engage families experiencing attendance issues.
- The school developed a new website to increase communication and outreach to students, families, staff, and the community.
- Teachers used multiple ways and online platforms to inform families daily and weekly through phone calls, texts, emails, Class Dojo, Google Classroom, Synergy, and Weekly Notes home.

- The school partnered with Blue Lake City and PTO to put on a walking and socially distant Halloween walk. It was very well-attended and families adhered to all safety mandates.
- PTO worked tirelessly to put on a version of our yearly egg hunt using all safety protocols.
- The school partnered with Del' Arte Performing Art studio to watch a parade. It was most classrooms one and only field trip. It was a walking and socially distant field trip.
- The school organized three local field trips following all state and local guidelines for 8th grade students in lieu of the customary 8th grade three-day overnight trip.

#### **Challenges:**

- COVID restrictions resulted in pausing all traditional and additionally planned gatherings that our students, families, and staff look forward to each year.
- The AM/PM model created a shortened day and prevented grade-level peers being with all their classmates a one-time.
- The AM/PM model was difficult for families to adjust and to schedule drop-off and pick-up times.
- Distance Learning impeded in-depth relationship building and limited peer interactions.

## **Analysis of School Nutrition**

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

#### **Successes:**

- We increased production of meals to serve all individuals in the community 18 years and younger.
- We created drop-off sites along our previous bus route to get meals to families.
- We had door delivery for families who could not get to a bus stop location or come onsite during meal time distribution.
- We provided breakfast, lunch, supper, and snack.

#### **CHALLENGES:**

- The types of food items offered changed from our usual pre-COVID meal preparation.
- Increased pre-packaged food. This also results in more trash.
- Students were not able to eat breakfast or supper onsite.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	School Nutrition	\$10,000	\$10,000	Yes
Mental Health and Social and Emotional Well-Being	Mental Health and Social and Emotional Well-Being	\$15,000	\$15,000	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.

**School Nutrition:** There are no substantive differences.

**Mental Health and Social and Emotional Well-Being:** There are no substantive differences.

### 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.

There are a plethora of lessons learned since our March 2020 school closure. Stakeholder input was gathered through Board meetings, School Site Council meetings, staff meetings, teacher meetings, and many surveys as well as calls, texts, and emails from families and community members. All stakeholder input was critical to developing our current LCAP. Adjustments were made as we received feedback and suggestions. Our goals and actions for the 2021-2024 LCAP were written using all that was learned from the school closure including different instructional models and stakeholder input.

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

Pupil learning loss will be assessed through formal and informal assessments as well as observations of all students, including pupils with unique needs. We will assess all students four times a year: at the start of school and at the end of each trimester to gauge progress and learning loss.

We will use the following assessment tools:

- Renaissance STAR 360 Read & Math Assessments
- DIBELS
- Moby Max Online Assessment
- Curricular Assessments
- Basic Phonics Skills Test (BPST)
- Fry High Frequency Word List
- Core-Growth
- Read Naturally

The District utilized and will continue to use small group instruction, targeted learning plans through Response to Intervention (RTI), CALSOAP Tutoring, Teacher-Tutoring, increased paraprofessional time, and one-to-one targeted instruction to address specific areas of needed growth and gaps in learning. Our Student Study Team (SST) will continue to monitor outcomes through the SST process of regularly scheduled meetings every 6-8 weeks to ensure adequate progress on intervention strategies and document outcomes.

Our Jump Start Summer School will prioritize the needs of pupils with unique needs. Our school team of general education teachers, resource specialist, RTI teacher, counselor, and administrator will continue to work closely together to remove barriers to student learning.

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

There was an unexpected need to buy updated projectors to effectively deliver instructions on white boards when students returned to campus. This was at a total cost of \$ 16,389. Budgeted funds throughout the LCP were underestimated for increased and improved services and were adjusted accordingly to reflect estimated actual expenditures.

# 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.

## **ANALYSIS & REFLECTIONS**

### **The following LCAP REFLECTIONS ~ SUCCESSES contributed to the development of the new 2021-2024 LCAP**

#### **CA Dashboard:**

- Suspension rate has continued to decline since 2017. 0% suspended. (CA Dashboard - **Blue**)
- Chronic Absenteeism declined from 10.3% to 8.8% in 2019 (CA Dashboard - **Green**)
- Math: Overall score increased by scores by 3.9 points. (CA Dashboard - **Yellow** )
- Math: Socioeconomically Disadvantaged increased by 25.9 points. (CA Dashboard - **Yellow** )

#### **School & Community**

- Refinance Bond saving community tax payers over \$600,000
- New Compliant Website/Increase access to effective communication and dissemination of information.
- Increased Chromebooks

### **The following LCAP REFLECTIONS ~ IDENTIFIED NEED contributed to the development of the new 2021-2024 LCAP**

#### **CA Dashboard -- Identified Areas of Needed Growth:**

- ELA: There was a slight overall achievement increase in 2018 for ELA (CA Dashboard -Yellow ). However, it declined in 2019 (CA Dashboard **Orange**).
- ELA: White Students declined 19.4 points (CA Dashboard - **Orange**)
- ELA: Socioeconomically Disadvantaged declined by 40.1 points. (CA Dashboard - **Yellow** )
- Math: White Students declined 8.8 points. (CA Dashboard - **Orange**)

#### **Other Needs**

- Both of our playgrounds are aging. They are in need of replacement
- New video surveillance to help identified individuals and to assist with combating graffiti, vandalism, and theft of the school property.

### **The following LCAP HIGHLIGHTS were development through stakeholder input for the new 2021-2024 LCAP**

The order of key objectives and goals were a direct result from stakeholder input through community meetings and surveys.

**This year's LCAP aligns with each of California's eight priority areas. Its key objectives are:**

- To ensure high quality staff, instruction, and course studies in a well-maintained facility.
- To eliminate academic barriers and increase college and career readiness through inclusive classrooms and school environments
- To increase family involvement, connectiveness, and effective communication with all stakeholders to foster meaningful relationships.

**GOAL 1: Ensure students have access to highly qualified teachers, state-aligned materials, a broad course of study, and facilities that are in good repair. (10 Actions)**

- BLUESD will purchase NGSS curriculum.
- BLUESD will increase access to Spanish and music.
- BLUESD will increase participation of the Arts for all students.
- BLUESD will replace the aging playground structures and improve outdoor play surfaces.

**GOAL 2: Increase student achievement for all students including foster youth, homeless youth, and unduplicated students in a positive and inclusive environment, improving the foundation for college and career readiness. (12 Actions)**

- BLUESD will employ a teacher to deliver Response to Intervention, English Learner Service, and Technology.
- BLUESD will provide teacher tutoring to unduplicated students.
- BLUESD will provide ELA & Math tutoring to support increase academic achievement.
- BLUESD will purchase online assessment tools, subscriptions, and academic platforms to increase achievement.

**GOAL 3: Involve students, families, and the community in the decision-making process, educational programs, and school activities while ensuring school safety and connectedness. (15 Actions)**

- BLUESD will provide effective communication through voicemails, emails, texting, website, and notes home.
- BLUESD will employ a psychologist/counselor to deliver SEL curriculum and to support SEL outcomes.
- BLUESD will increase student and family events.
- BLUESD will fully implement PBIS schoolwide.

**Analysis & Reflection of the LCP indicated that the District was and continues to be responsive to the needs of families, students, and staff outcomes associated with all aspects of the pandemic as it relates to Blue Lake Union Elementary School District.**

## 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](mailto:lcff@cde.ca.gov).*

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

### Annual Update

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

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

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

#### Goal Analysis

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

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

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

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

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

### **Actions Related to the Distance Learning Program**

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



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

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

## **Actions Related to Pupil Learning Loss**

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

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

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

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

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

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

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

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

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



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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,498,471.00	1,537,267.00
	0.00	3,980.00
Federal Funds	23,251.00	21,330.00
LCFF Base	571,844.00	688,194.00
LCFF Supplemental and Concentration	298,404.00	320,868.00
Locally Defined	0.00	28,893.00
Lottery	21,112.00	25,147.00
Other	209,983.00	81,831.00
Special Education	331,904.00	318,662.00
Title I	33,843.00	40,170.00
Title II	8,130.00	8,192.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,498,471.00	1,537,267.00
	367,762.00	357,789.00
0000: Unrestricted	141,041.00	172,148.00
1000-1999: Certificated Personnel Salaries	883,740.00	971,329.00
2000-2999: Classified Personnel Salaries	17,246.00	20,923.00
4000-4999: Books And Supplies	88,282.00	15,078.00
5000-5999: Services And Other Operating Expenditures	400.00	0.00
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	1,498,471.00	1,537,267.00
		0.00	0.00
	LCFF Base	15,763.00	14,480.00
	Lottery	20,095.00	24,647.00
	Special Education	331,904.00	318,662.00
0000: Unrestricted	LCFF Base	92,315.00	122,915.00
0000: Unrestricted	Other	48,726.00	49,233.00
1000-1999: Certificated Personnel Salaries	Federal Funds	23,251.00	21,330.00
1000-1999: Certificated Personnel Salaries	LCFF Base	443,592.00	548,171.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	298,404.00	320,868.00
1000-1999: Certificated Personnel Salaries	Other	76,620.00	32,598.00
1000-1999: Certificated Personnel Salaries	Title I	33,743.00	40,170.00
1000-1999: Certificated Personnel Salaries	Title II	8,130.00	8,192.00
2000-2999: Classified Personnel Salaries		0.00	3,980.00
2000-2999: Classified Personnel Salaries	LCFF Base	17,246.00	0.00
2000-2999: Classified Personnel Salaries	Locally Defined	0.00	16,943.00
4000-4999: Books And Supplies	LCFF Base	2,628.00	2,628.00
4000-4999: Books And Supplies	Locally Defined	0.00	11,950.00
4000-4999: Books And Supplies	Lottery	1,017.00	500.00
4000-4999: Books And Supplies	Other	84,637.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	300.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	100.00	0.00
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	881,573.00	1,003,787.00
Goal 2	520,049.00	410,361.00
Goal 3	96,849.00	123,119.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$58,434.00	\$194,355.78
Distance Learning Program	\$54,000.00	\$78,965.00
Pupil Learning Loss	\$39,000.00	\$23,094.00
Additional Actions and Plan Requirements	\$25,000.00	\$10,015.00
All Expenditures in Learning Continuity and Attendance Plan	\$176,434.00	\$306,429.78

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$19,000.00	\$76,473.00
Distance Learning Program		
Pupil Learning Loss	\$17,000.00	\$15,239.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$56,000.00	\$118,780.78

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$39,434.00	\$117,882.78
Distance Learning Program	\$54,000.00	\$78,965.00
Pupil Learning Loss	\$22,000.00	\$7,855.00
Additional Actions and Plan Requirements	\$25,000.00	\$10,015.00
All Expenditures in Learning Continuity and Attendance Plan	\$140,434.00	\$214,717.78



# 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
Blue Lake Union Elementary School District	DeAnn Waldvogel Superintendent-Principal	dwaldvogel@bluelakeschool.org (707) 668-5674 EXT:126

## Plan Summary [2021-22]

### General Information

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

Blue Lake Union Elementary School District is located in a small rural town situated in the Mad River Valley of Humboldt County in the heart of the majestic redwoods. The community is known for hunting, fishing, beach combing, rock-climbing, surfing, backpacking, and camping. Blue Lake is a family-oriented community near many educational, cultural, and recreational experiences. Blue Lake Union Elementary School District is a TK-8 single-school district located at 631 Greenwood Road in Blue Lake, CA.

Student enrollment for the 2020-2021 concluded with 179 students.

Demographic & Ethnicity breakdown -- Source: <https://dq.cde.ca.gov/dataquest/>

#### The demographic breakdown is as follows:

English Learners 7.3%

Students with Disabilities 27%

Socioeconomically Disadvantaged 64.6 %

Foster Youth and Homeless Youth < 1%

#### The district is ethnicity breakdown is as follows:

Asian 1.7%,

African American 1.7%,

American Indian/Alaskan Native 5.0%

Filipino 0%

Hispanic 14.5%,

Pacific Islander .56%

Two or More Races 17.9%%,

White 48.6%

Unstated 10.1%

The following priorities are not applicable:

#### **Priority 4 – Student Achievement**

- API growth and subgroup performance
- Percent of pupils who have successfully completed a-g courses or approved CTE sequences
- Percent who have passed AP exam with a score of 3 or higher
- Percent who demonstrate college preparedness via EAP or subsequent indicators

#### **Priority 5 – Student Engagement**

- High School dropout rates
- High School graduation rates

#### **Priority 8 – Other Pupil Outcomes**

- Concurrent enrollment in community college classes
- Number of students receiving Seal of Bi-literacy

#### **Our school has an outstanding teaching staff consisting of the following:**

- Nine General Education Teachers (one class and one teacher per grade)
- One Response-to-Intervention/English Language Learner/Technology Teacher
- One Resource Specialist Teacher

- One Special Day Class Teacher

## **DISTRICT VISION**

The staff at Blue Lake Elementary School is committed to provide every student:

- A Positive Learning Environment
- A Completely Involved Staff
- A Safe and Secure Environment

We value every child and will work to support the educational and social needs of each student in our school. Blue Lake Union Elementary School is a safe learning community that empowers learners with the knowledge, values, and skills to be contributing members of our society.

## **MISSION STATEMENT**

Blue Lake Union Elementary School District is a partnership of school, parents, businesses, and the community. Our mission is to prepare children for the future by establishing the knowledge and skills to achieve academic excellence, personal growth, and success within a safe and diverse environment.

## **Reflections: Successes**

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

### **CA Dashboard:**

- Suspension rate has continued to decline since 2017. 0% suspended. (CA Dashboard - **Blue**)
- Chronic Absenteeism declined from 10.3% to 8.8% in 2019 (CA Dashboard - **Green**)
- Math: Overall score increased by scores by 3.9 points. (CA Dashboard - **Yellow** )
- Math: Socioeconomically Disadvantaged increased by 25.9 points. (CA Dashboard - **Yellow** )

## School & Community

- Refinance Bond saving community tax payers over \$600,000
- New Compliant Website/Increase access to effective communication and dissemination of information.
- Increased Chromebooks

## 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.

CA Dashboard -- Identified Areas of Needed Growth:

- ELA: There was a slight overall achievement increase in 2018 for ELA (CA Dashboard -**Yellow** ). However, it declined in 2019 (CA Dashboard **Orange**).
- ELA: White Students declined 19.4 points (CA Dashboard - **Orange**)
- ELA: Socioeconomically Disadvantaged declined by 40.1 points. (CA Dashboard - **Yellow** )
- Math: White Students declined 8.8 points. (CA Dashboard - **Orange**)

## Other Needs

- Both of our playgrounds are aging. They are in need of replacement
- New video surveillance to help identified individuals and to assist with combating graffiti, vandalism, and theft of the school property.

## LCAP Highlights

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

**This year's LCAP aligns with each of California's eight priority areas. Its key objectives are:**

- To ensure high quality staff, instruction, and course studies in a well-maintained facility.
- To eliminate academic barriers and increase college and career readiness through inclusive classrooms and school environments
- To increase family involvement, connectiveness, and effective communication with all stakeholders to foster meaningful relationships.

**GOAL 1: Ensure students have access to highly qualified teachers, state-aligned materials, a broad course of study, and facilities that are in good repair. (10 Actions)**

- BLUESD will purchase NGSS curriculum.
- BLUESD will increase access to Spanish and music.
- BLUESD will increase participation of the Arts for all students.
- BLUESD will replace the aging playground structures and improve outdoor play surfaces.

**GOAL 2: Increase student achievement for all students including foster youth, homeless youth, and unduplicated students in a positive and inclusive environment, improving the foundation for college and career readiness. (12 Actions)**

- BLUESD will employ a teacher to deliver Response to Intervention, English Learner Service, and Technology.
- BLUESD will provide teacher tutoring to unduplicated students.
- BLUESD will provide ELA & Math tutoring to support increase academic achievement.
- BLUESD will purchase online assessment tools, subscriptions, and academic platforms to increase achievement.

**GOAL 3: Involve students, families, and the community in the decision-making process, educational programs, and school activities while ensuring school safety and connectedness. (15 Actions)**

- BLUESD will provide effective communication through voicemails, emails, texting, website, and notes home.
- BLUESD will employ a psychologist/counselor to deliver SEL curriculum and to support SEL outcomes.
- BLUESD will increase student and family events.
- BLUESD will fully implement PBIS schoolwide.

# 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.

Blue Lake Union Elementary School is not eligible for comprehensive support and improvement.

## Support for Identified Schools

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

Blue Lake Union Elementary School is not eligible for comprehensive support and improvement.

## Monitoring and Evaluating Effectiveness

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

Blue Lake Union Elementary School is not eligible for comprehensive support and improvement.

# Stakeholder Engagement

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

Blue Lake Union Elementary School District (BLUESD) is committed to the idea that meaningful stakeholder engagement is an integral part of developing any effective plan. Due to COVID-19 and our school closure in the spring of 2020, we considerably increased communication with stakeholders. As such, BLUESD used a variety of meetings, surveys, and activities to involve stakeholders. Stakeholder feedback was used to develop the following plans: COVID Written Report, Learning Continuity Plan (LCP), Distance Learning Plans, Hybrid Learning Plan, Expanded Learning Opportunity Grant, and the 2021-2022 LCAP. The process included the discussion and review of guidelines, data surveys, practices, and goals as well as proposed actions and services.

The district does not have a classified bargaining unit. However, starting 2016-2017 school year, a certificated bargaining unit –BLUEST-- participated in negotiations through CTA. Meetings with BLUEST and negotiations influence the development of all plans.

Student input was gathered during class meetings and school surveys. Teachers sent home weekly classroom newsletters, and the district used routine messages through our mass notification system to sustain contact with all stakeholders.

The following were opportunities for stakeholder input and feedback. The information gathered continues to drive decision-making for the District and LCAP development.

## **YEAR 2020**

- July 23 Special Board Meeting
- July 30 Special Board Meeting
- August 7 BLUEST MOU
- August 13 Board Meeting (LCP)
- August 14 Teacher Meeting
- August 21 All Staff Meeting
- August 27 Board Meeting
- August 28 Teacher Meeting & After-School (ASES) Staff Meeting
- September 4 Teacher Meeting & After-School (ASES) Staff Meeting

- September 10 BLUEST & Board Meeting (School Site Specific Protection Plan)
- September 10 LCP Input Meeting
- September 15 LCP Input Meeting
- September 22 BLUEST
- September 23 Public Hearing & Board Meeting (LCP)
- September 25 Teacher Meeting & After-School (ASES) Staff Meeting
- October 2 Teacher Meeting & After-School (ASES) Staff Meeting
- October 8 Board Meeting
- October 12-16 Teacher Conference & Parent Input
- October 16 Teacher Meeting & After-School (ASES) Staff Meeting
- October 23 Teacher Meeting & After-School (ASES) Staff Meeting
- November 6 Teacher Meeting & After-School (ASES) Staff Meeting
- November 12 Board Meeting LCAP Update
- November 20 Teacher Meeting & After-School (ASES) Staff Meeting
- November 23 BLUEST
- November 27 After-School (ASES) Staff Meeting
- Dec 4 Teacher Meeting & After-School (ASES) Staff Meeting
- Dec 10 Board Meeting
- Dec 11 BLUEST
- Dec 12 BLUEST
- Dec 17 School Site Council & LCAP Advisory Group
- Dec 18 Teacher Meeting & After-School (ASES) Staff Meeting

## **YEAR 2021**

- Jan 6 BLUEST
- Jan 11 BLUEST
- Jan 14 Board Meeting (SARC & COVID Prevention Plan)



- Jan 21 School Site Council & LCAP Advisory Group
- Jan 27 Kindergarten Information Night
- Jan 29 Teacher Meeting & After-School (ASES) Staff Meeting
- Feb 5 Teacher Meeting & After-School (ASES) Staff Meeting
- Feb 11 Board Meeting – LCAP Update
- Feb 12 Teacher Meeting & After-School (ASES) Staff Meeting
- Feb 19 Teacher Meeting & After-School (ASES) Staff Meeting
- Feb 25 School Site Council & LCAP Advisory Group
- Feb 26 Board Meeting
- March 11 Board Meeting –LCAP Update
- March 15 Teacher Meeting
- March 29 Teacher Meeting
- March 25 School Site Council & LCAP Advisory Group
- April 5 Teacher Meeting
- April 8 Board Meeting – LCAP Update
- April 19 Teacher Meeting
- April 22 School Site Council & LCAP Advisory Group
- April 26 Teacher Meeting
- May 3 Teacher Meeting
- May 10 Teacher Meeting
- May 13 Board Meeting – LCAP Update/ELO Grant
- May 24 Teacher Meeting
- May 26 School Site Council & LCAP Advisory Group
- June 16 School Site Council & LCAP Advisory Group
- June 23 Board Meeting – Public Hearing – LCAP
- June 24 Board Meeting LCAP

## **STAFF SCHOOL SURVEY ~ 53% of Staff Responded**

### *Basic Services/Learning Conditions*

- 95% agree and strongly agree that teachers go out of their way to help students
- 100% agree and strongly agree adults at school really care about students.
- 95% agree and strongly agree the school is clean and well-maintained.
- 95% agree and strongly agree the school provides students textbooks and materials.
- 100% agree and strongly agree the school provided students with the technology needed for Distance Learning.

### *Academics*

- 100% agree and strongly agree the school provides supports that help students to be academically successful.
- 79% agree and strongly agree the school provides a variety of activities for students.
- 90% agree and strongly agree the school provides supports for English Learners.
- 79% agree and strongly agree the school provides activities that prepare students for high school/college readiness.
- 95% agree and strongly agree the school promotes academic success for all students.
- 84% agree and strongly agree the school sets high standards for academic performance for all students.

### *Engagement*

- 90% agree and strongly agree the school seeks input from families.
- 85% agree and strongly agree the school seeks input from staff.
- 69% agree and strongly agree the school seeks input from the community.
- 67% agree and strongly agree the school promotes participation in school decisions.
- 95% agree and strongly agree the school staff focuses on improving student attendance.

### *Climate*

- 79% agree and strongly agree students feel safe and connected to the school.
- 85% agree and strongly agree the school staff treat all students with respect
- 79% agree and strongly agree they feel supported by school staff.
- 79% agree and strongly agree the school works on building a relationship with school staff and families.
- 95% agree and strongly agree the school staff treat all students with respect.
- 84% agree and strongly agree the school offers social-emotional supports for students.
- 89% agree and strongly agree the school staff are responsive.

## **FAMILY/COMMUNITY SCHOOL SURVEY ~ 67 Responses: Representing 103 students and 6 community members.**

### *Basic Services/Learning Conditions*

- 91% agree and strongly agree that teachers go out of their way to help students
- 91% agree and strongly agree adults at school really care about students.
- 93% agree and strongly agree the school is clean and well-maintained.
- 97% agree and strongly agree the school provides students textbooks and materials.
- 89% agree and strongly agree the school provided students with the technology needed for Distance Learning.

### *Academics*

- 93% agree and strongly agree the school provides supports that help students to be academically successful.
- 79% agree and strongly agree the school provides a variety of activities for students.
- 55% agree and strongly agree the school provides supports for English Learners. (45% Neutral/No opinion)
- 67% agree and strongly agree the school provides activities that prepare students for high school/college readiness.
- 84% agree and strongly agree the school promotes academic success for all students.

### *Engagement*

- 88% agree and strongly agree the school seeks input from families.
- 81% agree and strongly agree the school staff focuses on improving student attendance.
- 82% agree and strongly agree they feel welcome to participate in school activities.
- 80% agree and strongly agree teachers keep families well-informed about class activities.
- 85% agree and strongly agree the school keep them well-informed about school activities.

### *Climate*

- 83% agree and strongly agree my child feel safe and connected to the school.
- 85% agree and strongly agree the school staff treat all students with respect
- 79% agree and strongly agree school staff enforce school rules equally for all students.
- 78% agree and strongly agree the school offers social-emotional supports for students.
- 95% agree and strongly agree the school staff treat all students with respect.
- 84% agree and strongly agree the school offers social-emotional supports for students.
- 89% agree and strongly agree the school staff are responsive.
- 88% agree and strongly agree the school staff are approachable.

## STUDENT SCHOOL SURVEY

### *Do you like school?*

- 11.6% Yes, all the time.
- 44.2% Yes, most of the time.
- 38.9% Yes, some of the time.
- 5.3% No, Never

### *Do you feel close to people at school?*

- 15.8% Yes, all the time.
- 40% Yes, most of the time.
- 34.7% Yes, some of the time.
- 9.5% No, Never

### *Do you feel like you are part of the school?*

- 36.8% Yes, all the time.
- 29.5% Yes, most of the time.
- 24.2% Yes, some of the time.
- 9.5% No, Never

### *Do you feel connected to the school?*

- 24.2% Yes, all the time.
- 27.4% Yes, most of the time.
- 30.5% Yes, some of the time.
- 17.9% No, Never

### *Does your teacher want you to do well?*

- 84.2% Yes, all the time.
- 11.6% Yes, most of the time.
- 4.2% Yes, some of the time.
- 0% No, Never

### *Do staff want you to do well?*

- 74.7% Yes, all the time.
- 16.8% Yes, most of the time.
- 8.4% Yes, some of the time.
- 0% No, Never

*Do teachers treat students fairly at school?*

- 55.8% Yes, all the time.
- 24.2% Yes, most of the time.
- 16.8% Yes, some of the time.
- 3.2% No, Never

*When you are at school, do you feel safe in the classroom?*

- 57.9% Yes, all the time.
- 35.8% Yes, most of the time.
- 4.2% Yes, some of the time.
- 2.1% No, Never

*When you are at school, do you feel safe during recess?*

- 62.1% Yes, all the time.
- 29.5% Yes, most of the time.
- 8.4% Yes, some of the time.
- 0% No, Never

*Have other students at school ever teased you?*

- 42.1% Yes, all the time.
- 57.9% Yes, most of the time.
- 0% Yes, some of the time.
- 0% No, Never

*Are you nice to others?*

- 46.3% Yes, all the time.
- 47.4% Yes, most of the time.
- 5.3% Yes, some of the time.
- 1.1% No, Never

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

Stakeholder input through calls, emails, texts, conferences, Board Meetings, School Site Council, LCAP Advisory Committee, and surveys influenced LCAP the following specific goals and actions:

Goal 1, Action 4: Purchase NGSS Curriculum

Goal 1, Action 9: Increase Art Instruction

Goal 1, Action 10: Create an outdoor covered structure

Goal 2, Action 2: Employee a teacher for services to Low-Level Readers/RTI

Goal 2, Action 3: Employee a teacher for services to EL Learners

Goal 2, Action 4: Employee a teacher to provide technology support to students and teachers

Goal 3, Action 1: Utilizing the website, social media, mass notification, and databases to create effective communication

Goal 3, Action 8: Employee a full-time psychologist/counselor to ensure social-emotional learning and supports

Goal 3, Action 9: Create a School Climate Team to effectively implement MTSS/PBIS

Goal 3, Action 12: Increased events for unduplicated students

Goal 3, Action 13: Increased events for all students

# Goals and Actions

## Goal

Goal #	Description
1	<p>Ensure students have access to highly qualified teachers, stated-aligned materials, a broad course of study, and facilities that are in good repair.</p> <p>(Priorities 1, 2, 7)</p>

An explanation of why the LEA has developed this goal.

This broad goal was created to encompass state priorities focused on conditions of learning. It supports our mission statement and reflects input from stakeholders. (Priorities 1, 2, 7)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher credentials  (SARC) (1)	100% Credentialed				Maintain 100% Credentialed Teachers
Student access to standards-aligned instructional materials. (1)	100% of students have access to standards-aligned instructional materials				Maintain 100% of students have access to standards-aligned instructional materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of Common Core State Standards (CCSS) (2)	Teacher Survey: Full Implementation				Full Implementation & Sustainability for all grades.
Implementation of State Standards – ELA (2)	Teacher Survey: Full Implementation & Sustainability				Full Implementation & Sustainability for all grades.
Implementation of State Standards – Math (2)	Teacher Survey: Full Implementation & Sustainability				Full Implementation & Sustainability for all grades.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Standards – History/Social Science (2)	Teacher Survey: Full Implementation & Sustainability				Full Implementation & Sustainability for all grades.
Implementation of to State Standards – Science (2)	The district is using an online standard-based program and will be restarting to evaluate NGSS aligned curriculum for implementing in grades TK-8. Initial Implementation  Teacher Survey: Adopted Curriculum: 1-Exploration & Research  Online Curriculum: 3-Initial Implementation				Full Implementation & Sustainability for all grades.
Implementation of State Standards – Physical Education (2)	Teacher Survey: Full Implementation				Full Implementation & Sustainability for all grades.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learners access to the CCSS and ELD standards to gain academic content and English Language Proficiency. (1) (2)	<p>All English Learners have access to CCSS and ELD standards that are aligned with the current adopted curriculum. Engage National Geographic ELA.</p> <p>Teacher Survey: Full Implementation &amp; Sustainability</p>				<p>Maintain full access to the CCSS and ELD standards for all English Learners.</p> <p>Maintain Full Implementation &amp; Sustainability</p>
Course Access (7)	100% of students have a broad course of study including unduplicated students and students with disabilities in all areas of study: ELA, math, history, science, health, the arts, and physical education.				Maintain 100% of students have a broad course of study including unduplicated students and students with disabilities.
Participation rates in music opportunities (7)	100% of students received music instruction.				Maintain 100% of students receiving music instruction.
Arts Integration (7)	In 2018-2019, all TK/K, 5th, 6th, and 8th participated in the Arts through Arcata				100%of students will participate in Art Education.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Playhouse. A teacher survey will be created and used as baseline for art integration levels for all grades.				
Facilities Conditions (1)	Facilities Inspection Tool rating by HCOE: 98.61%, Good Repair				Maintain Good Repair Status

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Credentialed Teacher	1.1 <ul style="list-style-type: none"> <li>• Hire highly qualified certificated staff with appropriate assignments.</li> <li>• Employ administrator staff to support the school program</li> <li>• Provide induction support as needed through North Coast Teacher Induction Program to support new teachers.</li> </ul>	\$790,983.00	No
2	Resource Specialist Program	1.2 <ul style="list-style-type: none"> <li>• 1.0 FTE Resource Specialist Teacher.</li> <li>• .3 FTE Special Education Aide</li> </ul>	\$108,288.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3</b>	Special Day Class	1.3 <ul style="list-style-type: none"> <li>• 1.0 FTE Special Day Class Teacher</li> <li>• 1.75 Special Day Class Aide</li> </ul>	\$142,194.00	No
<b>4</b>	Implementation of State Standards	1.4 <ul style="list-style-type: none"> <li>•CCSS: Ongoing PD &amp; Implementation Teacher Survey</li> <li>•ELA: Ongoing PD &amp; Implementation Teacher Survey</li> <li>•Math: Ongoing PD &amp; Implementation Teacher Survey</li> <li>•History: Ongoing PD &amp; Implementation Teacher Survey</li> <li>•Science: Purchase NGSS Aligned Curriculum</li> <li>•Science: Ongoing PD &amp; Implementation Teacher Survey</li> <li>•P.E. Ongoing PD &amp; Implementation Teacher Survey</li> </ul>	\$73,856.00	No
<b>5</b>	Language Support	1.5 <p>Provide instructional materials for English Learners, Re-designated Fluent English-speaking, and students with language deficits as determined by individual need.</p> <ul style="list-style-type: none"> <li>•ELPAC Coordinator</li> </ul>	\$600.00	Yes
<b>6</b>	Spanish Coordinator	1.6	\$17,069.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• .325 FTE Spanish Coordinator/Classified Employee</li> <li>•Purchase Updated Curriculum</li> <li>•Supplies</li> </ul>		
<b>7</b>	Library Coordinator	1.7 <ul style="list-style-type: none"> <li>• .225 FTE Library Coordinator/Classified Employee</li> </ul>	\$5,586.00	No
<b>8</b>	Music Coordinator	1.8 <ul style="list-style-type: none"> <li>•.4 FTE Music Coordinator/Classified Employee</li> <li>• Supplies</li> </ul>	\$24,385.00	No
<b>9</b>	Arts Integration	1.9 <ul style="list-style-type: none"> <li>•Participate in the ArtSel Grant (New HCOE Program)</li> <li>•Participate in county art collaboration</li> <li>•Arcata Playhouse TK/K &amp; 8th Grade Play</li> <li>•Mask Making &amp; Puppetry</li> <li>•Art Club</li> <li>•Materials</li> </ul>	\$3,000.00	No
<b>10</b>	Outdoor Activity Areas	1.10 <ul style="list-style-type: none"> <li>•Resurface outdoor student activity areas</li> <li>•Enhance outdoor playscapes</li> </ul> (ESSER FUNDS)		No

Action #	Title	Description	Total Funds	Contributing

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.

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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	<p>Increase student achievement for all students including foster youth, homeless youth, and unduplicated students in a positive and inclusive environment, improving the foundation for college and career readiness.</p> <p>(Priorities 2, 4, 8)</p>

An explanation of why the LEA has developed this goal.

This broad goal was created to encompass state priorities focused on pupil outcomes. It supports our mission statement and reflects input from stakeholders. (Priorities 2, 4, 8)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCSS Professional Development (2)	100% of teachers participated in two full days of CCSS professional development.				Maintain: 100% of teachers participated in full days of CCSS professional development.
CAASPP – ELA (4)	<p><b>2018-2019: ELA</b></p> <p><b>MET/EXCEEDED</b></p> <p>All students: 41%</p> <p>SED: 40%</p>				<p><b>2024: ELA</b></p> <p><b>MET/EXCEEDED</b></p> <p>All students: 44%</p> <p>SED: 43%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWD: 17.86% Hispanic: 47.62% White: 40.38%				SWD: 20.86% Hispanic: 50.62% White: 43.38%
CAASPP – Math (4)	<b>2018-2019: MATH</b>  <b>MET/EXCEEDED</b> All students: 31% SED: 30% SWD: 10.71% Hispanic: 28.57% White: 28.84%				<b>2024: MATH</b>  <b>MET/EXCEEDED</b> All students: 34% SED: 33% SWD: 13.71% Hispanic: 31.57% White: 31.84%
CAASPP – Science (4)	<b>2018-2019:SCIENCE</b>  <b>MET/EXCEEDED</b> All students: 18.18% SED: 16.67% SWD: 18.18% Hispanic: N/A White: 25%				<b>2024: SCIENCE</b>  <b>MET/EXCEEDED</b> All students: 21.18% SED: 19.67% SWD: 21.18% Hispanic: N/A White: 28%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Proficiency (4)	<b>Initial ELPAC</b> *Not Reported: <10  <b>Summative ELPAC</b> *Not Reported: <10  <b>EL Proficiency Rate:</b> 3.6%				Increase Yearly Proficiency by 1%
Physical Fitness Test (8)	<b>2018-2019: Physical Fitness Test (PFT)</b>  All students: % SED: % SWD: % Hispanic: % White: %				<b>2024: Physical Fitness Test (PFT)</b>  All students: % SED: % SWD: % Hispanic: % White: %

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	2.1 •Two full days of teacher training	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		•One full day of all staff training		
<b>2</b>	Response to Intervention Teacher	2.2 • .55 FTE Response to Intervention Teacher	\$42,318.00	Yes
<b>3</b>	English Language Learner Teacher	2.3 • .42FTE English Language Learner Teacher	\$32,316.00	Yes
<b>4</b>	Technology Teacher	2.4 •.03FTE Technology Teacher	\$2,308.00	No
<b>5</b>	Speech & Language Services	2.5 •.4 FTE Speech & Language Therapist	\$45,000.00	No
<b>6</b>	Teacher-Tutoring	2.6	\$26,420.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>•Teachers Tutor Unduplicated Students to support student ability to access and progress in academics.</li> </ul>		
7	CalSOAP Tutor	2.7 <ul style="list-style-type: none"> <li>•Maintain Tutors for 6th-8th Grade for unduplicated students</li> </ul>	\$1,283.00	Yes
8	Academic Content Curriculum Support	2.8 County and Online curriculum, subscriptions, and assessments supporting student achievement: <ul style="list-style-type: none"> <li>•Renaissance Accelerated Reader</li> <li>•Renaissance Freckle Math</li> <li>•Prodigy Math</li> <li>•Moby Max Math</li> <li>•Scholastic Subscriptions</li> </ul>	\$12,385.00	No
9	Humboldt Educational Resource Service (HERC)	2.9 Humboldt County Office of Education Curriculum Support <ul style="list-style-type: none"> <li>•HCOE Certified Librarian Service</li> </ul>	\$3,375.00	No

Action #	Title	Description	Total Funds	Contributing
10	Gifted & Talented Education (GATE)	2.10 Identify students in grades 4-8 and provide extended learning opportunities to student who qualify for the program. •Gate Coordinator •Field Trips •Materials	\$1,551.00	No
11	Summer Books	2.11 Support continued literacy through the summer •One award winning book per student	\$2,000.00	Yes
12	Technology Support	2.12 Maintain IT support through Mendes IT. •Internet maintenance, security, and repair	\$6,000.00	No

## Goal Analysis [2021-22]

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

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

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

# Goals and Actions

## Goal

Goal #	Description
3	<p>Involve students, families, and the community in the decision-making process, educational programs, and school activities while ensuring school safety and connectedness.</p> <p>(Priority 3, 5, 6)</p>

An explanation of why the LEA has developed this goal.

This broad goal was created to encompass state priorities focused on involvement and engagement of students, family, and community. It supports our mission statement and reflects input from stakeholders. (Priority 3, 5, 6)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Involvement (3)	<p><b>School Survey:</b></p> <p><b>School Seeks input from families.</b></p> <ul style="list-style-type: none"> <li>Parent ~ 88% Strongly</li> </ul>				<p><b>School Survey:</b></p> <p><b>School Seeks input from families.</b></p> <ul style="list-style-type: none"> <li>Parent ~ 91% Strongly</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Agree & Agree • Staff ~ 90% Strongly Agree & Agree				Agree & Agree • Staff ~ 93% Strongly Agree & Agree
Attendance Rate (5)	2021: Baseline to be determined in 2022  2020: N/A due to COVID-19  2019: N/A due to COVID-19  2018: 95%  2017: 92%				Attendance Rate of 95%
Chronic Absenteeism (5)	2019: 8.8%  2018: 10.3%				Reduce Chronic Absenteeism to 5%
School Climate & Connectedness (6)	<b>School Survey:</b>				<b>Increase School Survey Percentages:</b>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p><b>My child feels safe and connected to school.</b></p> <ul style="list-style-type: none"> <li>Families ~ 83% Strongly Agree &amp; Agree</li> </ul> <p><b>I feel welcome to participate at school.</b></p> <ul style="list-style-type: none"> <li>Families ~ <b>82%</b> Strongly Agree &amp; Agree</li> </ul> <p><b>Do you feel connected to the school?</b></p> <ul style="list-style-type: none"> <li>Staff ~ 79% Strongly Agree &amp; Agree</li> <li>Student ~ 51.6% Stron</li> </ul>				<p><b>My child feels safe and connected to school.</b></p> <ul style="list-style-type: none"> <li>Parent ~ 86% Strongly Agree &amp; Agree</li> </ul> <p><b>I feel welcome to participate at school.</b></p> <ul style="list-style-type: none"> <li>Parent ~ <b>85%</b> Strongly Agree &amp; Agree</li> </ul> <p><b>Do you feel connected to the school?</b></p> <ul style="list-style-type: none"> <li>Staff ~ 82% Strongly Agree &amp; Agree</li> <li>Student ~ 54.6% Stron</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	gly Agree & Agree				gly Agree & Agree
Suspension Rate (6)	2019: 0%  2018: 1.5%				Maintain 0% Suspension Rate
Expulsion Rate (6)	2019: 0%  2018: 0%				Maintain 0% Expulsion Rate
Middle School Dropout Rate (6)	2019: 0%  2018: 0%				Maintain 0% Drop-Out Rate

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Effective Family Communication	3.1 •Office Manager •Student Information System/Synergy/Edupoint •Mass Notification System through Apptegy/Thrillshare •Website powered by Apptegy	\$35,653.00	No
2	Engagement Surveys	3.2 Surveys to gauge engagement and involvement of students, parent/families, and staff •California Healthy Kid Survey •School Survey	\$216.00	No
3	Parents/Family Support Services	3.3 Provide services to support parents/guardian attending parent education, informational meetings, school events, and volunteering at school. •Childcare •Trainer •Meeting supplies	\$450.00	Yes
4	Attendance & Family Education	3.4	\$14,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide opportunities for parent and school partnership to improve attendance and parent involvement through a systems approach. •.10 FTE Administrator		
5	Bus Services	3.5 Transportation within the district and field trips •FTE Bus Driver •Fuel •Repairs •Vehicle Maintenance	\$34,412.00	No
6	Homeless Youth Transportation	3.6 •Fund family transportation cost to ensure homeless youth attend school.	\$100.00	Yes
7	Facilities	3.7 Maintaining a school campus that is safe, welcoming, and in good repair • .9375 FTE Facilities Coordinator • .875FTE Mid-Day Maintenance • .5 FTE Evening Maintenance	\$111,905.00	No

Action #	Title	Description	Total Funds	Contributing
<b>8</b>	Multi-Tiered System of Support (MTSS)	<p>3.8</p> <p>Supports through MTSS to monitor all students systematically and provide targeted intervention to students demonstrating academic, social-emotional, and/or behavioral needs with a focus on unduplicated students.</p> <ul style="list-style-type: none"> <li>•1.0 FTE Psychologist/Counselor</li> </ul>	\$65,651.00	Yes
<b>9</b>	School Climate Team PBIS	<p>3.9</p> <p>Continued Implementation: District-Wide Positive Behavioral Interventions and Supports (PBIS)</p> <ul style="list-style-type: none"> <li>•SELPA Behaviorist (1 day consultation/training)</li> <li>•Facilitator Stipend</li> <li>•Team Stipend</li> <li>•Professional Development</li> <li>•Staff Training</li> <li>•Materials (Expectation Stations, flyers, post cards)</li> </ul>	\$12,500.00	Yes
<b>10</b>	School-Wide Information System (SWIS)	<p>3.10</p> <ul style="list-style-type: none"> <li>•Continue purchase of SWIS platform</li> <li>•Staff Training</li> </ul>	\$550.00	Yes
<b>11</b>	Student Council	3.11	\$1,491.00	No

Action #	Title	Description	Total Funds	Contributing
		Re-establish 4th-8th Student Council •Advisor Stipend •Materials & Supplies		
<b>12</b>	School Connectedness Events -- Unduplicated	3.12 Provide services to support parents/guardians of unduplicated student groups to build connectedness through career exploration and cultural events. •Event Fees •Supplies	\$1,500.00	Yes
<b>13</b>	School Connected Events – All Students	3.13 Provide events that build connectedness through parent education, informational meetings, and school activities. •Events •Supplies	\$1,500.00	No
<b>14</b>	Decrease Chronic Absenteeism	3.14 Decrease chronic absenteeism. •FTE Office Manager •Parent education •Materials •Incentives	\$11,454.00	No

Action #	Title	Description	Total Funds	Contributing
<b>15</b>	School Meal Program Enhancement	3.15 Enhance the school meal program •District Meal Contribution	\$14,242.00	Yes

# Goal Analysis [2021-22]

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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
15.69%	\$230,368

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.

- 1) All actions throughout this LCAP first consider unduplicated students including English Learners, Foster Youth, Low Income students.
- 2) Specific goals and actions contributing to effectively meeting the goals of English Learners/Foster Youth/Low Income Students are listed below:

**Goal 1 Action 5:** (Contributing to English Learners, LEA-wide): ELPAC Coordinator will directly support improved services to English Learners through oversight, guidance, and collaboration with the general education teacher.

**Goal 2, Action 2:** (Contributing to English Learners/Foster Youth/Low Income Students, LEA Wide) Response to Intervention Teacher will directly improve services and increase the EL/FY/LI students ability to access and to progress in the general education curriculum.

**Goal 2, Action 3:** (Contributing to English Learners, LEA Wide) English Language Learner Teacher will directly support EL students with language acquisition while improving services through collaboration with the general education teacher and ELPAC coordinator.

**Goal 2, Action 6:** (Contributing to English Learners/Foster Youth/Low Income Students, LEA Wide) Teacher-Tutoring directly increase academic skills for EL/FY/LI students by tutoring the students in areas of needed growth and documented the outcomes.

**Goal 2, Action 7:** (Contributing to English Learners/Foster Youth/Low Income Students, LEA Wide) CALSOAP Tutors work in small groups with unduplicated students on targeted interventions in collaboration with general education teacher, RTI teacher, and counselor.



**Goal 2, Action 11:** (Contributing to English Learners/Foster Youth/Low Income Students, LEA Wide) Summer Books increase access to quality literature to improve academic outcomes for EL/FY/LI students.

**Goal 3, Action 3:** (Contributing to English Learners/Foster Youth/Low Income Students, LEA Wide) Family Meeting Supports are needed to reduce barriers for participation by establishing parent education and childcare. Research validates that removing obstacles will increase engagement, especially for English Learners/Foster Youth/Low Income families.

**Goal 3, Action 4:** (Contributing to English Learners/Foster Youth/Low Income Students, LEA Wide) Attendance & Family Education will both increase EL/FY/LI students attendance and also improve academic outcomes by utilizing the principal and support personnel to uncover reasons for poor attendance and lack of engagement through collaboration with students and families to determine the family needs and to remove impediments to getting to school and being a part of school activities.

**Goal 3, Action 6:** (Contributing to Homeless Youth, LEA Wide) Homeless Youth Transportation directly provides funds to ensure the families get their student(s) to school when experiences homelessness.

**Goal 3, Action 8:** (Contributing to English Learners/Foster Youth/Low Income Students, LEA Wide) Multi-Tiered System of Support (MTSS) hiring a full-time psychologist/counselor allows us to target and prioritize support for foster youth, English Learners, and low-income students by improving access to needed supports for social-emotional needs to engage fully with school. It is important to note that Humboldt County is one of four counties in California with the highest Adverse Childhood Experiences (ACEs) scores validating a need for counseling support.

**Goal 3, Action 9:** (Contributing to English Learners/Foster Youth/Low Income Students, LEA Wide) School Climate Team will help implement PBIS principles to encourage expected behaviors, participation, and academic progress through positive rewards and restorative circles. The team will focus on the unduplicated student population, including EL/FY/LI students.

**Goal 3, Action 10:** (Contributing to Foster Youth/Low Income Students, LEA Wide) School-Wide Information System (SWIS) will improve behaviors through documentation that will be analyzed for trends in days, times, place, and/or events that contribute to dysregulated behavior to find positive solutions.

**Goal 3, Action 11:** School Connectedness Events -- Unduplicated. (Contributing to English Learners/Foster Youth/Low Income Students, LEA Wide) EL/FY/LI students who have limited exposure to a range of professionals often see limited opportunities for their futures. A career and cultural event will also encourage parents to come to school and to participate in a learning experience with their child. The event can also be used to have students with differing cultures share their own unique culture while also learning about other cultures and career opportunities.

**Goal 3, Action 15:** (Contributing to Foster Youth/Low Income Students, LEA Wide) School Meal Program Enhancement Research shows that receiving free or reduced-price school lunches reduces food insecurity, obesity rates, and poor health. School lunch is critical for low income students to ensure their health, well-being and nutritional needs throughout the day to learn. This funding allows the school meal program to be financially supported so that high quality meals can be offered to low-income students. Our school meal program has provided necessary support in the past, and will continue to be an essential program to support our Foster Youth/Low Income Students

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

Blue Lake Union Elementary School District (BLUESD) estimates it will receive \$230,368 in supplemental and concentration funds. The District will spend 15.69% to increase or improve services for foster youth, English learners, and low-income students.

The funds will support meeting goals as outlined in the actions listed in the 'Required Description' section above to increase or improve services to foster youth, English learners, and low-income students in the following areas:

- ELPAC coordinator
- RTI teacher
- Teacher Tutoring .
- CALSOAP tutors
- Summer Literacy Program
- Family Meeting Support
- Attendance and Engagement
- MTSS supports
- PBIS implementation
- Increased family events
- Meal Enhancement

All of the funds are principally directed and effective in meeting the goals for unduplicated students, including foster youth, English Learners and Low-Income students. With 63% of unduplicated students, the most successful allocation of funds is to provide increased or improved actions and services on a LEA-wide basis.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,133,885.00	\$224,550.00	\$127,483.00	\$160,723.00	\$1,646,641.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,321,282.00	\$325,359.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Credentialed Teacher	\$715,564.00			\$75,419.00	\$790,983.00
1	2	Students with Disabilities Resource Students	Resource Specialist Program	\$8,738.00	\$11,259.00	\$2,987.00	\$85,304.00	\$108,288.00
1	3	Students with Disabilities Special Day Class	Special Day Class		\$142,194.00			\$142,194.00
1	4	All	Implementation of State Standards	\$3,856.00		\$70,000.00		\$73,856.00
1	5	English Learners	Language Support	\$600.00				\$600.00
1	6	All	Spanish Coordinator	\$600.00	\$16,469.00			\$17,069.00
1	7	All	Library Coordinator		\$5,586.00			\$5,586.00
1	8	All	Music Coordinator	\$2,000.00	\$4,042.00	\$18,343.00		\$24,385.00
1	9	All	Arts Integration	\$3,000.00				\$3,000.00
1	10	All	Outdoor Activity Areas					
2	1	All	Professional Development					\$0.00
2	2	English Learners Foster Youth Low Income	Response to Intervention Teacher	\$42,318.00				\$42,318.00
2	3	English Learners	English Language Learner Teacher	\$32,316.00				\$32,316.00
2	4	All	Technology Teacher	\$2,308.00				\$2,308.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	Students with Disabilities Students with Speech & Language Needs	Speech & Language Services		\$45,000.00			\$45,000.00
2	6	English Learners Foster Youth Low Income	Teacher-Tutoring	\$26,420.00				\$26,420.00
2	7	English Learners Foster Youth Low Income	CalSOAP Tutor	\$1,283.00				\$1,283.00
2	8	All Students with Disabilities	Academic Content Curriculum Support	\$12,385.00				\$12,385.00
2	9	All	Humboldt Educational Resource Service (HERC)	\$3,375.00				\$3,375.00
2	10	All	Gifted & Talented Education (GATE)	\$60.00		\$1,491.00		\$1,551.00
2	11	English Learners Foster Youth Low Income	Summer Books	\$2,000.00				\$2,000.00
2	12	All	Technology Support	\$6,000.00				\$6,000.00
3	1	All	Effective Family Communication	\$35,653.00				\$35,653.00
3	2	All	Engagement Surveys	\$216.00				\$216.00
3	3	English Learners Foster Youth Low Income	Parents/Family Support Services	\$450.00				\$450.00
3	4	English Learners Foster Youth Low Income	Attendance & Family Education	\$14,100.00				\$14,100.00
3	5	All	Bus Services			\$34,412.00		\$34,412.00
3	6	Low Income	Homeless Youth Transportation			\$100.00		\$100.00
3	7	All	Facilities	\$111,905.00				\$111,905.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	8	English Learners Foster Youth Low Income	Multi-Tiered System of Support (MTSS)	\$65,651.00				\$65,651.00
3	9	English Learners Foster Youth Low Income	School Climate Team PBIS	\$12,500.00				\$12,500.00
3	10	Foster Youth Low Income	School-Wide Information System (SWIS)	\$550.00				\$550.00
3	11	All	Student Council	\$1,341.00		\$150.00		\$1,491.00
3	12	English Learners Foster Youth Low Income	School Connectedness Events -- Unduplicated	\$1,500.00				\$1,500.00
3	13	All	School Connected Events – All Students	\$1,500.00				\$1,500.00
3	14	All	Decrease Chronic Absenteeism	\$11,454.00				\$11,454.00
3	15	Foster Youth Low Income	School Meal Program Enhancement	\$14,242.00				\$14,242.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$213,930.00	\$214,030.00
<b>LEA-wide Total:</b>	\$213,930.00	\$214,030.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	5	Language Support	LEA-wide	English Learners	All Schools	\$600.00	\$600.00
2	2	Response to Intervention Teacher	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,318.00	\$42,318.00
2	3	English Language Learner Teacher	LEA-wide	English Learners	All Schools	\$32,316.00	\$32,316.00
2	6	Teacher-Tutoring	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$26,420.00	\$26,420.00
2	7	CalSOAP Tutor	LEA-wide	English Learners Foster Youth Low Income	All Schools 6th-8th Grade	\$1,283.00	\$1,283.00
2	11	Summer Books	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
3	3	Parents/Family Support Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$450.00	\$450.00
3	4	Attendance & Family Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,100.00	\$14,100.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	6	Homeless Youth Transportation	LEA-wide	Low Income	All Schools		\$100.00
3	8	Multi-Tiered System of Support (MTSS)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$65,651.00	\$65,651.00
3	9	School Climate Team PBIS	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,500.00	\$12,500.00
3	10	School-Wide Information System (SWIS)	LEA-wide	Foster Youth Low Income	All Schools	\$550.00	\$550.00
3	12	School Connectedness Events -- Unduplicated	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	\$1,500.00
3	15	School Meal Program Enhancement	LEA-wide	Foster Youth Low Income	All Schools	\$14,242.00	\$14,242.00

Annual Update Table Year 1 [2021-22]

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

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



# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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



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

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

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

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

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

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

### Goal Analysis:

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

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

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